DEVELOPING POP UP BOOK LEARNING MEDIA ON THEME 8 FOR FIRST GRADE IN MI ISLAMIYAH PANCAKARYA

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ARTICLE INFO

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kebutuhan guru dan siswa terhadap media pop up book dan untuk mengetahui kevalidan media pop up book pada tema 8 untuk kelas I MI Islamiyah Pancakarya Semarang. Penelitian ini menggunakan metode penelitian Research and Development (R&D) melalui lima tahapan yaitu potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain. Teknik pengumpulan data menggunakan angket, observasi, wawancara dan dokumentasi. Teknik analisis data dilakukan dengan tehnik analisis kualitatif dan analisis kuantitatif. Hasil penelitian memperoleh kategori media yang layak untuk digunakan dalam pembelajaran tematik tema 8 kelas I MI Islamiyah Pancakarya Semarang. Terdapat validasi ahli materi pada keseluruhan aspek yaitu aspek kesesuaian materi memperoleh penilaian rerata 4,57 dalam kategori "sangat baik" atau 91,42% (sangat valid). Validasi aspek kebahasaan memperoleh penilaian rerata 4,50 dalam kategori "sangat baik" atau 90,00% (sangat valid). Validasi ahli media pada keseluruhan aspek yaitu aspek keterlaksanaan dan aspek tampilan visual memperoleh penilaian rerata 4,40 dalam kategori "sangat baik" atau 88,00% (sangat valid). Keterbatasan dari penelitian ini adalah hanya difokuskan hanya pada pengembangan produk berupa pembuatan media pop up book pada tema 8 kelas I MI. Pengembangan media pop up book ini diharapkan dapat mendukung proses pembelajaran sehingga memudahkan peserta didik dalam mengikuti pembelajaran tematik di kelas I MI Islamiyah Pancakarya Semarang lebih bermakna.

ABSTRACT

There are students who seem bored and drenched by the monotonous learning since they simply have to listen to the teacher's instruction, and there are even other students who are rushing about the classroom because the learning media employed by the teacher are not being utilized effectively. This research aims to develop the need for a pop-up media book for both teachers and students, as well as the validation of a pop-up media book on topic 8 for the first grade of Islamic elementary school MI Islamiyah Pancakarya Semarang. This approach to data collection research and development (R&D) research methodologies across the five stages of potential and problem, data collection, product design, design validation, and design revision. The data gathering methods include anglets, observations, interviews, and documentation, while the data processing methods include qualitative and quantitative analysis. This investigation resulted in a suitable media category for topic 8 of the first-grade MI Islamiyah Pancakarya Semarang thematic study. The overall harmonic character of the content is validated by the evaluation of 4.57 in the "very excellent" category, or 91.42 percent (very valid). Validation of the language aspect receives a score of 4.50, which falls into the "excellent" category, or 90.00% (very valid). The validation of media specialists on all areas of accessibility and visual view received a score of 4.40 in the "very good" category, or 88.0% (very valid). This research is limited to the product development of the manufacture of a pop-up media book on topic 8 for first grade primary school students. It is anticipated that the construction of a pop-up media book would help the learning process by making it simpler for students in class I of MI Islamiyah Pancakarya Semarang to follow the thematic study in a more meaningful way.

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INTRODUCTION

The development of an ever-more-advanced period may be one element that influences the advancement of education in Indonesia. Even curricular revisions in Indonesia may be affected. This is proven by the shift in the education curriculum in Indonesia, specifically the implementation of the 2013 curriculum at all educational levels (Arif & Sulistianah, 2019). The implementation of the 2013 curriculum intends to train Indonesian people to become individuals who believe, are creative, inventive, productive, and affective, and who are able to contribute to society, country, and state life as stated by (Shobirin, 2016) The 2013 curriculum has also transformed learning, including the scientific method (integrated thematic learning). Thematic learning is the linking of multiple courses that employ themes to offer students with meaningful experiences (Syaifuddin, 2017).

Using paper mechanisms such as folds, rolls, slides, touches, and spins, pop up books give the opportunity for movement and interaction. A pop up book is a type of publication that uses the movement of paper to inspire and excite attention (Bluemel, 2012). Meanwhile, based on Dzuanda's statement, the benefits of pop up book media are: 1) Teaching students to respect books and taking good care of them, 2) Developing students' creative abilities, 3) Stimulating students' imaginations. 4) Adding or giving knowledge about the recognition of forms on objects. 5) Can be used as a medium to foster interest and motivation to read in students (Dzuanda, 2009).

According to the results of observations done by researchers at MI Islamiyah Pancakarya Semarang, students and teachers experienced several difficulties in theme learning. There are students who cannot read, students who appear tired and bored because their learning is repetitive, i.e., they simply listen to the teacher's instructions, and students who run around the classroom without using the learning medium employed by the teacher. This occurs because learning is less original and creative, and there are no accompanying learning resources, therefore it fails to motivate and excite students to engage in theme learning. Researchers contend that learning media with pop up books can facilitate thematic learning in the first grade for eight subthemes of day and night activities. This medium will captivate students' interest and attention, allowing them to actively and passionately participate in learning based on their level of development and give comprehension. Departing from the explanation above, the researcher wants to examine research with the title "Developing Pop up book Learning Media on Theme 8 for First Grade in MI Islamiyah Pancakarya".

Maria Rikaria Andung, a student at Sanata Dharma University's Teaching and Education Faculty, was the first researcher with the title "Development of Conventional Learning Media." The result of the thesis, "Pop up book Basic Life Cycle Materials for Grade IV Students at SD Negeri Kalisan 1", was that learning media are effective. Students in the fourth grade at SD Negeri Kalasan can benefit from conventional pop up books containing information on the life cycle. This is demonstrated by 1) Expert validation results for "PP" traditional pop up book learning medium, which earned the designation "excellent" with a score of "4.62." 2) According to the results of expert validation, traditional learning media pop up books are deemed "excellent" with a score of 4.75. 3) The validation results for class IV teachers' "CD" conventional learning media pop up books are "good" with a score of "3.50", and 4) the validation results for class IV teachers' "MG" conventional learning media pop up books are "excellent." The average of the four validators is 4.40, which earns the designation "excellent." Therefore, the produced pop up book traditional learning media is suitable for use in the learning process as stated by (Alhashmi, 2021). The second researcher was Muhammad Sholeh, a student from the Faculty of Teaching and Education, University of Jambi, with the title "Development of Pop up book Media Based on Local Culture, Sub-Theme of Cultural Diversity of My Nation, Class IV SD Students", the conclusion of the thesis is that (1) Pop media -Up books based on local culture contain teaching materials that have parts that can move in two dimensions. (2) Fulfilling the valid criteria with the results of the material expert test reaching a validity level of 97% in the "very good" category, for the results of the media expert test reaching a validity level of 91% in the "very good" category and worthy of being tested (Sholeh, 2017). Based on the obtained results, it can be determined that the produced pop up book media has a high qualification level of validity, making it ideal for educational usage.

Muhammad Sholeh's research has parallels and contrasts with other scholars. The equation involves the creation of pop up book learning resources. Muhammad Sholeh investigates the development of pop up book media on local cultural diversity, the sub-theme of my country's cultural variety, while the researcher investigates the development of pop up book media, learning material on topic 8 concerning day and night activities. Thematic learning is an instructional approach that stresses the use of well chosen special topics to teach many curricular subjects. The notion of merging many courses to educate in Indonesian schools is not new and has historically proven unsuccessful (Setiawan, 2020). Thematic learning places greater emphasis on active student participation in the learning process, so that students may receive direct experience and are educated to independently explore the varied

knowledge they are acquiring (Syaifuddin, 2017). Thematic learning in primary schools to integrate the dimensions of attitudes, knowledge, and abilities into one unit, combine the core competencies of each lesson so that each lesson retains its own core competencies, and connect numerous subjects with the surrounding environment (Sari et al., 2018).

Based on the opinions of the aforementioned experts, it is possible to infer that thematic learning is learning that is provided in the form of specific themes from diverse student-centered disciplines in order to make learning more meaningful. When opened, Pop-Up is a book whose illustrations can shape, move, and produce embossing effects on the page, providing entertainment (Shita & Dkk, 2013) The use of Pop up book media for students in the field provides new experiences for students (Khoiriyah & Sari, 2018). Pop up book, which is also called paper engineering or the art of paper mechanics, basically means cutting and creating shapes with paper or cards. With paper mechanization techniques, elegant and sophisticated works can be created using attractive 3D shapes. It can even make fully working machines that only use paper for the mechanism (Ives, 2009). Alit Dewantari in his thesis Annisa stated that a pop up book is a card or book which when opened can display a 3-dimensional or embossed shape. The definition of a pop up book is a simple explanation that is often conveyed by some people who are unfamiliar with the word pop up book. But in truth, everyone must have seen a pop up book, but don't know what it's called. The explanation about the pop up book makes everyone believe that in making a pop up book, it must produce an embossed or 3D shape. But actually it's not just embossed or 3D shapes, there are still many kinds of pop up models with various shapes (Wakhidah, 2019). It can be concluded that pop up books are fun learning media for students because many illustrated images, 3D embossed forms with paper mechanization techniques are made elegantly and sophisticatedly.

RESEARCH METHOD

The method used in this research is the Research and Development (R&D) method. Research and development or Research and Development research is a research method that aims to produce products and test the effectiveness of these products (Sugiyono, 2010). There are ten stages but in this study only carried out up to five stages, due to time and logistical constraints. The five stages are shown in the figure as follows:

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│  Potential and  │      │ Data collection │      │ Product design  │
│    problems     │      │  (interviews,   │      │    (theme 8     │
│ (lack of learning│ ──▶ │  observations,  │ ──▶ │ learning pop up │
│ media and students'│   │ documentation,  │      │     book)       │
│ motivation or   │      │      and        │      │                 │
│ interest in thematic│  │ questionnaires) │      │                 │
│    learning)    │      │                 │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                          │
         ┌─────────────────┐           ┌─────────────────┐│
         │ Design Revision │           │Design Validation││
         │(revision of product pop│ ◀─ │(material expert ││◀
         │    up book)     │           │ validator and   │
         │                 │           │  media expert)  │
         └─────────────────┘           └─────────────────┘
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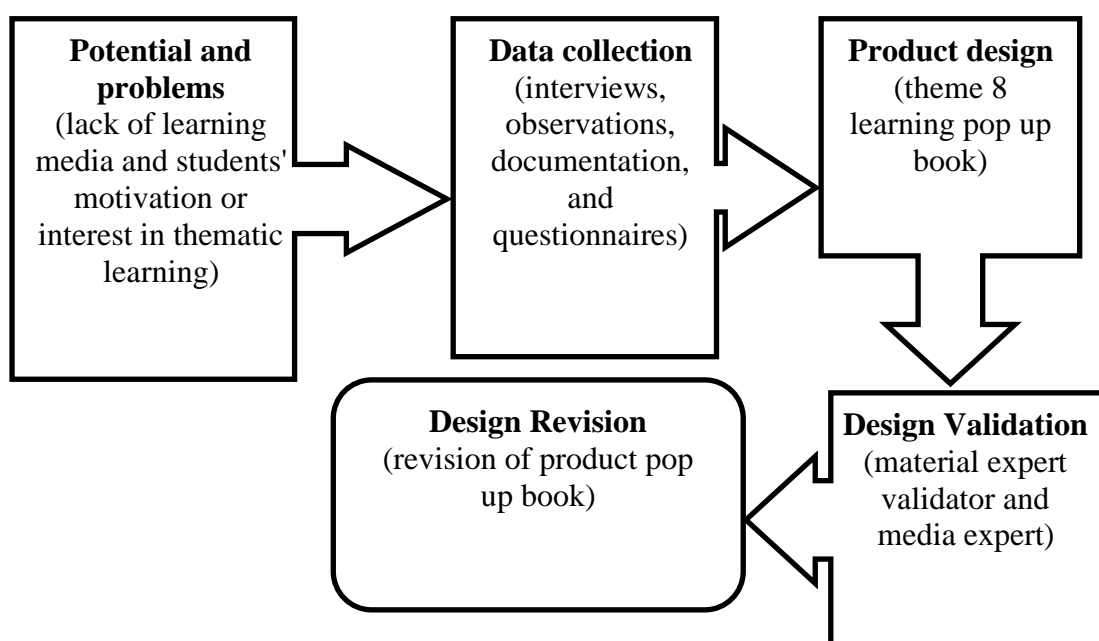
Figure 1. Stages for Using the R&D Model

Data collecting procedures include surveys, observation, interviews and documentation. 1) Data on teacher and student needs 2) Media expert validation data 3) Material expert validation data. Techniques for qualitative analysis and quantitative analysis were utilized to analyze data. Using the following formulae, data processing is performed for the data analysis: 1) The analysis of teachers' and students' needs is based on a questionnaire regarding their requirements. Students and instructors' preferences were determined by calculating the proportion of correct responses to each question item. 2) Using data in the form of response scores from material experts and media experts, quantitative descriptive percentages and Likert scale classification were used to analyze validity data (Widoyoko, 2016).

RESULTS AND DISCUSSION

This research creates a product in the form of Pop-up book media for theme learning that may be utilized independently or in groups by students in the first grade of MI. The creation of Pop up book media is anticipated to facilitate the participation of students in theme learning by supporting the classroom learning process. This study focuses solely on product creation in the form of creating Pop-up book media for Class I, Theme 8 in MI. The following pictures illustrate the outcomes of Pop-up book items that have been designed and validated

by material and media specialists. Cover, opening words, Core Competency and learning goals, Basic Competence and instructions for using pop-up books, pop-up book the Garuda form of the Pancasila material and the assignment of the star ladder material. The size of a thing. The purpose of this media creation is to provide Pop-up book media on theme 8 of class I in MI, as a thematic learning media theme 8 sub-theme 1 on material for day and night events, as determined by an analysis of the desired outcomes.

This medium is capable of attracting attention and increasing students' excitement and interest in studying. Students can study individually or in groups, as expected while utilizing pop-up book media on theme 8 of class I in MI. So that they might inspire a passion for studying and improve comprehension of themed learning content. This study's capability analysis involved estimating the manpower, funds, and time required to do this research. The usage of funds or manufacturing costs is optimized for efficiency. The finances or costs utilized in the production of pop up book media are the costs of printing, binding, and covering the pop up book that is packed as the pop up book media. Writing thematic learning material scripts with 8 sub-themes of day and night events, making sketches or pop-up book design designs in pencil first, looking for design references for front and back cover images, making designs in books, book backgrounds with the aid of the Pinterest application and the form of a pop up model, and then writing and drawing again using the Corel Draw X7 application, Microsoft Office Word 2010 and Adobe PhotoShop CS5. From the beginning of the procedure until the completion of this pop-up book, it takes around five months. The stage of analyzing the needs of teachers and students for pop up book media on theme 8 class I MI, which was developed from the results of field research by distributing questionnaires, yielded a large amount of data and information that was used as a reference for compiling pop up book media on theme 8 class I MI. The findings of the questionnaire distribution data for the analysis of the needs of teachers and students are intended to assess the requirement for pop-up book media on the theme 8 of Class I in MI Islamiyah Pancakarya Semarang.

These data are used to guide the production or development of theme 8 of class I pop-up book media products. Based on the above table, it can be determined that the material/content demands of students for pop up book media on theme 8 of class I in MI are as follows: 1) The preferred theme content is theme 8; 2) The language requested is Indonesian; 3) The material is presented in the form of reading texts and pictures / pop ups. The preparation of class I for theme 8 Pop up book media is the next stage. which was compiled according to the results of the analysis of the needs of teachers and students, which was developed from the results of field research by distributing questionnaires, the results

obtained were that a great deal of data and information were used as a reference for compiling a media Pop up book on the theme of class I MI's eighth grade. The criteria for drafting are based on the results of an analysis of the needs of both teachers and students in I MI class.

According to Rachmadini Nur Fadillah and Ika Lestari's research, the requirements for creating a quality pop-up book are as follows: 1) Illustrative images offer students with fresh information and facilitate comprehension of the subject matter; 2) providing stories or descriptions relevant to the students' experiences and interests; 3) The images, material, and text that will be provided are integrated; 4) Pop-up books can be opened and closed without ripping or destroying other paper sheets; 5) The sheets of a pop-up book do not connect or close the book; 6) Pop up book may close nicely; 7) Pop-up books feature intriguing shapes, colors, and textures; 8) Pop-up books are resistant to damage. Based on the aforementioned criteria, it is evident that the preparation of a good pop-up book media is to provide information for students, provide a story or description of the material, the integration between the images and the material is clear, it is not easily damaged when opened and closed, there are no paper pieces that cover 85 specific parts, it has a neat shape, and it contains interesting shape, color, and texture elements. The produced pop up book media product is learning media on theme subjects that are bundled with stand-up pop up picture models and are furnished with evaluations or student worksheets in the form of puzzles, pasting, and matching. This learning media teaches or discusses the eight subthemes of the thematic learning material theme. I am interested in daytime and nighttime events. Material is presented on the introduction of day and night activities, the sound of the fifth Pancasila precept and drawing the fifth Pancasila precept symbol, how to measure length with non-standard units and sort the measurement results, sing the Sunset song, discover water activities, as well as the types of day and night activities. The content is given in a pop-up format that corresponds to the subject matter being explained.

The initial part of the pop up book media describes core competence, basic competence, learning objectives, instructions for using the pop up book, teaching materials, pop up forms and student evaluations in the form of puzzles. Pop up media packaged in book form is printed in A3 size. This media is made in several stages, starting from manually sketching or designing a pop up book design with pencil, making a shape design in the book, making a front and back cover image design, looking for book background references with the help of the Pinterest application and designing pop up shapes. with techniques for making pop ups, then written and redrawn using the Corel Draw X7 application, Microsoft Office Word 2010 and Adobe Photoshop. This pop up book media is designed with a mix of various colors

according to the wishes or needs of students to make it more attractive. At the stage of making this media using the Corel Draw X7 application to make front and back cover designs, book background designs, pop up image shape designs, Microsoft Office Word 2010 to write reading text about the material and Adobe Photoshop for drawing patterns and coloring pop up shapes. . This pop up book media is designed as a visual medium which can be read in use and as a learning tool for students anytime and anywhere, whether used independently or in group learning(Viana Sari & Kusmariyatni, 2020).

Validation aims to determine the feasibility of a product. The validation process of this research involved material experts and media experts. The results of the assessment at the validation stage are in the form of input and suggestions that will be used to revise the initial product. Before the product is tested in the field, the product is validated first to find out the weaknesses and strengths of the product. The validation process consists of two aspects, namely material validation and media validation. The validation of material experts and media experts is carried out so that the pop-up book media product being developed can guarantee that the product being developed is feasible to be tested on students. In addition, the validation of material experts and media experts is useful for anticipating material or media errors, shortages of material or media used before the product is tested in the field. This is done so that the products that have been developed do not experience many errors and are in accordance with the needs of students and teachers in the field. The material expert validator in validating pop up book media on theme 8 class I was the MI Islamiyah Pancakarya teacher who taught class I, namely Ms. Miftaqul Rahmah and Mr. Ali Imron as a lecturer at PGMI FAI, Wahid Hasyim University, Semarang. This validation assessment is carried out by providing pop up book media products and assessment questionnaire sheets filled out by material expert validators. 87 The validation assessment questionnaire sheet contains 7 assessment items consisting of two aspects, namely the suitability aspect of the material. The assessment for each indicator uses a rating scale from a score of 1 to 5 with the following criteria: SK (very poor) : 1 K (poor) : 2 C (enough) : 3 B (good) : 4 SB (very good) : 5 The validation assessment process by the material expert validator in this study was carried out twice. Material expert validation was carried out by submitting pop up book media products along with assessment questionnaires to material experts on Thursday, 2 April 2020 at MI Islamiyah Pancakarya Semarang and the FAI office of Wahid Hasyim University Semarang. The media and assessment questionnaire sheets were then taken on Saturday, April 4 2020 at MI Islamiyah Pancakarya Semarang and the FAI office at Wahid Hasyim University Semarang. Based on the assessment of material experts on pop up book media products on

theme 8 class I on the suitability aspect of the material, it obtained an average score of 4.35 or 87.14% (very valid). Based on the guidelines for converting quantitative to qualitative data, the average score of 4.35 89 is included in the "SB" category (very good) with validity interpretation criteria > 4.20 to 5.00.

Assessment of the validity of media products based on material experts received input and suggestions for revision because the pop up book media looks attractive, the content and material are in accordance with the basic competencies and thematic learning indicators theme 8 but need to be added or included verses from the Qur'an or hadith as an Islamic feature of scientific material explained in the media pop up book theme 8 class I MI. The linguist validator in validating pop up book media on theme 8 class I is a lecturer at PGMI FAI, Wahid Hasyim University Semarang, namely Ms. Ersila Devy Rinjani, M.Pd. This validation assessment is carried out by providing pop-up book media products and assessment questionnaires filled out by linguist validators. The validation assessment questionnaire sheet contains 4 assessment items which consist of one aspect, namely the linguistic aspect. The assessment for each indicator uses a rating scale from a score of 1 to 5 with the following criteria: SK (very poor) : 1 K (poor) : 2 C (enough) : 3 B (good) : 4 SB (very good) : 5 The validation assessment process by the linguist validator in this study was carried out twice. Linguist validation was carried out by submitting pop up book media products along with assessment questionnaires to linguists on Monday, April 6 2020 to the linguist validator, namely the PGMI lecturer at the Faculty of Islamic Religion at the FAI Office, Wahid Hasyim University Semarang. Media and sheets of 90 assessment questionnaires were then taken on the same day. Assessment of the validity of media products on the linguistic aspect obtained an average score of 3.75 or 75.00% (valid). Based on the guidelines for converting quantitative to qualitative data, the average score of 3.75 is included in the "B" (good) category with validity interpretation criteria > 3.40 to 4.20. Even though the results of the assessment from linguists received the "Good" category, the evaluation of the validity of media products based on 91 linguists received input and suggestions for revising the reading text and the language assignment was simplified again.
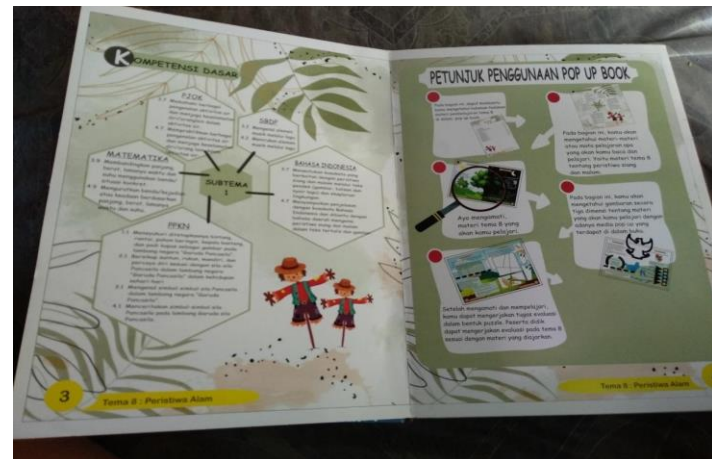
The media expert validator in validating pop up book media on the theme 8 class I was a lecturer at PGMI Faculty of Islamic Religion, namely Mr. Arief Hidayat a lecturer in Informatics Engineering, Faculty of Engineering, Wahid Hasyim University Semarang. This validation assessment is carried out by providing pop up book media products and assessment questionnaire sheets filled out by media expert validators. The validation assessment questionnaire sheet contains 20 assessment items consisting of two aspects, namely the

implementation aspect and the visual appearance aspect. Assessment for each indicator uses a rating scale from 1 to 5 with the following criteria: SK (very poor) : 1 K (poor) : 2 C (enough) : 3 B (good) : 4 SB (very good) : 5 Assessment process validation by the media expert validator was carried out twice. Media expert validation was carried out by submitting pop up book media products along with assessment questionnaire sheets to media experts on Monday, April 6 2020, namely to the Informatics Engineering lecturer at the office of the Faculty of Engineering, Wahid Hasyim University Semarang. The media and assessment questionnaire sheets were then taken directly on that day, Monday, April 6 2020 at the office of the Faculty of Engineering, Wahid Hasyim University, Semarang. The media expert's assessment of stage I regarding pop up book media products on theme 8 class I on the implementation aspect and visual appearance aspects obtained an average score of 4.20 or 84.00% (valid). Based on the guidelines for converting quantitative to qualitative data, the average score of 4.20 is included in the "B" (good) category with validity interpretation criteria > 3.40 to 4.20.

Based on the evaluation of the validity of the product by stage I media experts, input and suggestions were obtained, namely that the appearance of the pop up book media was good, the material was appropriate, what needed to be considered was practicality and ease of use for class I children and the packaging of the books was kept neater. Even though the product validity assessment scored in the good category, the media expert asked that the developed media be revised, in terms of practicality and ease of use for grade I children, the neatness of the appearance of the binding edges on the pop up book was tidied up again, and the packaging of the book was trying to be tidied up again. Here are the pop up book pictures(Dewi et al., 2022);
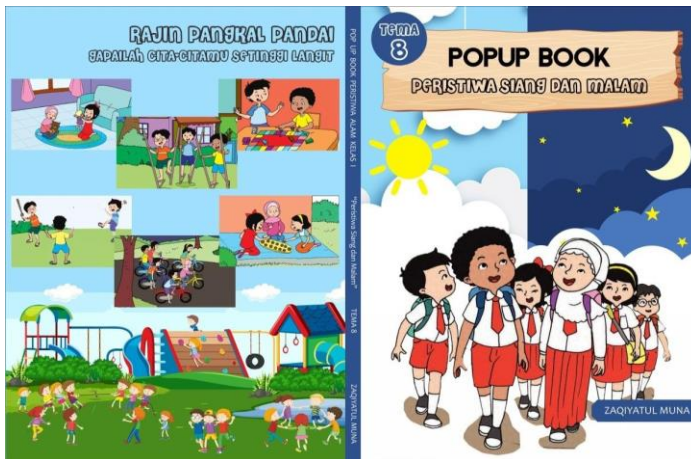
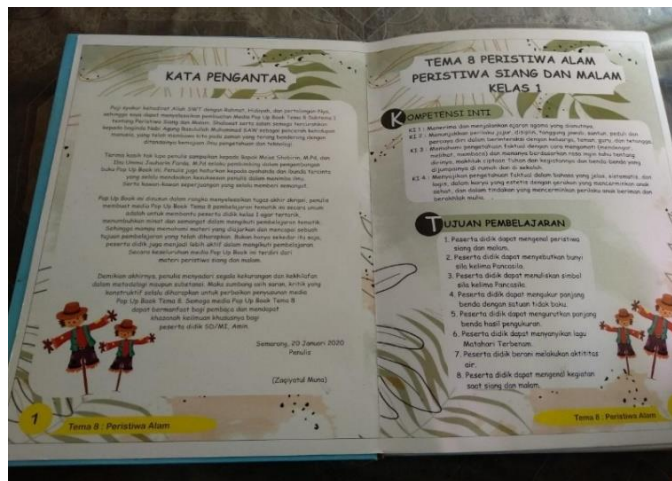| Front and Back Cover Media Pop Up Book | Basic Comptence and Instructions for Use |

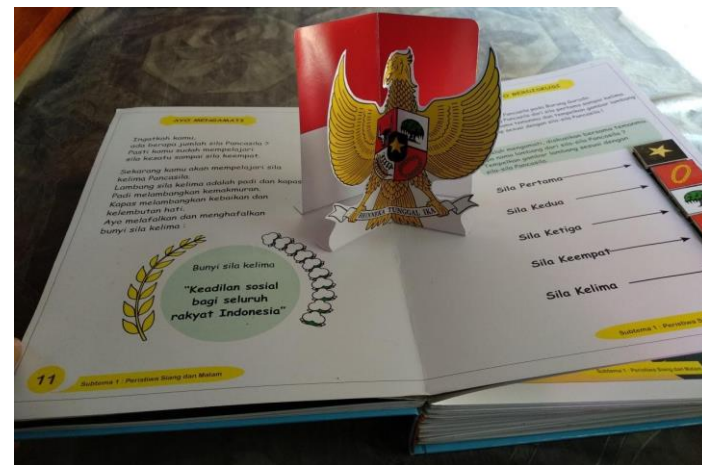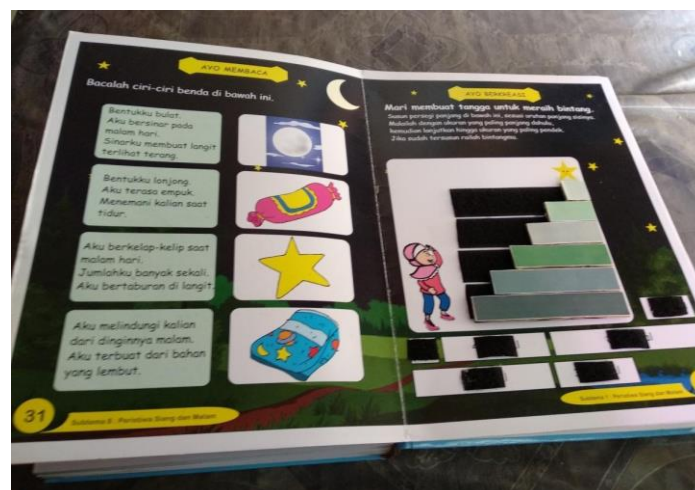| Fig 4. Preface and Core Comptence and Learning Objectives | Fig 5. Garuda pop-up form of Pancasila material |

Fig 6. Assignments of Long Material Star Ladders

**Table 1. Results of Teacher and Student Needs Analysis**

Aspect	
Material / Content	**Design / Visual appearance**
The form of student assignments is in the form of a puzzle.	Colored cover variations or more than one color.
The language used is Indonesian.	The Pop up book media is the size of a thematic book.
The form of delivery of material with reading text and pop-up images.	Cartoon cover.
The form of presentation of the material is Pop up images, reading text and practice questions / assignments.	The front cover display is an image, title and subject matter name.
The material presented in the pop up book is theme 8; day and night events in subtheme 1.	The back cover display is a free and attractive image.
	The identity of the Pop up book title on the front cover is placed at the top.
	The Pop up image model is an image according to the material and interesting.

The results of the questionnaire distribution data for the analysis of the needs of teachers and students aim to find out the need for Pop up book media on the theme 8 of class I in MI Islamiyah Pancakarya Semarang and as a guideline for making Pop up book media products on the theme 8 class I. The results of the needs analysis data are as follows:

Furthermore, the assessment of the material expert validator obtained the following average scores: The suitability aspect of the material obtained an average score of 4.57 or 91.42% (very valid). Overall, the assessment aspects of the material experts obtained an average score of 4.57 (very good) and a feasibility of 91.42% (very valid). It is concluded in the "Very Good" category as a learning medium for thematic subjects theme 8 and is worthy of being tested in the field.

The creation of this pop up book media product uses several journal references as a reference in its manufacture. Pop up book media criteria are declared good if they have pop up illustration image criteria providing information, providing stories or images related to

experience and attracting students' interest, there is integration between pop up images, material and reading text that will be conveyed in the Pop up book (Ika Lestari, 2016). The suitability aspect of the material obtains an average score of 4.50 or 90.00% (very valid). Overall, the evaluation aspect of the linguists obtained an average score of 4.50 (very good) and a feasibility of 90.00% (very valid). It is concluded in the "Very Good" category as a learning medium for thematic subjects theme 8 and is worthy of being tested in the field.
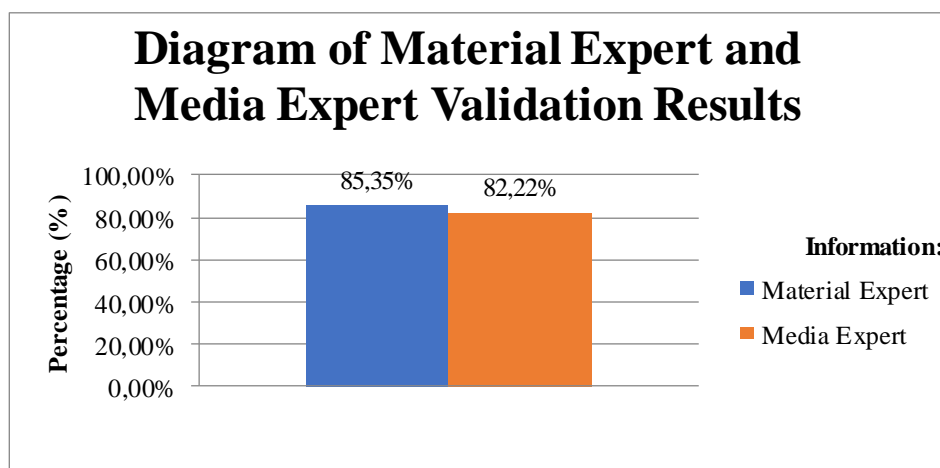
Fig 2. Diagram of Material Expert and Media Expert Validation Results

Based on the results of the validity of the Pop up book media product that has been carried out to determine the quality of the Pop up book media, it is stated that it is feasible to be tested in the field by obtaining the following validation results; Material expert validation on all aspects, namely the suitability aspect of the assessment material, obtained an average of 4.57 in the "very good" category or 91.42% (very valid), validation of linguists on all aspects, namely the linguistic aspects of the assessment, obtained an average of 4.50 in the category " very good" or 90.00% (very valid) and the validation of media experts on all aspects, namely the implementation aspect and the visual appearance aspect, obtained an average rating of 4.40 in the "very good" category or 88.00% (very valid).

The results of the analysis of the needs of teachers and students which are used as guidelines for making Pop up book media products for class I themes, can be seen as follows, the cover color is variations or more than one, the size of the Pop up book media is the same size as the size of the book thematic packages, the desired type of cover image is a cartoon type, the front cover display is a picture (Bariyyah et al., 2021), the title and name of the subject matter, the back cover image is a free and attractive image, the placement of the identity of the Pop up book title on the front cover is placed at the top, the type of image pop

up is a picture of adjusting the material and interesting. Whereas in the material/content aspect the form of student assignments is in the form of puzzles, the language used is Indonesian, the form of delivery of material is reading text and pop-up images, the form of presentation of material is pop-up images, reading text and practice questions/assignments , the desired theme material theme 8.

The validity of the Pop up book media product that has been carried out to determine the quality of the Pop up book media is declared worthy of being tested in the field by obtaining the following validation results: material expert validation on all aspects, namely the suitability aspect of the material and the linguistic aspect of the assessment obtaining an average of 4.27 in the category of "very good" or 85.35% (very valid) and the validation of media experts on all aspects, namely the implementation aspect and the visual appearance aspect, obtained an average rating of 4.11 in the "good" category or 82.22% (valid).

CONCLUSION

Based on the results of a data analysis of the demands of students and teachers for the theme 8 of class I Pop-up book media, the researchers have designed a class I pop-up book. This information is essential as a guide for the development of the theme 8 of class I Pop up book media product. This research produced Pop up book media products on the theme 8 for class I. This medium received media validity results in the category acceptable for use in thematic learning theme 8 class I at MI Islamiyah Pancakarya Semarang. Based on the results of the validation of pop-up book media products, the quality of Pop up book media has been determined.

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