DEVELOPMENT OF POP-UP BOOK EDUTAIMENT LEARNING MEDIA IN SOCIAL SCIENCES SUBJECTS

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ABSTRACT: This research aims to describe the practicality of Pop-Up-Book edutainment learning media in Social Sciences Subjects. The type of research is Research & Development (R&D) using the ADDIE model. The development subjects in this research were class VII students of state junior high school 1 Matangkuli, North Aceh Regency. Data collection techniques use observation sheets, questionnaires and documentation. The data analysis technique uses percentage analysis. The research results show that the practicality of Pop-Up-Book edutainment learning media is very practical. This can be seen based on the results of observations of learning activities, student learning activities, and the results of the Skills Process Assessment using the Edutaiment Pop-Up Book learning media.

Keywords: Practicality, Learning Media. ADDIE Models

1. INTRODUCTION

Education is one of the strategic steps targeted as an effort to intensify the level of human resources in Indonesia. Education aims to plan students as citizens to acquire cognitive, psychomotor, effective and qualities that can be used as problem solving skills, making decisions, participating in various community activities in order to become good citizens [1]. Education is very necessary for all individuals because the progress of the nation is very much aimed at the level of education itself, education is a solution in creating high quality and dedicated human resources [2]. Regarding how to foster the quality of human resources, the field of education has a very important position because education will seek to increase competence and develop the quality of life of Indonesian society. Apart from that, competent, quality and potential human resources will be formed to achieve national goals [3]. From the explanation of education above, it is hoped that increasing the level of education will be in the interests of a nation that wants to progress. With the belief that standard education can support expansion in various fields. Therefore, a comprehensive understanding of the foundations and targets of education is needed. One effort that is usually carried out is through junior high school education. Junior high school is a secondary education forum that establishes knowledge as a basis for continuing to further education. In junior high school education, there is still a plurality of lessons given to students, including learning Social Sciences.

Social science is a scientific discipline that studies humans and their surroundings. It is highly hoped that this review of social sciences will ensure that students are ready to face social problems in their lives, both in terms of cognitive, psychomotor and affective aspects. But in fact, learning social sciences is often believed to be a monotonous, saturated discipline and requires the use of powerful ideas, because there are so many theories that need to be understood that there is boredom in learning social sciences [4].

From the observation results, it was found that the factors causing students' lack of learning creativity are: 1) Teachers place greater emphasis on completing a number of learning materials specified in the syllabus with the available time allocation; 2) Students are used only as objects, meaning students are "forced" to receive all information from the teacher without being given the opportunity to reflect/contemplate logically and critically; 3) Teachers always dominate the learning process by using the lecture method, thus giving students less opportunity to be active and creative in expressing ideas and sharpening their ideas; 4) Learning communication is only one way, there is a lack of reciprocal interaction between teachers and students and between

students themselves; 5) Uninteresting learning model. This is also expressed in the problems faced in social science learning related to the lack of use of learning media by teachers in the learning process that takes place in the classroom, as well as the teacher's main role in the learning process, so that learning is concentrated on textbooks, with rare use of media. used [4]. This is confirmed by data from the Ministry of Education and Culture of the Republic of Indonesia through a survey of learning activities in 2020, with survey results of 87% of teacher activities just giving assignments and only focusing on source books without utilizing technology in this digital era [5].

Abstract social science learning material requires visualization to make it easier for students to learn the material presented by the teacher. The very diverse scope of social science learning material makes teachers pursue completeness in discussing the material presented. As a result, social studies learning only transfers knowledge from teachers to students, without paying attention to the meaning of learning for students and their lives. As a result, the material that students learn does not last long. in their memory. Many teachers have difficulty completing the language material. Meanwhile, material can be visualized using learning media [6]. The existence of learning disabilities in students during their participation in learning is a solution to overcome this problem. Students also influence students' lack of understanding of the concepts presented [7]. In the teacher's efforts to facilitate the presentation of material in learning, it is necessary to provide a learning media that is enjoyable for students [8]. Based on the interpretation of the problem above, learning media activities are needed to improve the level of education.

Therefore, the learning media developed in this research is media in the form of pop up books. Pop-up books are considered to have their own charm, namely by presenting visualizations with shapes created by folding and so on [9]. Pop up books are crafts that are packaged in book form.' He further said that 'Pop up books are widely used to package something attractively and appear embossed. A pop up book is a book that has parts that can move or have 3 dimensional elements. The appearance of the image has more dimensions, an image that can move when the page is opened or a part of it is shifted to parts that can change shape. This book also provides surprises on each page which can invite amazement when the page is opened.' So, pop up book media is a communication tool that conveys messages through images that have 3 dimensional elements that are interesting and unique when the book is opened [10]. This is in sync with realistic thinking, namely by reviewing or executing something

related to problem solving [4]. By using this media, the teaching material presented by students will be more complete and ideal, which is supported by the use of media which can replace the teacher's duties to a certain extent. Regarding this, the teacher does not always play the role of presenting the material, but because the presentation of the material can be changed by the media, the teacher's role can be transformed into a learning facilitator who makes it easier for students to learn the material [6]. The aim of this research is to describe the practicality of po-up-book edutainment learning media in social science subjects.

2. METHODS

The type of research is Research & Development (R&D) using the ADDIE model [11]. This model is widely used in the field of media development [12] [13]. [14]. [15]. The development subjects in this research were class VII students of state junior high school 1 Matangkuli, North Aceh Regency. Data collection techniques use observation sheets, questionnaires and documentation. The data analysis technique uses percentage analysis.

3. RESULTS AND DISCUSSION

Development of pop-up book edutainment learning media to increase students' learning motivation. The results of research regarding the practicality of pop-up book edutainment learning media can be explained as follows:

Observation results on the use of pop-up book edutainment learning media.
Observations on the use of the Edutaiment Pop-Up Book learning media were carried out by looking at students' activities when using the Edutaiment Pop-Up Book learning media developed. There are several aspects observed, including (1) students understand various concepts in the pop-up book learning media, (2) students understand the steps of activities in the pop-up book edutainment learning media, (3) participants students are interested and motivated to read and use pop-up book learning media, (4) students are active and enthusiastic about doing the tasks in the pop-up book edutainment learning media.
First, observing aspects of students understanding various concepts in the Edutaiment Pop-Up Book learning media. In general, students have difficulty understanding various concepts in the Edutaiment Pop-Up Book learning media because they are not used to learning with pop-up learning media. up book, students are a little confused about learning using pop-up book

edutainment learning media. However, after being given an explanation, students already understand and comprehend it. Second, the aspect of students understanding the activity steps in the pop-up book edutainment learning media. Where, students experience doubts about continuing with the next step. However, after being given an explanation by the teacher, the students understood and comprehended it. Third, the aspect of interest and motivation for using pop-up book educational learning media, it can be seen that students are very happy and motivated when given pop-up book learning media. Students are motivated to learn because the Edutaiment Pop-Up Book learning media provides a variety of interesting pictures and different display designs according to the historical story line of the Islamic kingdom of Samudra Pasai. Fourth, the active and enthusiastic aspect of carrying out tasks in the pop-up book edutainment learning media, it can be seen that students are very enthusiastic when using the pop-up book edutainment learning media. The conclusion of using the Edutaiment Pop-Up Book learning media based on observations is that there are no problems in its use. Thus, it can be said that the use of the Edutaiment Pop-Up Book learning media based on observations that have been carried out can be said to be practical.

Student Activities

Student activities observed include: (1) Visual Activities, namely paying attention to pop-up book edutainment learning media, (2) Listening Activities, namely listening to the facilitator's explanation, (3) Oral Activities, namely asking questions or giving opinions, (4) Motor Activities, namely carrying out steps on pop-up book edutainment learning media, and (5) Writing Activities, namely, doing exercises on pop-up book learning media. Detailed observation data on student activity in the small group evaluation test can be concluded that the activity of students at meeting I was 96% (very good), the activity of students at meeting II was 100% (very good), the activity of students at meeting III was 92% (very good), the fourth meeting was 96% (very good). This means that overall student activities have been carried out very well. Students have paid attention to the pop-up book edutainment learning media, listened to the teacher's explanation, asked questions or expressed opinions, done exercises and steps in each learning activity.

Based on the explanation above, the Edutaiment Pop-Up Book learning media developed can help increase student activity. Apart from that, teachers feel that it is easier with the Edutaiment Pop-Up Book learning media that has been developed. The Edutaiment Pop-Up Book learning media provides positive suggestions for students to learn, indicating an increase in student activity during learning. In this way, Pop-Up Book Education Media has been effectively implemented in learning.

Table 1. Skills Process Assessment Results using Edutaiment Pop-Up Book Learning Media

No	Assessment Indicators	Value				Average value	Category
		I	II	III	IV		
1.	Do the initial test	95	95	95	100	96,25	very high
2.	Pay attention to the teacher's explanation	84	90	95	100	92,25	very high
3.	Ask questions regarding activities	85	90	95	95	91,25	very high
4.	Observing Reading	85	90	90	100	91,25	very high
5.	Write to do something	90	95	100	100	96,25	very high
6.	Revise written learning outcomes	90	90	95	100	93,75	very high
7.	Clear up misunderstandings	85	90	95	100	92,5	very high
8.	Take the final test	95	90	95	100	90	very high
	Average value	88,63	91,25	95	99,38	92,94	very high

Based on table 1, it shows that the results of the skills process assessment are in the range of 84% to 100% (very high). assessment of Media Education Pop-Up Book learning skills in learning activity I was 88.63% (very high), assessment of Media Education Pop-Up Book learning skills in learning activity II was 91.25% (very high), assessment of Media learning skills Pop-Up Book Education in activity III was 95% (very high), the Pop-Up Book Education Media skills assessment in learning activity IV was 99.38% (very high). Meanwhile, the overall assessment of Pop-Up Book Education Media has a percentage of 92.94% in the very high category, meaning that, when the

learning process takes place, students' activities are very good in understanding and using the Pop-Up

Student Response to the Practicality of pop-up book edutainment learning media.

The aim of assessing student responses is to determine students' responses to the level of practicality of pop-up book edutainment learning media. The assessment sheet is filled in by students at the end of the lesson. Based on the calculation results, the Practicality of Media Edutaiment Pop-Up Book has a score of 4.33 in the very practical category. Very practical, meaning that the Edutaiment Pop-Up Book learning media has attractiveness, use process, methods, learning media/resources, and assessment.

Learning media is a form of learning as a whole using learning media with the aim of opening up Practicality in learning using the Edutaiment Pop-Up Book learning media using the discovery learning method. The reason is that discovery learning focuses on empowering all students' potential to learn from the results of their creativity and direct involvement in exploring various concepts and principles contained in each subject. In other words, discovery learning refers to learning that is directly obtained by students themselves, not from the presentation of ready-made knowledge by the teacher. This means that students are motivated to empower their reasoning potential so that they are able to find the interrelationships of all elements in each material or knowledge in the curriculum. Additionally, discovery learning is an inductive process. Students are expected to be able to formulate principles, recognize or determine their own generalizations as a result of their own experiences from the various elements of the subject matter they encounter.

There are several benefits to the discovery learning model. One of the things stated by Berlyne is that discovery learning stimulates the desire to know (curiosity) so that it can motivate people to work until they find the answer to that desire to know. Students also learn independent problem-solving techniques as well as critical and independent thinking (critical-thinking skills) because students have to analyze and manipulate various related information [17]. According to Bruner, there are three advantages for students using the discovery method: (1) Training to find something helps students implement the true essence of learning, including information from each problem solving; (2) Discovery learning accustoms students not to depend on other people, be it teachers or friends, so that with discovery, students feel satisfied in learning based on the results of their findings; and

Book Education learning media that was developed.

opportunities for students to learn according to their respective abilities [16]. The Edutaiment Pop-Up Book learning media that was developed was practical or not. The practicality of the Edutaiment Pop-Up Book learning media was tested on students at the Matangkuli 1 State Middle School, Matangkuli District, North Aceh Regency. Based on the learning implementation plan developed previously, the learning process is carried out with a time allocation of 3X35 minutes. Observed practicality; a) observation of the use of pop-up book edutainment learning media, b) learning activities, Skills Process Assessment Results using Pop-Up Book Edutaiment learning media, and student responses

(3) learning material through discovery has longer retention than material provided by people, because the material is organized based on the learner's own interests so that it is more ready to be reproduced if necessary. It can be concluded that discovery learning can be a learning method in the constructionist approach, because students can understand the meaning of knowledge, values and attitudes when they discover this knowledge themselves, not knowledge that is ready for them to learn.

4. CONCLUSION

The practicality of Pop-Up-Book edutainment learning media in Social Sciences Subjects is classified as very practical. This can be seen based on the results of observations of learning activities, student learning activities, and the results of the Skills Process Assessment using the Edutaiment Pop-Up Book learning media, student responses to the use of the Edutaiment Pop-Up Book learning media

5. ACKNOWLEDGEMENTS

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