

Pop-Up Books as a Learning Innovation: Their Influence on Elementary School Students' Motivation to Learn

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ABSTRACT. One of the problems that often occurs is that students are lazy to study and like to skip school. In addition, teachers are not successful in providing motivation to students and the minimal use of learning media. One solution that can be used to overcome this problem is to use pop up book media. The purpose of this study was to determine the effect of using pop-up book media on students' learning motivation. The instrument used to measure the effect of motivation was a questionnaire given to students. The population in this study was 42 students. The sampling technique used total sampling, namely all populations were sampled. Data testing was carried out using normality tests, homogeneity tests, N-Gain tests and to answer the hypothesis using the Independent T-Test. The results of the hypothesis show that the value of a < sig is $0.001 < 0.05$ which means that pop up book media has an effect on student learning motivation. In addition, the N-Gain acquisition shows that its influence is in the medium category. It can be concluded that Pop UP Book Learning Media has an effect on students' learning motivation in science learning at SDN 067258 Medan Amplas.

Keywords: *Pop-up book, Learning motivation, Learning media, Independent T-Test, N-Gain.*

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INTRODUCTION

Education is defined as the process of guidance and guidance carried out by a teacher to his students to achieve educational goals. Education in general, has a very important role in the formation of personality and intellectual development of children (Alya et al., 2024; Handoko & Sakti, 2023; Sitepu & Nasution, 2018). One effective way to achieve educational goals is to improve the implementation of learning in elementary schools. The implementation of learning in elementary schools plays an important role because it is the foundation for education to the next level (Apologia et al., 2024; Resta & Kodri, 2023a; Supriadi et al., 2024). physically and spiritually in accordance with the values that exist in society and culture. Education and culture exist together and advance each other. Education has become so standardized in the life of this nation that many

experts are trying to reason and convey what the real meaning of education is in this life (Azizah et al., 2023; Efendi & Sholeh, 2023; Permatasari et al., 2023).

One of the problems that often occurs in the world of education is that students are lazy to learn and like to skip class so that teachers are considered unsuccessful in motivating students (Arif et al., 2025; Fanani & Ma'arif, 2025; Kamila & Sukartono, 2023). One of the causes of this problem is the lack of use of learning media. In fact, with the existence of new media, students will be more eager to learn (Masitah & Setiawan, 2018; Rokhman et al., 2025). Learning media is one of the factors that play an important role during the learning process. Media as one of the components in the system, has a function as a means of non-verbal communication. As one of the system components, it means that the media absolutely must exist or must be utilized in every lesson. The existence of learning media in delivering material in the classroom will increase students' interest in learning (Ahda Aulia Fajriah et al., 2022; Alazeez et al., 2024; Maghfiroh et al., 2024). One of the efforts to increase student learning motivation is the use of learning media. Learning media is very important because it helps teachers and students achieve learning objectives effectively. Learning media has various types, one of which is Pop-Up Book media (Nawawi et al., 2022).

Pop Up Book media can keep students engaged and encourage cooperation. Pop-Up Book is a 3-dimensional learning media that provides original images to help children focus on listening and make learning fun. Pop-Up Book enhances students' memory, fantasy power and enthusiasm. Pop-Up Book paper can move and fold when opened and closed (Soraya et al., 2024). Some learning has been developed using Pop-Up Book learning media, this is reinforced by some previous research that has been done. Research (Apriani et al., 2021) found data that 67.6%; teachers who agree that pop-up books are suitable for use as learning media for geometry concepts in elementary school. While the results of the research (Setiyanigrum, 2020) explained about Pop Up Book as an interesting learning media for students. With the use of this interactive media, students tend to be more actively involved in the learning process, as pop-up books offer an engaging visual and tactical experience (Kamal et al., 2024).

Although these studies show the effectiveness of digital media in learning, there are research gaps that need to be addressed. Most previous studies focused on cognitive aspects and specific subjects. This study fills the gap by measuring the effect of using Pop Up Book media with a focus on learning motivation. The novelty of this research lies in the integration of media use in learning at the elementary school level with affective aspects, which is in line with the demands of the Merdeka Curriculum. This research is important because Pop Up Book media is expected to answer the challenges of 21st century learning by increasing interactivity and student motivation. Based on the description above, this study aims to see the effect of using Pop Up Book media on the learning motivation of elementary school students.

METHOD

This type of research is quantitative research using a pseudo experiment. This research is intended to determine whether there is This type of research is quantitative research with a type of quasi-experiment (Quasi Experiment Design). This research is intended to determine whether or not there is an effect of "something" imposed on the subject under study through a test on learning motivation in science subjects. Quantitative research is a process of discovering knowledge that uses data in the form of numbers as a means of analyzing knowledge. Quantitative research method is research that is loaded with nuances of numbers in data collection techniques in the field. Quantitative research has characteristics, namely (1) hard sciences, (2) 'concise' and narrow focus, (3) reductionistic, (4) logical and deductive reasoning, (6) knowledge base: causal relationships (7) testing theories, (8) control over variables, (9) instruments, (10) basic elements of analysis: numbers, (11) statistical analysis of data, (12) generalization (Djollong, 2014).

This type of research involves comparing groups to draw out the changes brought about by the treatment. This study divided the sample into two classes. The experimental class was treated with learning using pop-up book media while the control class used other media. This study

discusses the application of Pop-Up Book to increase student learning motivation in class V IPAS lessons SDN 067258 Medan Amplas. The form of this design can be seen in Figure 1.

Table 1. Research Design

Class	Pretest	Treatment	Posttest
Experimental Class	O ₁	X ₁	O ₂
Control Class	O ₃	X ₂	O ₄

(Sugiyono, 2019).

This research uses non-probability sampling technique with total sampling type. Total sampling is a sampling technique when all members of the population are sampled. The number of samples in this study were 47 students. The research instrument used in this study was a student learning motivation questionnaire. The data analysis techniques used in this study are descriptive techniques and inferential data analysis techniques. Descriptive analysis is used to describe the results of the criteria for achieving indicators of student interest in learning with standard calculation criteria. The criteria are very good, good, less good, less good, and very less (Sugiyono). Inferential analysis is used to analyze sample data and the results are applied to the population. Inferential analysis uses the t test, paired sample test to test the hypothesis with the help of the IBM SPSS computer program version 25 For Windows.

RESULT AND DISCUSSION

Result

In the early stages, researchers gave a pre-test and pre-test questionnaire to the experimental class and control class with the aim of seeing the initial ability of students from each class. The next stage is that researchers provide treatment in the form of using Pop-Up Book learning media in experimental classes for two meetings. While in the control class the researcher does not use learning media which is done twice a meeting. In the final stage after giving treatment, researchers gave the final test (post-test) and questionnaire (post-test) to the experimental class and control class with the aim of seeing the comparison of learning outcomes between the experimental class and the control class.

The form of instrument used is an essay-shaped test questionnaire instrument with a total of 25 questions. After testing the students, it can be obtained that the instrument is valid or invalid and whether the variable level is high. After that, the prerequisite test is also carried out (normality and homogeneity test). Then, proceed with the n-gain test and hypothesis testing.

Normality Test

Normality test is a test carried out with the aim of assessing the distribution of data in a data group or variable, whether the data distribution is normally distributed or not. For the normality test used, namely Shapiro - wilk, because the total number of students is under 50 or can be said to be a small sample size (Fahmeyzan et al., 2018). Test. The normality test analysis in this study was assisted by SPSS 25, with the decision-making criteria for the homogeneity test with a value of $\alpha = 5\%$ (0.05), namely a significant value $\geq \alpha$, so the distribution is normal, while if the significant value $< \alpha$, the data is not normally distributed (Quraisy, 2022).

Table 2. Normality Test Results

Class		Kolmogorov-Smirnov		
		Statistics	Df	Sig
Learning Motivation	Pre-Test Experiment	.964	22	.565
	Pre-Test Control	.918	20	.215

From the table above, the normality test presented is known that the significant value generated in the control class is $0.215 \geq 0.05$, while the value generated in the experimental class is $0.565 \geq 0.05$, so it can be concluded that the residual value is normally distributed.

Homogeneity Test

After the data is tested for normality and produces normally distributed data, the next step is to find out whether the data has a homogeneous variant or not. Homogeneity test analysis is a test of whether the variations of two or more distributions are equal or not (Anggraini, 2021). This homogeneity test mechanism uses one-way anova on SPSS 25. The data tested is said to be homogeneous if the significance value (p) ≥ 0.05 . Conversely, if the significance value (p) < 0.05 , then the data is not homogeneous.

Table 3. Homogeneity Test Results

Learning Motivation	<i>Levene Statistic</i>	df 1	df 2	Sig
Based on Mean	3.292	1	42	.869

Data can be said to be homogeneous if the sig value > 0.05 . In the table above, the data shows that the sig value based on the mean value is 0.869 where the value is $0.869 > 0.05$. So it can be concluded that the pre-test data for the experimental class and control class are both homogeneous.

N – Gain Test

In the N-gain test, the average initial data score, namely the pretest and the final data score, namely the posttest, will be compared and tested for improvement. Where the criteria are set if N-gain count ≤ 0.3 then the increase is low, if N-gain count < 0.7 then the increase is moderate, and if N-gain count ≥ 0.7 then it can be concluded that the increase is high (Kurniawan & Hidayah, 2020). The following is a table of N-gain calculation results in experimental and control classes.

Table 4. N – Gain Test

Class	Average Score Pretest	Average Score Posttes	N-Gain Class	Category
Eksperimen	28,75	54,83	0,22	Medium
Kontrol	-06.13	-60.58	0,51	Low

The results of the analysis show that the experimental class has an N-gain = 0.22 which means that the N-gain = $0.22 > 0.70$ so that the score increase is categorized as moderate. While in the control class the result of N-gain = 0.51 which means N-gain = $0.51 < 0.30$ so that the score increase is categorized as low. So from these results it can be concluded that the use of pop up book learning media in experimental classes is more effective than control classes.

Hypothesis Test

Next is to test the hypothesis using T-tests. This hypothesis test is used to determine the effect of using pop up book media on student learning motivation. Hypothesis testing in this study used the t test (independent t test) with the help of SPSS 25, where the decision making in the t test is if the sig value $> \alpha$ (0.05) then H_0 is accepted and H_a is rejected. This means that there is no effect of using variable x on variable y. So it can be said that variable x (Solution) used in the study

has an effect on variable y (problem). Vice versa, if the sig value \leq alpha (0.05) then Ha is accepted and H0 is rejected.

Table 5. Hypothesis Test Results

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Motivasi belajar siswa	Equal variances assumed	.029	.867	0.706	40	.001	2.397	2.397	3.356	13.044
	Equal Variances not assumed			3.422	39.648	.001	2.397	1.112	3.355	13.045

Based on the table above, it is known that the significant value is .001 which is $0.001 \leq 0.05$. It can be concluded that Ha is accepted and H0 is rejected. This states that there is an effect of pop up book learning media on student learning motivation of SDN 067258 Medan Amplas students.

Discussion

The results of data analysis show that the use of Pop Up Book learning media in IPAS learning has an effect on student learning motivation. This can be seen from the average value of motivation in students who use Pop Up Book is higher than students who do not use Pop Up Book media. This proves that Pop Up book learning media is a learning media that has the potential to increase learning motivation. IPAS learning is an integrated study that guides students to develop critical and rational thinking capacity. Learning with the concept of IPAS is trying to provide experience and improve the ability of students to think critically and rationally (Anggita et al., 2023). Then learning in the experimental class becomes an experience because students get the opportunity to discover and understand food chain learning through Pop Up Book learning media. With this learning media Pop Up Book can produce concrete and abstract learning to improve learning outcomes in students.

Pop-up books have three-dimensional illustrations, which means that the images can be seen from various points of view. When the pages are opened, the elements in the book appear and move, creating an interesting visual effect. (Setiyanigrum, 2020) also explained that Pop-Up Book media includes a type of 3D media that is able to provide an interesting effect, because each page opened will reveal a picture that appears and the material contained in the Pop-Up Book can be adjusted to the teaching material to be conveyed. Besides that (Resta & Kodri, 2023b; Siregar et al., 2022; Widyastuti, 2021) argues that Pop Up Book learning media is a book that has an image display that has 3-dimensional elements, can be upheld and provides a very amazing effect, can stimulate students' imagination, and increase knowledge so that it makes it easier for students to know the shape of an object has very useful benefits, which is useful for developing children's creativity, and so on. Pop Up Book media is useful as a means of stimulating students' thoughts and activities so that students easily understand the explanation of the material presented by the teacher and make it easier for the teacher to convey the material to be conveyed (Ramadhani et al., 2024; Solahudin & Fakhruroji, 2020).

These opinions are what make Pop Up Book learning media as learning that is quite relevant to increase learning motivation in students, especially in grade V elementary school students. With this learning media, it can increase the quality of student learning knowledge in the teaching process which in turn is expected to improve the quality of learning outcomes that will be achieved by the students concerned, this happens because the use of learning media can increase student knowledge and easily understand the material being taught, which in turn the rest can interact directly and not just listen to the explanation conveyed by the teacher (Wulandari et al., 2024).

CONCLUSION

The results of the research and discussion that have been carried out can be concluded that there is an effect of using pop up book media on student learning motivation. this influence can be seen from the acquisition of posttest scores with an average of 54.83. Based on the results of data analysis, it can be concluded that in the independent sample T-Test hypothesis test analysis, a significance value of 0.000 was obtained because the significance value of $0.001 < 0.05$ so that the H_0 hypothesis was rejected and H_a was accepted. The N-gain value has a moderate effect, so that pop up book media increases student learning motivation. This study found that the use of pop up book media significantly increased students' learning motivation. This finding shows that direct student involvement through exploration of concrete objects has a greater impact on learning motivation than conventional methods, thus challenging the assumption that learning at the primary level is sufficient with lecture and discussion methods.

This study is limited to one primary school with a limited sample size, so the results cannot be widely generalized to other primary school student populations. In addition, factors such as differences in learning styles, gender and age have not been analyzed in depth. Therefore, further research with a wider scope, more demographic variations, and control of external variables is needed to strengthen the generalizability and external validity of the findings. For future researchers, it is hoped that they can design learning activities according to the time allocation, so that learning activities run efficiently.

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