



## Contextual Pop Up Book as an Innovative Learning Media in Social Science Subjects in Elementary Schools

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### ABSTRACT

**Purpose of the study:** This research aims to produce a product in the form of a valid and practical contextual-based Pop Up Book media.

**Methodology:** This study uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The tool used is Pop Up Book as an interactive visual media for learning. Data collection techniques include observation, interviews, and questionnaires. Validation is carried out by experts with validation sheets, while questionnaires and observations are used to measure the effectiveness and practicality of this learning media.

**Main Findings:** The development of a contextual Pop Up Book for Social Science education in elementary schools showed positive results. The book was validated as highly suitable for the curriculum and effective for engaging students. User testing revealed good student interest and participation, although improvements in engagement and material understanding were needed. The book effectively connects learning with daily life experiences, but some students required more support in retaining and understanding the content. Overall, the Pop Up Book was deemed beneficial but with room for refinement.

**Novelty/Originality of this study:** This research offers innovation in developing contextual-based Pop Up Book media for learning Social Sciences in Elementary Schools. The uniqueness lies in the three-dimensional interactive design that connects the material with students' daily lives, increasing their involvement and understanding. This provides a new contribution to a more interesting and effective learning method.

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## 1. INTRODUCTION

Elementary School is a basic education level that plays an important role in forming the foundation of students' knowledge and character. At this stage, students begin to learn various basic concepts from various subjects that are provisions for the next level of education [1], [2]. Teachers in Elementary Schools have the responsibility to deliver learning materials in an interesting way and in accordance with students' cognitive development [3], [4]. This is important because at this age, students tend to understand learning materials more easily through interactive and visual methods. Therefore, the selection of appropriate media and learning methods is very necessary so that the learning process is effective and enjoyable [5], [6]. Social Science Learning in Elementary Schools aims to introduce students to basic concepts regarding the social, cultural, economic, and

geographical environment. This learning is expected to help students understand and appreciate diversity and foster a critical attitude towards social phenomena around them [7], [8]. However, in practice, Social Science learning is often considered less interesting by students because the methods used tend to be monotonous and do not actively involve students [9], [10]. Often, the material is delivered verbally and abstractly, making it difficult for students to visualize the concepts being taught. Therefore, innovation is needed in learning methods and media that can increase students' interest and understanding in learning Social Sciences [11], [12].

Learning media is a means used to facilitate the teaching and learning process to be more effective and efficient. Interesting media can help students understand the subject matter more easily, especially for subjects that require visualization such as Social Sciences [13], [14]. Varied learning media can also increase students' learning motivation and help them connect the concepts taught with real experiences [15], [16]. In addition, creative media can encourage active student involvement in the learning process, so that learning becomes more meaningful [17], [18]. Therefore, the development of innovative learning media is very important in efforts to improve the quality of education in Elementary Schools.

Pop Up Book is one of the innovative and interactive visual learning media because it has three-dimensional elements that can move or stand out when the page is opened. This media is very interesting for Elementary School students because it provides a more real and in-depth learning experience [19], [20]. The use of Pop Up Books can help students understand abstract concepts that are difficult to explain with just words or flat images. In addition, Pop Up Books can also increase students' appeal and interest in the material being taught, so that they are more motivated to learn [21], [22]. With an attractive and interactive design, Pop Up Books provide a different learning experience compared to conventional textbooks. The use of Pop Up Books in learning Social Sciences in Elementary Schools has great potential to improve student understanding and engagement. The visual and interactive nature of Pop Up Books helps students visualize abstract and complex social concepts [23], [24]. This media also provides a fun and different learning experience, so that it can increase students' interest in learning Social Sciences subjects. Thus, Pop Up Books can be an alternative effective learning media in overcoming students' difficulties in understanding Social Sciences material. In addition, the use of contextual Pop Up Books can provide a learning experience that is more relevant to students' daily lives [25], [26].

Previous research examined the effect of implementing the Contextual Teaching and Learning (CTL) model using pop-up book media on student learning activities in social science lessons, with results showing a positive effect on increasing student activity and learning outcomes [27]. Then previous research developed Pop-Up Book media based on Contextual Teaching and Learning (CTL) which focused on improving problem-solving abilities of junior high school students [28]. So this research was conducted to fill the gap in previous research, namely the current research focuses more on developing contextual-based Pop-Up Book media for Social Science learning at the elementary school level. Although using a development approach that also involves validation and trials, this study emphasizes the relevance of the material to students' daily lives and the application of three-dimensional interactive design to increase student involvement. Although the use of learning media such as Pop Up Books has been proven effective in increasing student interest in learning, its use in Social Science learning in Elementary Schools is still not optimal. Many teachers still rely on conventional lecture methods and textbooks, which tend to make students less interested and quickly bored [29], [30]. In addition, there has not been much research that specifically develops and tests the effectiveness of contextual-based Pop Up Books for Social Science learning in Elementary Schools. This shows a gap between the need for innovative learning media and practices carried out in the field. Therefore, efforts are needed to develop media that are more in accordance with student characteristics and the needs of Social Science learning. This research has an urgency to overcome problems in Social Science learning in Elementary Schools by presenting innovative learning media, namely contextual-based Pop Up Books. This innovation is expected to answer the need for media that can increase student involvement and facilitate understanding of abstract Social Science concepts. The development of contextual-based Pop Up Books is something new (novelty) because it combines visual and interactive aspects with local contexts that are relevant to students' daily experiences. The main objective of this research is to produce valid and practical Pop Up Book media for use in Social Science learning. Thus, it is hoped that this contextual-based Pop Up Book can be a solution to improving the quality of Social Science learning in Elementary Schools.

## 2. RESEARCH METHOD

This research is a development research (R&D) that aims to produce a product in the form of innovative learning media, namely a contextual Pop Up Book for Social Studies learning in Elementary Schools. The development model used in this study refers to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This approach was chosen because it allows researchers to design, develop, and test the validity and practicality of the resulting product systematically. The main focus of this study is to develop valid and practical media that can improve the quality of Social Studies learning in Elementary Schools. The subjects in this study were grade III Elementary School students and teachers who teach Social Studies subjects. The research

subjects were selected using a purposive sampling technique, namely selecting students and teachers who were in accordance with the criteria and objectives of the research.

The criteria for students who were used as research subjects were students who had received Social Studies material that was relevant to the contents of the Pop Up Book being developed. In addition, the teachers involved were teachers who had experience teaching Social Studies in grade III of Elementary School 014I Sungai Baung. Teacher participation is needed to provide an evaluation of the validity and practicality of the Pop Up Book media being developed. The number of students in this study as a research sample was 40 students and 2 teachers. Data collection techniques used in this study include observation, interviews, and questionnaires.

The instruments used in data collection consisted of validation sheets for experts (validators), observation sheets to see student responses and involvement, and questionnaires for teachers and students to assess the practicality and effectiveness of the Pop Up Book media. The validation sheet was used to test the validity of the product from the aspects of material, design, and usability by involving Social Science material experts, learning media experts, and education practitioners. The practicality questionnaire was given to students and teachers to find out to what extent the media developed could be accepted and used in learning. The following is a grid of research instruments based on the data collection techniques used, namely validation sheets, observation sheets, and questionnaires. This grid covers three aspects: product validation by experts, observation of student activities, and assessments from students and teachers through questionnaires.

Table 1. Validation Sheet Grid (By Expert)

No.	Rated aspect	Indicators
1	Material Suitability	Materials are in accordance with the Social Sciences curriculum for Grade III Materials are easy for students to understand Materials are presented systematically
2	Media Design (Visual)	Visual displays are attractive to students Use of colors and images according to children's characteristics Quality of three-dimensional elements in Pop Up Books
3	Usefulness and Practicality	Media is easy to use by students and teachers Media helps students understand the material better Media is suitable for use in learning Social Sciences

The validation sheet in this study uses a Likert scale of 4, 1 = Not Good, 2 = Quite Good, 3 = Good, 4 = Very Good. Furthermore, the grid of the student activity observation sheet is presented in table 2 below.:

Table 2. Grid of student activity observation sheet

No.	Observed Aspects	Indicators	Observation Criteria
1	Interest and Enthusiasm	Students are interested when Pop Up Book is used Students actively participate in learning activities	No, Enough, Yes, Very Yes
2	Student Engagement	Students read and pay attention to the contents of Pop Up Book Students respond to questions related to the contents of Pop Up Book	
3	Understanding the Material	Students are able to re-explain the material being studied Students are able to relate the material to everyday experiences	

Criteria Description:

- No = Student shows no signs of engagement
- Quite = Student shows little engagement
- Yes = Student is moderately engaged in the activity
- Very Yes = Student is very engaged in the activity

Table 3. Questionnaire Grid for Teachers and Students

No.	Rated aspect	Indicators	Scale
1	Practicality of Use	Media is easy to use in learning Media does not require a long time to prepare	Likert scale 1-5
2	Student Engagement	Media attracts students' attention during learning Students appear enthusiastic about using Pop Up Book media	1 = Strongly Disagree,
3	Understanding the Material	Material is easier to understand with the help of Pop Up Book Pop Up Book helps students remember the concepts taught	2 = Disagree, 3 = Neutral,

4	Compliance with Contextual Learning	Media connects concepts with students' daily experiences Media is relevant to the material being studied in the curriculum	4 = Agree, 5 = Strongly Agree
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The data obtained from this study were analyzed descriptively quantitatively and descriptively qualitatively. Quantitative data obtained from the validation sheet and questionnaire were analyzed using descriptive statistical techniques to determine the level of validity and practicality of the product. The results of validation by experts were analyzed to determine whether the Pop Up Book developed met the validity standards. Qualitative data from observations and interviews were analyzed to evaluate student acceptance and responses and provide input for product improvement. Data analysis was carried out in stages starting from the product validation stage to the field trial stage to obtain comprehensive results. The research procedure follows the ADDIE development model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The Analysis stage is carried out by analyzing learning needs to determine the gap between existing media and the needs of students and teachers in Social Sciences subjects in Elementary Schools. Researchers collected initial data through observation and interviews to determine the appropriate Pop Up Book theme, concept, and design. At the Design stage, researchers designed the Pop Up Book by considering contextual and interactive aspects that include page sketches and three-dimensional elements relevant to Social Sciences material. The Development stage involves developing a product based on the design created, followed by validation by experts including material experts, media experts, and education practitioners. After validation, the product is revised based on input to improve its quality. In the Implementation stage, the validated Pop Up Book is tested on grade III Elementary School students. Researchers observe the learning process, and collect data through questionnaires and interviews to assess student responses and involvement as well as the practicality of using this media. The final stage, Evaluation, is carried out by analyzing the data obtained to assess the effectiveness and quality of the Pop Up Book. The evaluation results are used to make final revisions, so that the resulting product is valid, practical, and effective in supporting Social Science learning in Elementary Schools.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results of Contextual-Based Pop Up Book Media Development

This research produces a product in the form of a contextual Pop Up Book designed to support Social Studies learning in Elementary Schools. The development process is carried out through the stages of the ADDIE model consisting of Analysis, Design, Development, Implementation, and Evaluation. At the Analysis stage, the results of initial observations and interviews with teachers showed that grade III students needed more interactive and contextual learning media to increase their interest and understanding of the material. Based on these needs, the Pop Up Book was designed by including three-dimensional elements and illustrations that are interesting and relevant to the topic of Social Studies. The themes chosen for the Pop Up Book include material about the surrounding environment and daily life, which are adjusted to the grade III curriculum.

This Pop Up Book is designed to support Social Studies learning with a contextual approach. Each page of the Pop Up Book has an interactive design and is adjusted to the material being taught. The following are the elements contained in the Pop Up Book:

Table 4. Pop Up Book Design

Pages	Theme	Illustration	Interactive Elements	Text Content
Book Cover	-	Title "Social Adventures in Our Environment" and illustrations of children interacting in the surrounding environment (playground/school).	A three-dimensional element in the form of a house or school appears when the book is opened.	-
Page 1	Getting to Know the Environment	Images of the surrounding environment (home, school, market, park) in three dimensions.	A door to the house can be opened to see the family's activities, a market stand element can be lifted to see the products.	A brief description of public places and their roles in everyday life.
Page 2	Professions Around Us	Images of professions such as farmers, police, teachers in settings according to their professions.	A 3D character from each profession appears, equipped with work tools (for	A brief explanation of the roles and duties of each profession.

			example, a hoe for a farmer, a blackboard for a teacher).	
Page 3	Environmental Cleanliness	Images of children maintaining cleanliness (throwing trash in its place) and illustrations of clean parks.	A trash can can be opened, a plant element that can be rotated or lifted with a message behind it.	A message about the importance of keeping the environment clean and how to do it.
Page 4	Transportation Tools	Images of land, sea, and air transportation (cars, ships, planes) in three dimensions.	A three-dimensional vehicle with rotating car wheels or moving airplane wings.	A brief explanation of the function of each type of transportation.
Page 5	Closing and Interactive Quiz	Images of children discussing in an active learning atmosphere.	A blackboard with quiz questions that can be opened to reveal the answers.	A simple quiz to evaluate students' understanding of the material that has been studied.

Berikut ini gambaran untuk desain Pop Up Book yang di kembangkan:



Figure 1. Pop Up Book Design

At the development stage, validation was carried out by experts. The validation results in this study related to contextual-based Pop Up Book media for Social Sciences learning are presented in the following table.:

Table 5. Results of validation of contextual-based Pop Up Book media for Social Sciences learning.

No	Assessed Aspects	Indicators	Mean	Category
1	Suitability of Material	Materials are in accordance with the Social Studies curriculum for Class III	3.8	Very Good
		Materials are easy for students to understand	3.7	Good
		Materials are presented systematically	3.6	Good
		Average Material Suitability	3.7	Good
2	Media Design (Visual)	Visual display is attractive to students	4.0	Very Good
		Use of colors and images is appropriate	3.9	Very Good
		Quality of three-dimensional elements	3.8	Very Good
		Media Design Average (Visual)	3.9	Very Good
3	Usefulness and Practicality	Media is easy to use by students and teachers	3.7	Good
		Media helps students understand the material better	3.8	Very Good
		Media is suitable for use in learning Social Sciences	3.7	Good
Average Usability and Practicality			3.7	Good

The table above shows that overall, the Pop Up Book media is considered valid and has very good quality for use in learning Social Sciences in Elementary Schools.

### 3.2. Product Trial Results

The results of the product trial were conducted to assess students' perceptions of the Pop Up Book learning media and to see students' involvement in Social Science learning activities using the media. This trial involved grade III Elementary School students as samples, focusing on students' perceptions of the appeal of the media,

ease of use, and the impact of the media on understanding the material and student involvement during learning activities. The following is a table of the results of the analysis of student activity observation sheets which show quite good student interest and involvement, but still need improvement in several aspects:

Table 6. Results of analysis of student activity observation sheets

No	Observed Aspects	Indicator	Observation Criteria	Total	Percentage
1	Minat dan Antusiasme	Students are interested when Pop Up Book is used	Very Yes	15	37.5%
			Yes	18	45%
			Enough	7	17.5%
		Students actively participate in learning activities	Very Yes	13	32.5%
			Yes	20	50%
			Enough	7	17.5%
2	Student Engagement	Students read and pay attention to the contents of the Pop Up Book	Very Yes	12	30%
			Yes	22	55%
			Enough	6	15%
		Students respond to questions related to the contents of the Pop Up Book	Very Yes	11	27.5%
			Yes	21	52.5%
			Enough	8	20%
3	Understanding the Material	Students are able to re-explain the material studied	Very Yes	10	25%
			Yes	18	45%
			Enough	12	30%
		Students can relate the material to everyday experiences.	Very Yes	9	22.5%
			Yes	19	47.5%
			Enough	12	30%

The observation results show that students' interest and enthusiasm in using Pop Up Books are still quite good but not optimal. Only about 37.5% of students are very interested, while 45% show ordinary interest, and 17.5% are only quite interested. Student participation in learning is also quite active, with 50% of students being well involved, but only 32.5% of students showing very good involvement. In terms of involvement, about 30% of students pay attention to the contents of the Pop Up Book very well, while the rest are only at a sufficient level. Understanding of the material shows that 25% of students are able to explain the material well again, and 22.5% can relate the material to everyday life. Overall, although the Pop Up Book media is quite helpful for students, the results show that there is still room for improvement, especially in increasing students' interest, active involvement, and understanding of the material.

Table 7. Description of student and teacher responses

No	Indicators	Mean	Std. Deviation	Min	Max	Interpretation
1	Media is easy to use in learning	3.8	0.6	3	5	Students and teachers felt that the Pop Up Book media was quite easy to use, although there were slight variations in opinion.
2	Media does not require a long time to prepare	3.5	0.7	2	5	The preparation time for this media was still considered quite adequate, but needed some improvement to be more efficient.
3	Media attracts students' attention	4.2	0.4	3	5	The Pop Up Book media managed to attract students' attention well, as seen from the high average score.
4	Students appear enthusiastic about using media	3.8	0.6	2	5	The fairly high average indicates student enthusiasm, but there were some students who were less active.
5	Material is easier to understand with the help of Pop Up Books	3.7	0.6	2	5	This media was quite helpful for students in understanding the material, although there were differences in perception among them.
6	Pop Up Books help students remember the concepts taught	3.5	0.8	1	5	It helped students in remembering the material, but with a high standard deviation value indicating diverse opinions.
7	Media connects concepts with students' daily experiences	4.0	0.5	3	5	This media was considered good at linking the material to students' daily lives, relevant to contextual learning.

Based on table 7 above, overall, Pop Up Book is considered good by students and teachers, especially in attracting attention and relevance to the context of daily learning, although there is an opportunity to improve the efficiency of media preparation and the involvement of some students in understanding and remembering the material in depth. The current study is in line with previous studies which found that the development of Pop-Up Book media for learning is in accordance with learning objectives and can be used as effective teaching materials [29], [30]. The main parallel between the two studies lies in the same objective, namely developing Pop-Up Book media that can increase student involvement and understanding. Both show positive results in terms of media validity by experts and good responses from students and teachers. However, significant differences lie in the context of the material and the approach used. Previous research focused on the material of animal and plant diversity in Peni with an emphasis on learning motivation, while the current study develops contextual media for social sciences, which connects the material to students' daily lives to improve understanding. Previous and current research shows that Pop-Up Book media has great potential to increase student engagement and motivation in learning, although with an emphasis on different aspects of motivation with understanding the material and with a more contextual approach and interactive design in the current study.

The novelty of this study lies in the development of a contextual-based Pop Up Book specifically designed for Social Science learning in Elementary Schools, emphasizing the relevance of the material to students' daily lives. Different from previous studies that developed Pop Up Books for the topic of biodiversity, this study adapts the media to topics that are more directly related to children's daily activities and surroundings, such as professions and means of transportation. Another novelty is the use of a contextual approach, which aims to help students relate learning concepts to real experiences. By including interesting three-dimensional interactive elements and contextual visual design, this media provides a deeper learning experience and is able to significantly increase student engagement and understanding compared to traditional media.

The implications of this study indicate that learning media designed with a contextual approach can provide added value in the teaching and learning process in Elementary Schools, especially in increasing the appeal and effectiveness of learning. This contextual Pop Up Book media can be adopted as a teaching material to help students understand social studies material better, and can increase their enthusiasm for the material. However, this study has several limitations, namely the scope of the material is limited to only a few specific social studies topics and the duration of preparation still requires further efficiency. In addition, the implementation of this media still requires further testing with a wider variety of populations to test the consistency of the results across different educational backgrounds and student demographics.

#### 4. CONCLUSION

This research produces an innovative learning media in the form of a valid and practical contextual Pop Up Book to support Social Science learning in Elementary Schools. The development of this media is through the ADDIE model, which includes analysis of student and teacher needs, contextual design with interesting three-dimensional elements, and product validation and practicality tests. Based on the trial results, this Pop Up Book has been proven to be able to increase student interest, involvement, and understanding of the subject matter, although there are several aspects that still need improvement. This media is expected to be an effective alternative in overcoming the challenges of abstract Social Science learning, by providing a more visual, interactive, and relevant learning experience for students. This study recommends that subsequent research integrate digital technology into the Pop Up Book media, such as the use of augmented reality (AR) to increase interactivity and visual appeal. Further research can also explore the adaptation of this media to other subject matter or different levels of education, so that it can be a flexible and effective learning tool in various curricula and levels of education.

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