

The Effect of Pop-Up Book Learning Media on Civics Learning Outcomes of Fourth Grade Students in Indonesian Elementary Schools

Minar Trisnawaty Lumbantobing¹, Abather Rahi Saadon²

¹ Universitas HKBP Nommensen, Pematangsiantar, Indonesia; minartobing14@gmail.com

² Al-Muthanna University, Iraq; abodaar.rahee@mu.edu.iq

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ABSTRACT

This study examines the effect of pop-up book learning media on students' learning outcomes in Civics (Pancasila Education) at the elementary school level. The use of conventional teaching methods often makes Civics learning less engaging, which can result in low student learning outcomes. Therefore, innovative and interactive learning media are needed to enhance students' understanding and participation during the learning process. This research employed a quantitative approach using a pre-experimental design with a one-group pretest–posttest model. The participants were 23 fourth-grade students of SD Negeri 091608 Sinaksak selected through saturated sampling. Data were collected using a multiple-choice test consisting of 25 items administered before and after the implementation of pop-up book learning media. The data were analyzed using descriptive statistics, a normality test (Shapiro–Wilk), N-gain analysis, and a paired sample t-test with the assistance of SPSS. The results showed a significant improvement in students' learning outcomes. The average pretest score was 51.09, while the posttest average increased to 86.74. The normality test indicated that both datasets were normally distributed ($p > 0.05$). The N-gain score was 0.74, categorized as high, with an effectiveness level of 74.14%. Furthermore, the paired sample t-test showed a significant difference between pretest and posttest scores ($t = 26.51, p < 0.05$). These findings indicate that the use of pop-up book learning media significantly improves students' learning outcomes in Civics learning. Therefore, pop-up book media can be considered an effective and engaging instructional tool for enhancing learning outcomes in elementary school classrooms.

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Corresponding Author :

Minar Trisnawaty Lumbantobing

Universitas HKBP Nommensen, Pematangsiantar, Indonesia; minartobing14@gmail.com

1. INTRODUCTION

Education plays a crucial role in shaping the quality of human resources and preparing individuals to face social, cultural, and technological changes in modern society. Through education, individuals are expected to develop intellectual abilities, character, and social responsibility that contribute to the development of the nation. In Indonesia, the national education system aims to develop students' potential so that they become individuals who are knowledgeable, creative, responsible, and capable of

participating in democratic society (Yuliani et al., 2020). Therefore, improving the quality of teaching and learning processes in schools remains a central concern in the development of education.

At the elementary school level, the learning process is expected to support students' cognitive, affective, and psychomotor development through meaningful learning experiences. One of the important subjects taught in elementary schools is Civics Education (Pendidikan Kewarganegaraan or PKn), which plays a strategic role in shaping students' character and civic awareness. Civics education aims to develop students' understanding of citizenship values, national identity, democratic attitudes, and social responsibility in everyday life (Hasan & Pasinggi, 2020). Through this subject, students are expected to develop positive attitudes and behaviors that reflect the values of Pancasila and good citizenship.

However, despite its importance, Civics learning in elementary schools often faces several challenges. In many classrooms, the teaching of Civics tends to rely heavily on traditional teaching methods such as lectures and textbook-based instruction. These approaches often make the learning process less interactive and less engaging for students, which can negatively affect their motivation and learning outcomes (Sekar Arum & Yuanta, 2019). When students are not actively involved in the learning process, they may experience difficulties in understanding abstract civic concepts and applying them in real-life contexts.

Learning outcomes are an important indicator used to evaluate the effectiveness of the teaching and learning process. According to educational evaluation principles, learning outcomes reflect the extent to which students have achieved the intended learning objectives after participating in instructional activities. Low learning outcomes may indicate that the instructional strategies or learning media used by teachers are not sufficiently effective in facilitating students' understanding (Beru Perangin-angin, 2017). Therefore, teachers need to utilize appropriate teaching strategies and learning media that can enhance students' engagement and comprehension during the learning process.

One of the key factors that can influence the success of learning is the use of appropriate instructional media. Learning media serve as tools that help teachers deliver learning materials more effectively and help students understand concepts more easily (Pratiwi et al., 2023). The use of visual and interactive media can stimulate students' curiosity, increase their motivation, and create a more engaging learning environment. In elementary education, where students are still developing their cognitive abilities, the use of attractive and concrete learning media becomes even more important.

Among the various types of learning media, pop-up books have gained attention as an innovative instructional tool that can support interactive learning. A pop-up book is a type of three-dimensional visual media that combines images, text, and movable paper elements to create a more dynamic and engaging learning experience. The three-dimensional structure of pop-up books can attract students' attention and help them visualize abstract concepts more clearly (Afandi et al., 2021). This interactive characteristic makes pop-up books particularly suitable for elementary school students who tend to learn better through visual and hands-on experiences.

Previous studies have shown that the use of pop-up book media can positively influence students' learning engagement and learning outcomes. For example, research conducted by Hasan and Pasinggi (2020) found that pop-up book learning media significantly improved students' understanding of Civics materials at the elementary level. Similarly, Sekar Arum and Yuanta (2019) reported that the use of pop-up book media increased students' participation and motivation during the learning process. These studies suggest that visually rich and interactive learning media can create a more effective learning environment compared to conventional teaching approaches.

Despite the growing interest in the use of pop-up book media in education, research focusing specifically on its application in Civics learning at the elementary school level remains relatively limited. Most previous studies have focused on other subjects such as language learning, science, or early childhood education (Elfiana et al., 2022). In addition, empirical evidence examining the effectiveness of pop-up book media in improving Civics learning outcomes in Indonesian elementary schools is still scarce. This gap indicates the need for further research that explores how pop-up book media can support Civics learning in elementary classrooms.

Based on these considerations, this study aims to examine the effect of pop-up book learning media on students' learning outcomes in Civics education at the elementary school level. Specifically, this research investigates whether the use of pop-up book media can improve the learning outcomes of fourth-grade students at SD Negeri 091608 Sinaksak. The findings of this study are expected to contribute to the development of innovative instructional media in elementary education and provide practical insights for teachers in designing more engaging and effective learning experiences for students.

2. METHODS

2.1 Research Design

This study employed a quantitative approach using a pre-experimental research design, specifically the one-group pretest-posttest design. This design was chosen to examine the effect of pop-up book learning media on students' learning outcomes in Civics education. In this design, students' learning outcomes were measured before and after the implementation of the learning intervention, allowing the researcher to compare the changes that occurred after the treatment was given.

The research design can be illustrated as follows:

$O_1 \times O_2$

Where:

O_1 = Pretest score (students' learning outcomes before treatment)

X = Treatment (learning using pop-up book media)

O_2 = Posttest score (students' learning outcomes after treatment)

This design allows the researcher to determine whether there is a significant improvement in students' learning outcomes after the use of pop-up book learning media.

2.2 Participants

The participants in this study were fourth-grade students of SD Negeri 091608 Sinaksak, Indonesia during the 2023/2024 academic year. The total number of participants involved in this study was 23 students. The sampling technique used in this research was saturated sampling, meaning that all members of the population were included as research participants.

Saturated sampling was selected because the total population of students in the class was relatively small, allowing the researcher to involve all students in the study. This approach ensured that the collected data represented the entire population of the class.

2.3 Research Variables

This study consisted of two main variables:

1. Independent Variable (X)

The independent variable in this study was the use of pop-up book learning media in Civics learning.

2. Dependent Variable (Y)

The dependent variable was students' learning outcomes in Civics education, particularly on the topic of *managing mutual cooperation to achieve common goals*.

2.4 Research Instruments

The instrument used to measure students' learning outcomes was a multiple-choice test consisting of 25 questions related to the Civics learning material. Each item had four answer options (a, b, c, and d).

The test items were designed to measure students' cognitive abilities based on Bloom's taxonomy, which includes several cognitive levels:

- C1 (Remembering)
- C2 (Understanding)
- C3 (Applying)
- C4 (Analyzing)
- C5 (Evaluating)
- C6 (Creating)

The same test was used as both the pretest and posttest to measure the improvement in students' learning outcomes before and after the treatment.

2.5 Research Procedure

The research was conducted in several stages:

1. Pretest Stage
At the beginning of the research, students were given a pretest to measure their initial understanding of the Civics material before the implementation of pop-up book learning media.
2. Treatment Stage
After the pretest, the learning process was conducted using pop-up book learning media. The teacher used the pop-up book as a visual and interactive learning tool to explain the Civics material. The use of this media aimed to increase students' engagement and facilitate their understanding of the learning content.
3. Posttest Stage
After the learning activities using the pop-up book media were completed, students were given a posttest using the same instrument to evaluate their learning outcomes after the treatment.

2.6 Data Analysis

The collected data were analyzed using Statistical Package for Social Sciences (SPSS) version 21. Several statistical analyses were conducted to examine the research data:

1. Descriptive Statistics
Descriptive statistics were used to determine the minimum score, maximum score, mean score, and standard deviation of students' pretest and posttest results.
2. Normality Test
A Shapiro–Wilk normality test was conducted to determine whether the data were normally distributed. The significance level used in this study was 0.05. If the significance value (p) was greater than 0.05, the data were considered normally distributed.
3. N-Gain Test
The normalized gain (N-Gain) test was used to determine the effectiveness of the pop-up book learning media in improving students' learning outcomes. The N-Gain value was categorized as follows:
 - High effectiveness: $N\text{-Gain} \geq 0.70$
 - Moderate effectiveness: $0.30 \leq N\text{-Gain} < 0.70$
 - Low effectiveness: $N\text{-Gain} < 0.30$
4. Hypothesis Testing (Paired Sample t-Test)
A paired sample t-test was conducted to determine whether there was a significant difference between students' pretest and posttest scores. The hypothesis testing used a significance level of 0.05.

If the significance value (p) was less than 0.05, it indicated that there was a significant effect of the use of pop-up book learning media on students' Civics learning outcomes.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Descriptive Statistics of Pretest and Posttest Scores

The descriptive statistics of students' learning outcomes before and after the implementation of pop-up book learning media are presented in Table 1.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Statistic	Pretest	Posttest
Minimum	35	75
Maximum	75	100
Mean	51.09	86.74
Standard Deviation	11.07	5.96

Based on Table 1, the results show a noticeable difference between students' pretest and posttest scores. The minimum score obtained in the pretest was 35, while the minimum score in the posttest increased to 75. Similarly, the maximum score increased from 75 in the pretest to 100 in the posttest. The mean score also increased from 51.09 in the pretest to 86.74 in the posttest, indicating an improvement in students' learning outcomes after the implementation of the pop-up book learning media.

In addition, the standard deviation decreased from 11.07 in the pretest to 5.96 in the posttest, which suggests that the variation of students' scores became smaller after the treatment. This indicates that students' performance became more consistent after the learning intervention.

3.1.2 Normality Test

Before conducting hypothesis testing, a normality test was performed to determine whether the pretest and posttest data were normally distributed. The Shapiro-Wilk test was used with a significance level of 0.05. The results of the normality test are presented in Table 2.

Table 2. Normality Test Results

Data	Sig. (Shapiro-Wilk)	Significance Level	Interpretation
Pretest	0.23	0.05	Normal
Posttest	0.08	0.05	Normal

The results show that the significance values for both the pretest (0.23) and posttest (0.08) are greater than 0.05. Therefore, the data can be considered normally distributed, indicating that parametric statistical analysis can be used for hypothesis testing.

3.1.3 N-Gain Analysis

The N-Gain test was conducted to determine the effectiveness of the pop-up book learning media in improving students' learning outcomes. The results of the N-Gain analysis are presented in Table 3.

Table 3. N-Gain Analysis Results

Description	Value
Mean Pretest	51.09
Mean Posttest	86.74
N-Gain Score	0.74
N-Gain Percentage	74.14%

The results show that the N-Gain score is 0.74, which falls into the high category. The N-Gain percentage of 74.14% indicates that the use of pop-up book learning media is considered effective in improving students' learning outcomes.

3.1.4 Hypothesis Testing

To determine whether there was a significant difference between students' pretest and posttest scores, a paired sample t-test was conducted. The results of the hypothesis testing are presented in Table 4.

Table 4. Paired Sample t-Test Results

Description	Value
t-value	26.51
t-table	1.72
Sig. (p-value)	0.00
Significance Level	0.05

Based on the results of the paired sample t-test, the calculated t-value (26.51) is greater than the t-table value (1.72). In addition, the significance value ($p = 0.00$) is lower than the significance level of 0.05. These results indicate that there is a statistically significant difference between the pretest and posttest scores.

Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the use of pop-up book learning media has a significant effect on the Civics learning outcomes of fourth-grade students at SD Negeri 091608 Sinaksak.

3.2 Discussion

The results of this study indicate that the use of pop-up book learning media significantly improves students' learning outcomes in Civics learning. The findings show that the average pretest score obtained by students was 51.09, while the average posttest score increased to 86.74 after the implementation of the pop-up book learning media. This improvement demonstrates that the use of interactive and visually attractive learning media can help students better understand the learning material. The N-gain score of 0.74, which falls into the high category, further confirms that the use of pop-up book media is effective in improving students' learning outcomes.

The improvement in students' learning outcomes can be explained by the characteristics of pop-up book media, which combine visual elements, three-dimensional structures, and interactive features that attract students' attention. Elementary school students generally learn more effectively when instructional materials are presented in concrete and visually engaging forms. According to Afandi et al. (2021), pop-up books provide visual stimulation that can enhance students' interest and motivation during the learning process. The three-dimensional design allows students to interact directly with the learning materials, making the learning experience more meaningful and easier to understand.

In addition, the use of pop-up book media encourages students' active participation in the learning process. During the implementation of the learning activities, students showed greater enthusiasm and curiosity toward the learning material. Many students asked questions and were more engaged in classroom discussions. This finding supports the idea that interactive learning media can promote active learning and increase student participation in classroom activities (Pratiwi et al., 2023). When students are actively involved in learning, they are more likely to understand and retain the information presented.

The findings of this study are consistent with previous research that highlights the positive impact of pop-up book media on student learning outcomes. Hasan and Pasinggi (2020) reported that the use

of pop-up book media significantly improved students' understanding of Civics concepts in elementary school. Similarly, Sekar Arum and Yuanta (2019) found that pop-up book media increased students' motivation and participation during the learning process, which ultimately contributed to improved academic performance. These studies emphasize that visually rich and interactive learning media can create a more engaging learning environment and support better learning outcomes.

From a pedagogical perspective, the effectiveness of pop-up book media can also be explained through constructivist learning theory. Constructivist theory suggests that students learn more effectively when they actively construct their own understanding through interaction with learning materials and their environment. The use of pop-up book media allows students to observe visual representations of learning concepts and interact with the material directly, which helps them build a deeper understanding of the subject matter. As a result, students are not only passive recipients of information but become active participants in the learning process.

Furthermore, the use of pop-up book media can help teachers present abstract Civics concepts in a more concrete and understandable manner. Civics education often involves concepts related to social values, cooperation, and citizenship responsibilities, which may be difficult for elementary school students to fully comprehend through traditional lecture methods. By presenting these concepts through visual and interactive media, teachers can help students relate the learning material to real-life situations, thereby improving their comprehension.

However, despite the positive findings of this study, several limitations should be acknowledged. First, the study used a pre-experimental design without a control group, which limits the ability to generalize the results to a broader population. Second, the number of participants involved in this study was relatively small, as the research was conducted in only one class consisting of 23 students. Future studies are therefore recommended to use a quasi-experimental or experimental design with a larger sample size in order to obtain more comprehensive results.

Overall, the findings of this study indicate that the use of pop-up book learning media can significantly enhance students' learning outcomes in Civics education at the elementary school level. The interactive and visually appealing nature of pop-up books not only increases students' motivation but also facilitates better understanding of the learning material. Therefore, teachers are encouraged to utilize innovative learning media such as pop-up books to create a more engaging and effective learning environment in elementary school classrooms.

4. CONCLUSION

This study concludes that the use of pop-up book learning media significantly improves the Civics learning outcomes of fourth-grade students at SD Negeri 091608 Sinaksak. The results show a substantial increase in students' average scores from the pretest (51.09) to the posttest (86.74), supported by an N-gain score of 0.74 categorized as high and a statistically significant difference indicated by the paired sample t-test ($p < 0.05$). These findings demonstrate that pop-up book media provides an interactive and visually engaging learning experience that can enhance students' understanding of Civics concepts. The three-dimensional and attractive design of the pop-up book helps students become more active and motivated during the learning process, thereby contributing to better learning outcomes. Therefore, the integration of creative and interactive learning media such as pop-up books can be considered an effective instructional strategy for improving Civics learning in elementary school classrooms.

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