

## POP UP BOOK DEVELOPMENT TO IMPROVE STORY ABILITY OF CHILDREN 5-6 YEARS OLD

**Hidayatul Munawwarah S**

Email: [munawhidayatul@gmail.com](mailto:munawhidayatul@gmail.com)

Elementary Education Student, Postgraduate, Medan State University,  
Indonesia

**Rosmala Dewi**

Email: [ros\\_dw@unimed.ac.id](mailto:ros_dw@unimed.ac.id)

Lecturer in Basic Education, Postgraduate, Medan State University,  
Indonesia

**Asih Menanti**

Email: [asihmenanti9@gmail.com](mailto:asihmenanti9@gmail.com)

Lecturer in Basic Education, Postgraduate, Medan State University,  
Indonesia

**Abstract:** The development of storytelling skills in early childhood is important to note because it is a basic skill for the next level of education. This study aims to produce pop up book media that are valid and can improve early childhood storytelling skills. This research method uses 4D model development research with the stages of define, design, develop, disseminate. Expert judgment is used in the development of pop up books to be continued trials for early childhood to get various responses as input for improvement. Research results for pop up book media products that have been assessed as valid by experts and effective for use in learning to improve storytelling abilities in young children early with the criteria for classifying children's storytelling abilities, children who are categorized as having the ability to tell as many as 12 with details of 2 children are in the developing category according to expectations, and 10 children are in the very developing category. well, it can be said that the child has increased the ability to tell stories.

Keywords: pop-up book, children, storytelling

## PRELIMINARY

Early childhood is an individual who experiences a process of growth and development. At this age, children are in a very sensitive state to receive external stimuli and have a strong curiosity about everything, which is the most prominent feature. Aspects of child development which include physical, motor, intellectual, emotional, language, and social development take place very quickly and will have a major influence on subsequent developments.

Every child has different developmental characteristics. Understanding of children also needs to be understood that each child has different characteristics. During the development process, it is possible for children to face various problems in their development process. The role of parents as the initial and primary educators has a central position and role in educating and shaping the character, social relations, and intellect of a child.<sup>1</sup>

Training children to tell stories means training them to have the courage to speak and express their ideas and imaginations in front of other people. In addition, adults will know the emotional condition of children through the stories that children convey. But in reality, getting children to be able to tell stories is not easy, especially about what they are feeling and what they have experienced. This situation is influenced by several factors related to the learning activities provided by the teacher at school.

There are several children at Aisiyiah Bustanul Athfal 05 Medan Kindergarten who don't have the courage to tell their teachers or peers. This can be seen in the learning process related to storytelling skills. From the teacher's point of view, they use teacher-centered learning more often and minimally use storytelling learning media, so that most children still have difficulty expressing what they see and hear when storytelling

---

<sup>1</sup> Fajrur, "Penggunaan New Media Di Kalangan Orang Tua Golongan Millenial Sebagai Media Pengasuhan Anak" *Thufula: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* Volume 10 Nomor 1, 2022. <http://dx.doi.org/10.21043/thufula.v10i1.13558>



activities are in progress. The influence of the teacher's learning is that children do not have the courage to convey what they feel in the form of stories to the teacher or to their peers.

In the era of globalization, the need for learning innovation with the use of media in the learning process in early childhood can increase new desires and interests, generate motivation, and stimulate learning activities that will affect child psychology. Children feel comfortable with their learning activities because they don't seem forced; in other words, children feel like they are learning while playing.<sup>2</sup> Early childhood learning requires media that can pique their interest in learning while also making them feel at ease.

## THEORETICAL REVIEW

### Media Pop Up Book

In learning it is very important to have media as a means of conveying information to students. According to media is anything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of early childhood in such a way that the learning process occurs.<sup>3</sup> In line, according to Media is an object that cannot be separated from early childhood learning as learning media can overcome the limitations of experience that early childhood has.<sup>4</sup> Thus the media is something that can be used to channel learning messages to children to provide experience through learning.

The most suitable learning media used in improving the storytelling ability of early childhood is pop up books. Pop-up book learning media is an innovative form of media, this picture book is equipped with more pictures and colors that can attract the interest of the reader. According to

---

<sup>2</sup> A. Asmariyani, "Konsep Media Pembelajaran Paud" *Al-Afkar : Jurnal Keislaman & Peradaban*, Volume 5 Nomor 1. 2016. <https://doi.org/10.28944/afkar.v5i1.108>

<sup>3</sup> Khadijah, *Media Pembelajaran Anak Usia Dini*, (Medan: Perdana Publishing, 2015). p. 25

<sup>4</sup> R. Rahmatia, et.all "Pengembangan Model Bermain Konstruktif dengan Media Balok untuk Meningkatkan Visual-Spasial Anak" *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, Volume 6 Nomor 1. 2021. <https://doi.org/10.31004/obsesi.v6i1.1185>



states pop up book media can be designed with the creation and creativity of teachers so that they can foster interest and increase student interest in learning which will have an impact on student learning outcomes.<sup>5</sup> By using the pop up book according to stated that the use of pop-up book media for students can provide new experiences for students so that they are very enthusiastic about using media that they have never used before.<sup>6</sup> Storytelling is also a creative process of students. According to stated in the process of using pop up books through storytelling can not only activate intellectual aspects but also aspects of sensitivity, delicacy, emotion, art, imagination, and fantasy which do not only prioritize the left brain.<sup>7</sup> According to states the use of Pop-Up Book media, namely: (1) To develop young people's love for books and reading, (2) Can be useful for critical thinking and develop creativity, (3) Can capture meaning through interesting representation of images and to generate the desire and encouragement to read.<sup>8</sup> Pop up book media can be used as a visual stimulus to further stimulate students' imagination so that they can tell the story orally.<sup>9</sup>

Based on the description above, the use of pop up book media can be used as a medium for conveying messages that can be used to activate intellectual aspects, imagination, art and storytelling skills in early childhood.

---

<sup>5</sup> E. D. Masturah, Mahadewi, L. P. P. "Pengembangan Media Pembelajaran Pop-Up Book pada Mata Pelajaran IPA Kelas III Sekolah Dasar". *Jurnal EDUTECH : Universitas Pendidikan Ganesha*. Volume 6 Nomor 2. 2018. <https://ejournal.undiksha.ac.id/index.php/JEU/article/view/20294>

<sup>6</sup> Khoiriyah, E., & Sari, E. Y. "Pengembangan Media Pembelajaran Pop-Up Book Pada Mata Pelajaran Ipa Kelas III SDN 3 Junjung Kecamatan Suymbergempol Kabupaten Tulungagung" *Jurnal Bidang Pendidikan Dasar*, Volume 2 Nomor 2. 2018. <https://doi.org/10.21067/jbpd.v2i2.2495>.

<sup>7</sup> Yacub Nasucha, *Modul Keterampilan Berbicara Pembelajaran Teori dan Praktik*. (Surakarta: Yuma Pressindo, 2016). p. 85.

<sup>8</sup> Bluemel & Taylor. *Pop-Up Books A Guide For Teachers and Librarians*. (California, ABC-CLJO, LLC, 2012). p. 95

<sup>9</sup> N. W. Alviolita, & HUDA, M. "Media Pop Up Book Dalam Pembelajaran Bercerita" *Jurnal Pendidikan Bahasa Indonesia*, Volume 7 Nomor 1. 2019. <https://doi.org/10.30659/j.7.1.49-57>.



### Storytelling Ability

Early childhood is expected to be a golden generation, so they must be equipped with the ability to tell stories so they can convey what they feel. According to stated that storytelling is conveying or telling about an incident using a visual aid or not accompanied by different body movements and intonation of voices that aim to give an overview and knowledge to people.<sup>10</sup> Explained further Storytelling is a method and material that can be integrated with other basic skills, namely speaking, "reading", "writing", and listening, including for Kindergarten children.<sup>11</sup> In early childhood it is necessary to use the storytelling method carried out in Kindergarten in order to stimulate children's communication skills. According to the development of storytelling methods in early childhood is very important so that children get experience and knowledge that they want to convey through the ability to tell stories orally.<sup>12</sup>

### RESEARCH METHODS

This research method uses 4D model development research. This development method is considered relevant to this research because it develops pop-up book learning media for children aged 5-6 years. The development model used is the 4D model development approach (Four-D model). to develop and validate products.<sup>13</sup> This research took place at TK Aisyiyah Bustanul Athfal 05 Medan in the even semester of the Academic Year. 2021-2022 with a sample of 12 students.

The data collection technique used by researchers to collect data in this study is by means of questionnaires for validation and questionnaires

---

<sup>10</sup> Nur'Aini Fitria. "Penerapan Metode Bercerita Untuk Meningkatkan Kemampuan Bahasa Anak Kelompok A Ra Muslimat Nu 26 Malang", *Jurnal Dewantara*, Volume 1 Nomor 1 2019.

<sup>11</sup> Ayu Putri Nurjanah, dand Anggraini, "Metode Bercerita Untuk Meningkatkan Kemampuan Berbicara Pada Anak Usia 5-6 Tahun". *Jurnal Ilmiah Potensia*, 2020, Volume 5 Nomor 1. 2020, <https://doi.org/10.33369/jip.5.1> p.1-7.

<sup>12</sup> Hajrah. Pengembangan Metode Bercerita Pada Anak Usia Dini. (Tesis, Universitas Negeri Makassar, 2018). p. 35. <http://eprints.unm.ac.id/id/eprint/11249>

<sup>13</sup> Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013). p. 98.



to see teacher responses and students' responses, as well as observation. The data analysis technique used to analyze the validation results is to look at the validity assessments given by material experts, media experts, and art and layout experts. The expert team will answer questions that contain statements by putting a check mark (✓) on the items that have been arranged with a score of 1-4 using a Likert scale. The data obtained was analyzed descriptively and qualitatively by calculating the percentage of each category for each indicator on the pop-up book media, which was developed using the formula:

$$Ps = \frac{\sum n}{\text{Score maximum}} \times 100\%$$

Information:

Ps = Score Percentage

Maximum score = Total score<sup>14</sup>.

$\sum n$  = Total score obtained

Furthermore, the analysis of the effectiveness of pop-up book media data was conducted using the initial data analysis in this study, namely, by analyzing the pretest and posttest data obtained by testing the gain score. After the completeness of individual and classical student learning outcomes are analyzed to assess the increase and effectiveness of pop-up book media before and after being used in the learning process, Then the pretest and posttest results are calculated using the normalized gain score formula, namely:

$$g = \frac{Sp_{\text{post}} - Sp_{\text{pretest}}}{100\% - Sp_{\text{pretest}}} \times 100\%$$

Information:

g = score increase

Sp<sub>post</sub> = Final Grade Point Average

Sp<sub>pretest</sub> = The initial class's average value

---

<sup>14</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), p. 53.



The results obtained are then classified according to predetermined criteria as follows:

Results of Criteria for Improving Storytelling Ability

Coefficient Intervals	Criteria
$N\text{-gain} < 0,3$	Low
$0,3 \leq N\text{-gain} < 0,7$	Currently
$N\text{-gain} > 0,7$	Tall

Based on the indicators above, it can be concluded that students have an increased understanding of concepts if their score is 0,3. After testing the N-gain, the pre-test and post-test value data were analyzed to determine whether the increase was significant or not.

## RESULTS AND DISCUSSION

The development of this pop-up book media was carried out based on the development procedure of the 4D development model, which consisted of four stages, namely the define, design, development, and dissemination stages. The implementation of the entire development procedure in this study can be seen in detail in the following description:

### a. Definition (Definition)

At this stage, the researcher conducted an initial analysis before making a pop-up book. There are still a number of problems that cause children's storytelling skills in Aisyiyah Bustanul Athfal, Medan Kindergarten, not to develop optimally, such as learning activities that are still teacher-centered and the lack of use of media in storytelling learning activities. Then the researchers saw that the simulation of children's storytelling skills was lacking. In fact, there are many media that teachers can use to optimize children's storytelling abilities by using a variety of books, one of which is pop-up books. Making pop-up books always refers to the basic competencies and learning objectives to be achieved by the teacher. As in Basic Competency 4.10, "Demonstrating Expressive Language Skills" (expressing language verbally and non-verbally), the learning objectives to be achieved by students include being able to convey expressive language both verbally and non-verbally.





## b. Design Stage

At this point, a tool for assessing the quality of pop-up book media in the form of a questionnaire for experts is being implemented. This pop-up book media is equipped with colorful pictures and is attractive to children. This pop-up book media is designed from printed materials and is equipped with a story that is clearly explained in the pop-up book media. The image below shows the pop-up before validation.



**Image 1.**  
**Cover Image and Pop-Up Book Contents Before Validation**  
**Source: 2022 Research Documents**

The initial media produced is then validated. This validation stage aims to establish feasibility and obtain input for improvements regarding the pop-up book media being developed. At this stage, the pop-up book's media is validated by material experts, media experts, and art and layout experts. Based on the results of input from experts, the researchers revised the product and revalidated it. As for what has been improved, namely: (1) on the cover of the book, add personal identity, such as name and institution; (2) print the book using art or glossy paper; (3) add background or background on an empty page; (4) wipe the contents; and





(5) make each page or sheet of the book even more sturdy by using cardboard to make it even more sturdy. So after receiving input from various experts, the researchers made improvements and produced a pop-up book like Figure 2 below.



**Image 2.**  
**Cover and Contents After Validation**  
**Source: 2022 Research Documents**

The way to use pop-up book media is as follows:

- 1) The teacher arranges the children to sit in a semicircle.
- 2) As an introduction, the teacher mentions the title of the story on the pop-up book media, namely "Ants and Crickets," to attract children's interest.
- 3) The teacher shows the cover of the pop-up book.
- 4) Doing story reading, namely, giving children the opportunity to follow the storyline by listening to stories through pop-up book media.
- 5) The teacher tells the story of "ants and crickets" in the pop-up book.
- 6) The teacher conducts questions and answers and responds to the children's comments so that they better understand and appreciate the stories in the pop-up book media.



- 7) The teacher makes observations on children's storytelling abilities in accordance with existing storytelling ability assessment instruments.

Using pop-up book media has the benefits of: 1) teaching children to appreciate books more and treat them better; 2) bringing children closer to parents because pop-up books have smooth parts so that they provide an opportunity for parents to sit together with their children and enjoy stories (bringing the relationship between parents and children closer); 3) developing children's creativity; 4) stimulating children's imagination; 5) increasing knowledge so as to provide a description of the shape of an object and an animal (introduction of objects and animals).<sup>15</sup>

### c. Development Stage

The results of the define and design stages resulted in an initial design of a learning medium called draft I. Next is the development stage. The first thing to do at the development stage was to validate Draft I. Expert validation focused on the contents and illustrations of the pop-up book media being developed. The results of expert validation are in the form of validation values, corrections, criticisms, and suggestions, which are used as a basis for revising and improving pop-up media that meet valid criteria. To obtain complete data that is used as material for product revision, the initial pop-up book media product that has been designed is validated first. The product validation stage is carried out to obtain assessments from material experts, media experts, art experts, and the developed layout. Material validation is used to determine the viability of the pop-up book with the theme of animal friendship from a material standpoint. can be seen in Table 1 below.

---

<sup>15</sup> Siregar A, R. E. "Model Pop Up Book Keluarga Untuk Mempercepat Kemampuan Membaca Anak Kelas Rendah Sekolah Dasar", *Jurnal Ilmu Informasi Perpustakaan Dan Kearsipan*, Volume 5 Nomor 1, 2016



**Table 1.**  
**Material Expert Validation Results**

Assessment Aspects	Rating Items	Meeting		Information
		1	2	
Content Eligibility	1. The learning provided can provide support for early childhood development.	3	4	Very good
	2. The developed learning's objectives are clear.	3	4	Very good
	3. Able to improve the ability to tell early childhood	3	3	Good
	4. The contents of the story are in accordance with early childhood development.	3	4	Very good
	5. The pop-up book media used makes it easy to improve children's storytelling abilities.	3	4	Very good
	6. Pop-up book media can be used to observe children's storytelling abilities.	3	3	Good
	7. The suitability of the illustrations and pictures on the product with language development material, especially storytelling abilities	3	3	Good
Eligibility of Presentation	8. Submission of steps for using the media	3	3	Good
	9. Submission of steps for using the media	3	4	Very good
	10. The quality of the contents or stories in the pop-up book media	3	4	Very good
	11. Provide opportunities for children to train and improve their storytelling	3	4	Very good



	skills.			
	12. The media is easy to use for teachers and children.	4	4	Very good
	13. Media is made with materials that are safe for children.	3	4	Very good
Amount		40	48	
%		77%	92%	Very good

**Source: 2022 research documents**

Based on the results of the material expert's assessment at the first meeting, a total score of 40 was obtained with a percentage of 77% and was in the "good" qualification, even though in the "good" category the researcher fixed several revisions from the material expert. Furthermore, researchers revise the product and validate it again with the experts. The score at the second meeting was 48 with a percentage of 92%, or in the "Very Good" qualification, meaning that the pop-up book media no longer needed to be revised. After validating the material, it continues with media validation, which aims to see the quality of pop-up book media development that is made in accordance with the standards for making pop-up books so that it is attractive to early childhood. The validation results can be seen in table 2.

**Table 2.**  
**Media Expert Validation Results**

Assessment Aspects	Rating Items	Meeting		Information
		1	2	
Media Design	1. The media design is eye-catching.	2	4	Very good
	2. The type of material used	2	3	Very good
	3. Media display is made creative according to ideas and suggestions.	3	4	Good
	4. The background color and image work well together.	2	4	Very good
	5. The accuracy of selecting	3	4	Good



	media sizes			
	6. The description of the story in the pop up book media is explained clearly and easily understood by children	2	3	Good
	7. Media is easy to carry and move	3	4	Very good
	8. Interesting pop up book media	3	4	Very good
Image Accuracy	9. Accuracy of image selection	3	4	Very good
	10. Image display quality	3	4	Good
	11. Conformity of the order of pictures in the pop up book with the story	4	4	Very good
Colour Accuracy	12. The accuracy of the selection of colors, backgrounds and colors writing	2	4	Very good
	13. Color composition	3	4	Very good
Amount		35	50	
%		67%	96%	Very good

**Source: 2022 research documents**

Based on the results of the media expert's assessment at the first meeting, a total score of 35 was obtained with a percentage of 67% and was in the "good enough" category; with this, it was stated that it needed to be improved. The following is an explanation of matters that need to be revised regarding pop-up book media by media experts at each meeting. Furthermore, researchers revise the product and validate it again with the experts. The score at the second meeting was obtained at 50 with a percentage of 96%, or "very good," meaning that the pop-up book media does not need to be revised anymore.

Following the presentation of the material and media to the experts, the process is followed by art and layout validation in order to obtain information on the feasibility of developing pop-up book media. The results of this art and layout validation are in the form of an assessment



score for the components of the assessment indicators. can be seen in Table 3 below.

**Table 3.**  
**Art and Layout Expert Validation Results**

Assessment Aspects	Rating Items	Meeting		Information
		1	2	
The beauty of the book cover	1. Image and cover designs give a positive impression so as to attract readers' interest.	2	4	Very good
The book's design consistency	2. Image and cover designs give a positive impression so as to attract readers' interest.	2	4	Very good
Selection of font type and size	3. Selected font type and size	3	4	Very good
Layout design	4. The accuracy of image selection	3	4	Very good
	5. Accuracy of color selection	3	4	Very good
	6. Composition and size of layout elements	3	4	Very good
	7. Shows the view's center	4	4	Very good
	8. The color elements of the layout are harmonious	4	4	Very good
	9. Shape, color, size, and proportion of objects according to reality	4	4	Very good
	10. Placement of consistent layout elements based on pattern	4	4	Very good
	11. The separation between the different images and movements is obvious.	3	4	Very good
	12. The form of creative and dynamic media design	4	4	Very good





	13. Presentation of all matching illustrations.	4	4	Very good
Teks/ Typrografi	14. The accuracy of the layout proportions	3	3	Good
	15. Text and illustrations are appropriate.	3	4	Very good
	16. The accuracy of selecting the type of text and font size on the media	3	4	Very good
	17. Text color that is accurate to make it clear and easy to read	3	3	Good
Image	18. Image composition	4	4	Very good
	19. The accuracy of color selection in the image	3	4	Very good
	20. Accurate image size	4	4	Very good
	21. Image color contrasts with the background color	3	4	Very good
	22. Correlation between images and materials	4	4	Very good
	23. Be able to express the meaning of the picture.	4	4	Very good
Amount		77	90	
%		84%	98%	Sangat Baik

Source: 2022 research documents

Based on the results of the art and layout expert's assessment at the first meeting, a total score of 77 was obtained with a percentage of 84% and was in the "good" category, even though in the "good" category the researcher fixed several revisions from the art and layout expert. Furthermore, researchers revise the product and validate it again with the experts. The score at the second meeting was 90, with a percentage of 98%, or in the "Very Good" qualification, meaning that the pop-up book media does not need to be revised anymore. Based on the results of the validation carried out on material experts, media experts, and art and layout experts, which gave a feasibility percentage of 92% for material, 96% for media, and 98% for art and layout, the pop-up book media



development stage is feasible for implementation. With a total of 12 children, a test on early childhood was conducted in Class B Kindergarten, Aisyiyah Bustanul Athfal 05 Medan.

#### d. Spread

The pop-up book media that has been made is distributed to students in Class B TK Aisyiyah Bustanul Athfal 05 Medan, totaling 12 children, with the aim of seeing how effectively using pop-up book media with the theme of "ant friendship" can stimulate students to be active in retelling the results seen and read.

**Table 4.**  
**Initial Observation Value of Children's Storytelling Ability**

Number of Children	Percentage	Value Score
0	0	Many students get BB scores (0–29%).
11	92	Many students get MB scores (30%–59%).
1	8	Many students get BSH scores (60% to 79%).
0	0	Many students get BSB scores (80%–100%).
12	100	

Source: 2022 research documents

From the table above, it can be seen that children who get a value of 1 are included in the "Not Good" or "Not Yet Developing" (BB) criteria, namely 0 children or 0%, and children who get a value of 2 are included in the "Not Good" or "Beginning to Develop" (MB) criteria, namely as many as 11 children or 92%, while children who get a score of 3 are included in the criteria of "Good Enough" or "Developing According to Expectations" (BSH), namely 1 child or 8%, and children who get a score of 4 are with the "Very Good" or "Very Well" (BSB), namely 0 children or 0%. Thus, the ability to tell stories is more dominant in the category of beginning to develop with a total of 11 children.



After knowing the results of the initial observations, the researcher carried out the next stage of the final observation to see the changes that occurred after using pop-up books for media development in early childhood in Class B TK Aisyiyah Bustanul Athfal 05 Medan, totaling 12 children. This can be seen in table 5.

**Table 5.**  
**Final Observation Value of Children's Storytelling Ability**

Number of Children	Percentage	Value Score
0	0	Many students get BB scores (0–29%).
0	0	Many students get MB scores (30%–59%).
2	17	Many students get BSH scores (60% to 79%).
10	83	Many students get BSB scores (80%–100%).
12	100	

Source: 2022 research documents

From the table above, it can be seen that children who get a value of 1 and fall into the criteria of "Not Good" or "Not Yet Developing" as much as 0 children or 0%, and children who get a value of 2 and fall into the criteria of "Not Good" or "Starting to Develop" as much as 0 children or 0%, while children who get a score of 3 are included in the criteria of "Good Enough" or "Developing According to Expectations," namely 2 children or 17%, and 10 children or 83% of children who get a score of 4 with the criteria of "Very Good" or "Very Well Developed" criteria.

At the time of carrying out the research conducted by the teacher using pop-up book media, it showed the enthusiasm of the students who listened to the teacher's explanation, which told the story shown in image 3 below.





**Image 3.**  
**The Teacher Explains Using Pop-Up Book Media.**  
**Source: 2022 Research Documents**

Students see pop-up book media with the theme "ant friendship" as an engaging medium for learning. As understood by the concept of early childhood learning, namely learning while playing, students have a curiosity about this illustrated story.<sup>16</sup> This enthusiasm and curiosity make students enthusiastic about participating in the learning carried out by the teacher. In learning activities in early childhood, the teacher is one of the educational factors that has the most strategic role because the teacher is actually the most decisive in the teaching and learning process.<sup>17</sup> The responses of students in Class B Kindergarten, Aisyiyah Bustanul Athfal 05 Medan, can be seen in Table 6 below.

**Table 6.**  
**Questionnaire Results of Children's Responses to Storytelling Activities**

No	Responded aspect	Average Percentage (%) Teachers	
		Pleasant	Not fun
1	Children's feelings about the pop-up book media used:		

<sup>16</sup> Nuraeni, L., Riyanto, A. Efektivitas Diklat Berjenjang Tingkat Dasar terhadap Peningkatan Kompetensi Pedagogik Pendidik PAUD. *Jurnal Ilmiah P2M STKIP Siliwangi* P2M STKIP Siliwangi, Volume 5 Nomor.2, 2017.

<sup>17</sup> Faiz, A., & Kurniawaty, I. Urgensi Pendidikan Nilai di Era Globalisasi. *Jurnal Basicedu*, Volume 6 Nomor 3, 2022. <https://doi.org/10.31004/basicedu.v6i3.2581>.



	a. Atmosphere while studying	100%	0%
	b. The way the teacher teaches	100%	0%
Average			100%
		Good	Not good
2	Children's opinions on the tools and materials used in the pop-up book media	100%	0%
		Interest and Ability	Not interested
3	There is interest in following the process of learning activities using pop-up media, and children are able to retell the results told by the teacher.	100%	0%
		Good	Not good
4	Display (illustrations, images, image layout) on pop-up book media	100%	0%

Source: 2022 research documents

Based on the table above, it can be seen that the child's response questionnaire for each statement that describes the overall results of the child's response data analysis is as follows: (1) The average child's response stating that the learning atmosphere and the way the teacher teaches is fun is 100% and not fun is 0%; (2) The average child's response to the pop-up book media tools and materials that are used well is 100%, and those who feel bad are 0%; (3) The average child's response of children who expressed interest in participating in the process of learning activities using pop-up book media and being able to retell what the teacher told was 100%, and those who expressed no interest were 0%; (4) The average response of children who stated that they were good about the appearance (illustrations, pictures, layout) of the pop As is the case



with research conducted (Matin et al., 2019)<sup>18</sup> stating the effect of using pop-up book learning media on early childhood literacy skills, the profile of children's fine motor skills in the experimental group shows a significant difference compared to the ability profile of children's fine motor skills in the control group using conventional methods.

What needs to be considered in developing a child's storytelling ability is the child's readiness to read and tell what he hears from the teacher. Because the characteristics of each child's ability are different, the teacher needs to prepare learning activities based on the child's age stages. Parents or teachers should not force children to be able to read quickly and retell stories perfectly, so parents or teachers can provide time for children to try, whether the results are wrong or right, so that teachers or parents can provide varied and innovative activities to develop storytelling skills. The children have finished their training and are ready to continue their education.

## CONCLUSION

The results showed that the development of a pop-up book using crickets and ants as material was very feasible based on the results of validation by media experts, material experts, and art and layout experts, with an average proportion of 96%. The use of pop-up book media can increase early childhood learners' motivation to learn in class because they prefer the material presented in the form of pictures, which make it easier for them to understand the contents of the story. The effectiveness of using pop-up book media in early childhood can increase early childhood motivation to tell stories about the storylines contained in pop-up books, as seen from the increase in children's ability to tell stories as expected.

---

<sup>18</sup> Matin, R. H., Ety Rohaety, E., & Nuraeni, L. Penerapan Media Pembelajaran Pop-Up Book Anak Usia Dini Pada Kelompok B Untuk Meningkatkan Kemampuan Keaksaraan Awal Di Tk Nusa Indah. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, Volume 2 Nomor 2, 2019. <https://doi.org/10.22460/ceria.v2i2.p49-56>





## REFERENCES

- Alviolita, N. W., & HUDA, M. (2019). Media Pop Up Book Dalam Pembelajaran Bercerita. *Jurnal Pendidikan Bahasa Indonesia*, 7(1), 49. <https://doi.org/10.30659/j.7.1.49-57>
- Arikunto. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Asmariyani, A. (2016). Konsep Media Pembelajaran Paud. *Al-Afkar : Jurnal Keislaman & Peradaban*, 5(1). <https://doi.org/10.28944/afkar.v5i1.108>
- Bluemel & Taylor. (2012). *Pop-Up Books A Guide For Teachers and Librarians*. ABC-CLJO, LLC.
- Faiz, A., & Kurniawaty, I. (2022). Urgensi Pendidikan Nilai di Era Globalisasi. *Jurnal Basicedu*, 6(3), 3222–3229. <https://doi.org/10.31004/basicedu.v6i3.2581>
- Fajrur. (2022). *Penggunaan New Media Di Kalangan Orang Tua Golongan Millenial Sebagai Media Pengasuhan Anak*. <https://journal.iainkudus.ac.id/index.php/thufula> p-ISSN 2355-0163 | e-ISSN 2502-3845
- Hajrah. (2018). Pengembangan Metode Bercerita Pada Anak Usia Dini. *Administrasi Pendidikan Kekhususan PAUD*, 1, 4. [http://eprints.unm.ac.id/11249/1/Jurnal Hajrah.pdf](http://eprints.unm.ac.id/11249/1/Jurnal%20Hajrah.pdf)
- Khadijah. (2015). *Media Pembelajaran Anak Usia Dini*. Perdana Publishing.
- Khoiriyah, E., & Sari, E. Y. (2018). Pengembangan Media Pembelajaran Pop-Up Book Pada Mata Pelajaran Ipa Kelas Iii Sdn 3 Junjung Kecamatan Suymbergempol Kabupaten Tulungagung. *Jurnal Bidang Pendidikan Dasar*, 2(2), 22–32. <https://doi.org/10.21067/jbpd.v2i2.2495>
- Masturah, E. D., Mahadewi, L. P. P., & ... (2018). Pengembangan Media Pembelajaran Pop-Up Book pada Mata Pelajaran IPA Kelas III Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(2),



212–221.

<https://ejournal.undiksha.ac.id/index.php/JEU/article/view/20294>

Matin, R. H., Ety Rohaety, E., & Nuraeni, L. (2019). Penerapan Media Pembelajaran Pop-Up Book Anak Usia Dini Pada Kelompok B Untuk Meningkatkan Kemampuan Keaksaraan Awal Di Tk Nusa Indah. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 2(2), 49. <https://doi.org/10.22460/ceria.v2i2.p49-56>

Nur'Aini Fitria. (2019). PENERAPAN METODE BERCERITA UNTUK MENINGKATKAN KEMAMPUAN BAHASA ANAK KELOMPOK A RA MUSLIMAT NU 26 MALANG. *Jurnal Dewantara*, 42(4), 1.

Nuraeni, L., Riyanto, A. (2017). Efektivitas Diklat Berjenjang Tingkat Dasar terhadap Peningkatan Kompetensi Pedagogik Pendidik PAUD. *Jurnal Ilmiah P2M STKIP Siliwangi P2M STKIP Siliwangi*, Vol.5(Issue.2), 21–33.

Nurjanah, Ayu Putri., Anggraini, G. (2013). Metode Bercerita Untuk Meningkatkan Kemampuan Berbicara Pada Anak Usia 5-6 Tahun. *J. Leukoc. Biol*, 96(1), 365–375. [www.jleukbio.org](http://www.jleukbio.org)

Rahmatia, R., Pajarianto, H., Kadir, A., Ulpi, W., & Yusuf, M. (2021). Pengembangan Model Bermain Konstruktif dengan Media Balok untuk Meningkatkan Visual-Spasial Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 47–57. <https://doi.org/10.31004/obsesi.v6i1.1185>

Siregar A, R. E. (2016). Model Pop Up Book Keluarga Untuk Mempercepat Kemampuan Membaca Anak Kelas Rendah Sekolah Dasar. *Ilmu Informasi Perpustakaan Dan Kearsipan*, 5(1), 10–21.

Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Yacub Nasucha. (2016). *Modul Keterampilan Berbicara Pembelajaran Teori dan Praktik*. Yuma Pressindo.

