



Efforts to Improve Learning Outcomes Using Pop-Up Book Media in The Pancasila Education Subject

Ria Anjelina Manurung¹, Putri Ammy Maisyarah², Shofya Sri Harianty³

¹²Program Profesi Guru Calon Guru, Gelombang 2 Semester 2 Tahun 2024, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

³ SD Negeri 066055 Medan Denai

Email: riamanurung014@gmail.com, putrimaisyarah@umsu.ac.id, shofyasriharianty@gmail.com

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Abstract

This study aims to determine Efforts to Improve Learning Outcomes Using Pop-Up Book Media in Pancasila Education Subjects at Sd Negeri 066055 Medan Denai. The type of research used by the researcher is classroom action research. Classroom action research is research conducted by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes increase. The location of this research is at Sd Negeri 066055 with the address Jalan Kasuari, Medan Denai. The implementation of this research was carried out on April 15, 2025 and May 5, 2025. The subjects in this study were students who were in the second grade of elementary school with a total of 15 students, consisting of 8 male students and 7 female students. The object of this research is the effort to improve learning outcomes using pop-up book media in Pancasila learning at SD Negeri 066055 Medan Denai. Based on the results of the research analysis that have been described in chapter IV, the results of the initial value of students before the application of pop-up book media were 65.6 in cycle I. Furthermore, the value of student learning outcomes after the application of pop-up book media was 81.8 in cycle II. Which means that in this study there has been an increase in learning outcomes using pop-up book media with the results of the initial value of 65.6 to 81.8. So it can be concluded that there is an increase in learning outcomes by using pop-up book media in Pancasila learning at SD Negeri 066055 Medan Denai.

Keywords: Learning Outcomes, Media, Pop-Up Book

INTRODUCTION

Education is a conscious and planned effort undertaken by an educator aimed at changing human behavior, both individually and in groups, through the teaching process. Essentially, education is defined as a form of instruction carried out consciously, deliberately, and responsibly by educators towards their students. Education is the primary

foundation for developing skilled human resources in terms of knowledge, skills, and character (Lestari, Pratiwi, & Sunanih, 2020). The above statement is in accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states (Giriani, 2021):

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state."

The statement above explains that education is achieved through conscious effort and a planned process to create an active and meaningful learning environment that fosters the development of students' potential (Gusar, Gultom, Siallagan, Purba, & Simbolon, 2024). Success in education is achieved through positive learning outcomes based on cognitive abilities in academic areas. The implementation of the educational process is expected to produce satisfactory learning outcomes (Ulfa & Nasryah, 2020).

Learning outcomes are assessment indicators that serve as evidence to show the extent to which students have achieved their abilities, understanding, and mastering the learning material that has been taught. The statement above aligns with the following definition of learning outcomes, which states that "learning outcomes are the abilities students possess after receiving learning experiences" (Hasanah, 2019). These activities require the contribution of educators as key players in supporting student learning outcomes. Learning activities are considered successful if there is periodic academic improvement throughout the learning process. According to Susanto (Jannah & Sukidi, 2018), learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. In fact, an educational learning process with active, creative, and enjoyable learning designs can improve student learning outcomes (Afandi, Yustiana, & Kesuma, 2021). At the elementary education level, creative and enjoyable learning is essential, because at this stage students not only learn but also act through play. Of course, educators must contribute as learning facilitators, designing meaningful learning activities that are also enjoyable for all students according to their developmental stages. In general, young children tend to get bored easily due to limited concentration and the monotonous learning that often occurs in the field. As a result, they tend to distract themselves with play, which makes their learning activities less effective. In fact, young students prefer activities that support learning and visualization to capture their attention. However, in reality, teachers rarely pay attention to this situation. To address this, learning strategies are needed to support active, creative, and enjoyable learning. One way is by implementing learning media in the classroom during the learning process (Yahzunka & Astuti, 2022).

In the teaching and learning process, learning media has an important role in a learning process. Teachers are required to be able to use media and be able to create learning media that can be used to convey meaning and convey information so that it can stimulate students' thoughts, feelings, and interests and attention in the learning process. Aqid 2013 (Ahda Aulia Fajriah, Halimatu Sadiyah, & Dede Indra Setiabudi, 2022)"Learning media is anything that can be used to convey messages or information in the teaching and learning

process so that it can stimulate students' attention and intentions in learning." Hamalik (Sidabutar, Khadijah, & Sitorus, 2019) stated that the use of media can help the learning process more effectively, accelerating the process of students' understanding of the subject matter being studied. Students at an early age still need something concrete in their thinking development process, not yet exploring abstract things (Sitanggang Gusar, Valentina Gultom, Siallagan, Indah Sari Purba, & Simbolon, 2024).

In learning, teachers need appropriate media to facilitate students' understanding of the material in each subject. Based on observations, low student learning outcomes were found in Pancasila learning. This is because the learning used is not varied and ineffective. During the learning process, teachers only rely on learning media that are already available, such as textbooks and the conditions surrounding the students. This results in a low level of student understanding of the Pancasila learning content. Textbooks used in learning are less interesting because they only contain a lot of text and a few images, making them boring and monotonous. Textbooks with a less attractive appearance lead to a lack of student interest in reading books. Furthermore, teachers tend to focus on one-way lectures and question-and-answer methods, resulting in passive students. Students also lack understanding of the problems they work on in school, which significantly impacts student learning outcomes (Hajerah & Syamsuardi, 2019a).

The use of learning media can improve comprehension, especially if students are directly involved. This demonstrates that implementing pop-up media as a learning strategy can make learning more active and enjoyable, and can help achieve learning objectives. Pop-up books can be used as an alternative learning medium that can stimulate children's imagination and is practical both in use and creation (Hajerah & Syamsuardi, 2019b).

The research on improving learning outcomes using Pop-Up Books has been conducted by Intan Sri Ayu Wulandari (Multiani, Hasmy, & Muskania, 2021) entitled "The Effect of Using Pop-Up Book Media to Improve Science Learning Outcomes of Taman Quraniyah Islamic Elementary School Students" shows that there is an increase in learning outcomes through Pop-Up Book media. Furthermore, the same research conducted by Danindra Anindita et al. (Yuliani, Herman, & Tarmizi, 2020) with the title "Development of Pop-Up Book Media to Improve Thematic Learning Outcomes" states that learning outcomes increase through the use of the same media, namely Pop-Up Books.

Based on the results of the previous research presented above, the difference with the research conducted by the researcher lies in the subjects. Where the first research was on science subjects, the second research was on thematic learning, while the research conducted by the researcher was carried out on Pancasila learning. The relevance that can be found in the previous research with the research conducted by the researcher is that both researched improving learning outcomes using pop-up book media (Libriani, Suarjana, & Bayu, 2023). Through the explanation above, the researcher is interested in conducting research on efforts to improve learning outcomes using pop-up book media in Pancasila learning (Elfiana, Widiyono, & Zumrotun, 2022). Is it possible through previous research that learning outcomes can be improved by using pop-up book media? Based on the background of the problem that has been described, the author took the title "Efforts to Improve Learning

Outcomes Using Pop-Up Book Media in Pancasila Education Subjects at SD Negeri 066055 Medan Denai".

RESEARCH METHODS

Types of research

The type of research used by the researchers was classroom action research. Classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance and thus increasing student learning outcomes (Mutaqin, Nurjamaludin, & Alfiyanti, 2021). This research was divided into two cycles, each consisting of several component stages, such as planning, implementation, observation, and reflection. The following is the flow of classroom action research according to (Utami & Ghozali, 2018).

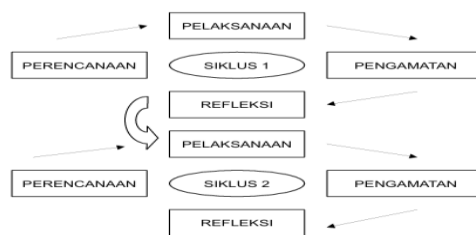


Figure 1. Classroom Action Research Flow

Place and Time of Research

The location of this research was at Public Elementary School 066055, located on Jalan Kasuari, Medan Denai. The research was conducted on April 15, 2025, and May 5, 2025.

Subjects and Objects of Research

The subjects of this study were 15 second-grade elementary school students, consisting of 8 boys and 7 girls. The object of this study was an effort to improve learning

outcomes using pop-up book media in Pancasila learning at SD Negeri 066055 Medan Denai.

Research Procedures

The research was carried out with the following steps.

1. Pre-action observation, namely through classroom observation to find data on the learning outcomes of Pancasila learning for class II students at SD Negeri 066055 Medan Denai
2. Planning includes making test sheets, preparing the equipment and media used, and a camera to document the learning.
3. Implementation of research, namely the application of *pop-up book media* to see improvements in student learning outcomes
4. implementation steps:
 - a. In cycle I, students pay attention to the teacher's explanation of the learning material that will be taught and then provide a test sheet without using *pop-up book media*.
 - b. In the next meeting in cycle II, students pay attention to the teacher's explanation of the learning material that will be taught and then provide a test sheet after implementing the *pop-up book media*.
5. Reflection is carried out by discussing with the teacher about the obstacles faced and planning improvements in the implementation of the next cycle or stopping the action.

Data Collection Instruments and Techniques

The data collection techniques used by the researcher were observation, written examinations (tests), and documentation. Important assessments observed were students' interest, activity, and direct involvement during the learning process during the research. The next method was administering tests (Loliyana, Anggraini, & Efendi, 2022). The researcher distributed multiple-choice test sheets to students before and after implementing the use of learning media in Pancasila education subjects with hobby material to determine

changes or progress in learning outcomes after using *Pop Up Book media*. After conducting both methods.

Data Analysis Techniques

This classroom action research uses quantitative descriptive data analysis techniques.

Quantitative data in the form of cognitive learning outcomes can be analyzed using quantitative descriptive analysis techniques by determining the mean or average. The following is the formula for calculating the class average according to Nana Sudjana.

$$X = \frac{\sum X}{N}$$

Information :

X = mean average

$\sum x$ = Total score

N = Number of subjects

In addition to calculating the average cognitive learning outcomes, the learning outcome test is calculated as a percentage and then calculated.

ng the percentage of students who pass the KKM. This will reveal the improvements that occur in the learning process. To calculate the percentage of students who pass the KKM according to Ngalim Purwanto (Hasan & Pasinggi, 2020) the method is as follows:

$$\text{Ketuntasan} = \frac{\text{Jumlah siswa tuntas KKM}}{\text{Jumlah seluruh siswa}} \times 100$$

Success Indicators

The success criteria in this study are that the learning completion of students in one class has fulfilled the Minimum Completion Criteria (KKM) for the Pancasila Education subject which has been set by SD Negeri 066055 Medan Denai, namely 70. Learning is said to be complete if >80% of students present have fulfilled the specified KKM (≥ 70).

RESULTS AND DISCUSSION

Description of Research Results

The implementation of this classroom action research was carried out in 2 cycles with each cycle consisting of 2 meetings with a time allocation of 1 day for each meeting. Based on the results of research conducted by researchers at SD Negeri 066055 Medan Denai from April 15, 2025 to May 5, 2025, data was collected through test instruments so that it could be seen that there was an increase in learning outcomes by applying *pop-up book learning media* (Nikmah, Nuroso, & Reffiane, 2019). *Obtaining research data on improving learning outcomes by using pop-up book learning media in Pancasila learning at State Elementary School 066055 Medan Denai can be seen in the following table:*

Table 1. Student Learning Outcomes in Cycle I of Pancasila Subject Chapter 3 Learning 1 (Hobbies)

No	Score	Category	Cycle I Frequency	Cycle I (%)
1	85-100	Very high	2	13.3%
2	70-84	Tall	4	26.6%
3	60-69	Enough	5	33.3%
4	51-59	Low	2	13.3%
5	0-50	Very Low	2	13.3%
Amount			15 Students	100%
Highest Score			100	
Lowest Score			20	
Average			65.6	

Based on the results of the final test in cycle I, the student learning outcomes before using the *pop-up book media* were 65.6, categorized as sufficient. Therefore, the percentage of student learning completion was still below the expected completion criteria, which is 80% of the total number of students who took the test (Sentarik & Kusmariyatni, 2020). Therefore, a subsequent cycle is still needed to demonstrate improvements in learning outcomes using the *pop-up book media* in Pancasila learning. at SD N 066055 Medan.

Table 2. Student Learning Outcomes in Cycle II of Pancasila Subject Chapter 3 Learning 1 (Hobbies)

No	Score	Category	Cycle I Frequency	Cycle I (%)
1	85-100	Very high	2	13.3%
2	70-84	Tall	4	26.6%
3	60-69	Enough	5	33.3%
4	51-59	Low	2	13.3%
5	0-50	Very Low	2	13.3%
Amount			15 Students	100%
Highest Score			100	
Lowest Score			60	
Average			81.8	

The results of cycle II above show that the average student learning score after using the *pop-up book media* was 81.8, categorized as High. Therefore, the percentage of student learning completion has reached the expected completion criteria, namely 80% of the total number of students who took the test (Yunika, Imansyah, & Riyanti, 2022). Therefore, it can be proven that there is an increase in learning outcomes by using *pop-up book learning media* in Pancasila learning. at SD Negeri 066055 Medan Denai (Sekar Arum & Yuanta, 2019). Thus, this classroom action research was stopped in cycle II.

Discussion of Research Results

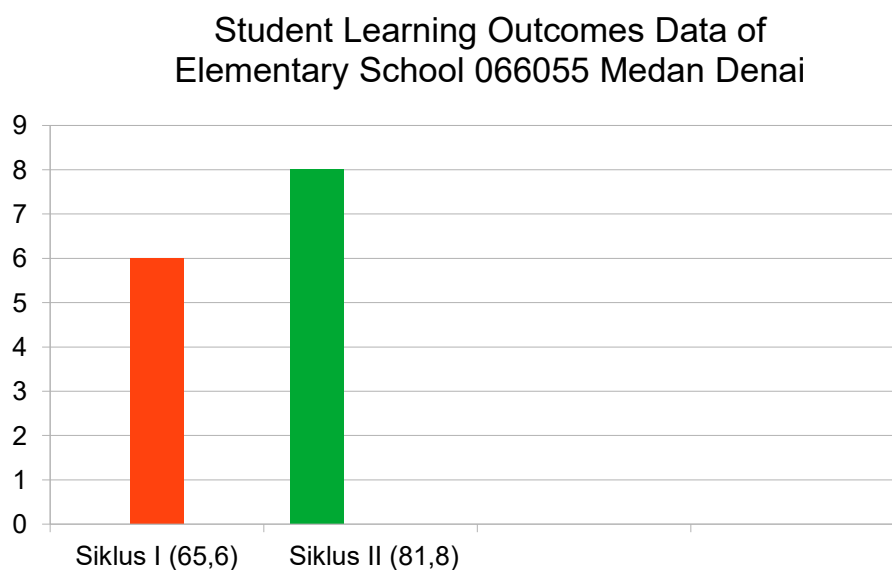


Figure 2. Graph of Student Learning Outcomes

Based on the above research that has been analyzed, through the distribution of tests to 15 students at SD Negeri 066055 Medan Denai, it states that there is an increase in learning outcomes using *pop-up book media* in Pancasila learning . The student score table above shows that student learning outcomes have increased from Cycle I to Cycle II. This is proven by the average grade score of Cycle II, which is 81.8, which is better than the average grade score of the previous Cycle I, which is 65.6. The percentage of student learning outcomes completion can be seen that of the 15 students who carried out the Cycle II evaluation, 12 students or 80% have achieved the KKM score with a score of >70 and are declared complete (Masturah, Mahadewi, & Simamora, 2018). While the other 3 students or 20% have not reached the set completion limit with a score of <70. From the results of the final test of cycle II, student learning outcomes have increased compared to the results of the test of cycle I (Prayogo, Anita, & Sari, 2022). Based on the percentage of learning completion, it can be seen that in cycle II, class II students of SD Negeri 066055 Medan Denai have met the learning completion criteria, namely 80% of the number of students who took the test.

CONCLUSION

Based on the results of the research analysis that have been described in chapter IV, the results of the initial value of students before the application of pop-up book media was 65.6 in cycle I. Furthermore, the value of student learning outcomes after the application of pop-up book media was 81.8 in cycle II. Which means that in this study there has been an increase in learning outcomes using pop-up book media with the results of the initial value of 65.6 to 81.8. So it can be concluded that there is an increase in learning outcomes by using pop-up book media in Pancasila learning at SD Negeri 066055 Medan Denai.

Suggestion

1. For Teachers : Teachers are expected to continually strive to improve student learning outcomes through the use of interactive learning media during the learning process.
2. For Students . To the students of Medan Denai State Elementary School 066055, please always remain enthusiastic and never get bored in learning activities in the classroom and continue to push yourself to maintain good learning outcomes.
3. For Researchers . In order to develop and expand research on efforts to improve learning outcomes using pop-up book media, this research can be conducted in other schools, especially at the elementary school level, so that it can produce more accurate, relevant research that can be used for future research.

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