

THE EFFECT OF POP UP BOOK MEDIA ON STUDENT LEARNING OUTCOMES IN PPKN LEARNING IN GRADE IV UPTD SD NEGERI 122345 JL. THAMRIN PEMATANGSIANTAR

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Abstract

This study aims to determine the effect of Pop Up Book media on student learning outcomes in PPKN learning for grade IV of UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar. This study uses a One-Group Pretest-Posttest Design research design. The pretest was conducted to see students' abilities before being given treatment and the posttest was conducted to see students' abilities after being given treatment. The population in this study were all fourth-grade students at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar and the sample used was 26 students at UPTD SD Negeri 122345 Pematangsiantar. The sampling technique used was Total sampling with two research variables, namely the dependent variable in the form of student learning outcomes, and the independent variable in the form of pop up book media. The results of hypothesis testing using paired sample t-test techniques with the help of the SPSS Version 21 program, based on the calculation results that the t-count value obtained is 18.715 with a sig. value of 0.000. The t-table value of the research data with many samples or $N = 26$, can then be calculated $df/dk = 26-2 = 24$. With a level of 0.063, the t-table value with a level of 0.025 is 2.063. From the calculation results obtained, it shows that the t-count value of $18.715 > t$ -table value of 2.063 and a significance value of 0.00 < 0.05. So it can be concluded that in the t-test there is a significant influence between Pop-up book Media on learning outcomes. From the results of the t-test above, we can see that H_a is accepted and H_0 is rejected. This means that there is an influence of Pop-Up Books on student learning outcomes in PPKN learning at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar.

Keywords: Pop Up Book Media, Learning Outcome

INTRODUCTION

Education is the foundation of a nation and state, as it is the key to national development. According to Sadulloh et al. (Libriani et al., 2023), education is a process of growth and development resulting from the interaction of individuals with their social and physical environments, and continues throughout a person's life from birth. Purnama et al. (Ulfa & Nasryah, 2020) state that education is the only asset for developing quality human

resources. Therefore, through education, Indonesia aims to develop prosperous, just, prosperous, and moral human resources.

The curriculum is the most important part of education. The curriculum used in Indonesia at the elementary school level is the Independent Learning Curriculum. Article 1 of Law Number 20 of 2003 states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals. Therefore, the curriculum is a guideline regarding a series of activities that will be carried out in the teaching and learning process to achieve the desired educational goals.

According to the Law in accordance with the National Education System, Civic Education is a compulsory subject for all students in all paths and levels of formal education. Civic Education as Civic Education should also be provided to every Indonesian citizen. Civic Education aims to shape students into citizens, citizens of the nation, and citizens who can be relied upon by themselves, their families, their environment, their communities, their nation, and their country in achieving shared ideals (Prayogo et al., 2022) . To form democratic and responsible Indonesian citizens, Civic Education (PKn) lessons have a strategic and important role, namely in shaping students and attitudes in daily behavior, so that they are expected to be able to become better individuals. Students' interest in learning in the field of PKn needs special attention because interest is one of the factors supporting the success of the learning process. In addition, interest arising from student needs is an important factor for students in carrying out their activities or efforts (Susanto, 2013).

The weakness of the learning process implemented by teachers in schools is still often found, especially in PPKn learning. Problems in the learning process generally occur in various schools, including at the UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar. Based on observations that have been carried out in class IV UPTD SD Negeri 122345 Jl. Thamrin, it was found that there is still low student activity in learning which results in student learning outcomes still being below the KKM. The factors that cause this problem are students' lack of understanding of the material, the media used by teachers in teaching are not creative enough, resulting in a lack of student involvement in the learning process and students are not active in the learning process. As a facilitator, teachers should be able to utilize learning media that can increase the attraction and direction of learning.

Fitriani (AFIF, 2019) defines learning media as a tool used in learning activities that can support and improve student learning outcomes. Santika & Nasution (Lestari et al., 2020) state that learning media also functions as an intermediary that connects the learning process to real-world situations. Based on the opinions of these two experts, it can be concluded that learning media is a tool that can facilitate teachers in conveying material to students, with the aim of encouraging students to be motivated and able to develop the learning process until the end.

According to Fitriana (Gusar et al., 2024) Pop Up Book media is a media with three-dimensional elements with an interesting visual media arrangement so that it provides a more interesting story visualization and gives a great effect to students. Similarly, Maryani's opinion (Masturah et al., 2018) Pop Up Book is a media that has three-dimensional elements

that can move when the pages are opened so that it provides an interesting visualization and appearance, this can improve students' understanding of the material.

Therefore, to address this problem, researchers chose a learning medium that could increase student engagement in learning by presenting information in an engaging way. This visual medium is the Pop-Up Book.

This led researchers to investigate the impact of Pop-Up Books on elementary school students' learning outcomes. The uniqueness of this medium plays a crucial role in helping students recognize and understand the characteristics of an object more effectively. Attractive illustrations provide a strong visual image, making it easier for students to relate information to their everyday experiences. The innovative design can also increase students' curiosity about the learning material taught using Pop-Up Books (Sitanggang Gusar et al., 2024).

Through learning media, it is hoped that students can understand concepts visually and interactively and can also increase imagination, as well as strengthen understanding of the material with a more enjoyable learning experience so that it can help teachers to solve problems in learning. The purpose of this study is to determine the effect of using Pop Up Book learning media on the learning outcomes of Class IV students.

When researchers conducted observations at the UPTD of Public Elementary School 122345 Jl. Thamrin, researchers found that many students at the school were less serious about following PPKN learning. Teachers did not use varied learning media during learning, the learning process was less interactive which did not involve students in the learning process, students tended to be sleepy and bored, and student learning outcomes were still low. This was seen when teachers gave questions to students and conducted daily tests, there were several students who did not respond well and got poor Mid-Semester Exams. This is an important concern for a teacher in teaching in class.

So from the results of the table above, the researcher found that there were obstacles that occurred in class IV, namely there were still students who got scores below the KKM, and students were also less active in participating in the PPKN learning provided, this can be seen from the activities of students who tended to just be silent listening to the teacher explaining the material without any students responding (Hasanah, 2019).

From the results of the initial observations that I did, it was found that out of 26 students, only 8 students were classified as active in questions and answers with the class teacher and were able to get a score above the Minimum Completion Criteria (KKM) and the lack of learning media used by the teacher made it difficult for students to understand the material, this can be seen from the results of the mid-semester exams carried out by students, the majority of whom got a score of the Minimum Completion Criteria (KKM) and even below the KKM score, namely 70 in the PPKN subject.

To improve learning outcomes in PPKN lessons for students, Pop Up Book Media is needed to encourage students to be more interested and active in learning in class. The importance of Pop Up Book learning media for cognitive learning outcomes with the presence of this media, teachers can design more interesting learning, arouse curiosity in students, encourage students to be more active and can increase the creativity of other students.

Pop-up books should also be used as a learning aid, and their application should be tailored to the subject matter and student characteristics. The selection and use of these media in the teaching and learning process is expected to increase student interest in learning, enhance student understanding, and improve cognitive learning outcomes.

Based on the background above, the author in this study determined the research title "The Influence of Pop Up Book Media on Student Learning Outcomes in PPKN Class IV UPTD SD NEGERI 122345 Jl. Thamrin Pematang Siantar".

METHOD

The type of research used in this study is quantitative research using experimental methods. According to Sugiyono (Elfiana et al., 2022) , experimental research is a research method used to determine the effect of certain treatments on others under controlled conditions.

The research design used in this study is a pre-experimental design, which is a type of research that only involves one class as an experimental class and is carried out without a comparison group with the aim of gaining an understanding of the description of the influence of Audio Visual Media on Student Learning Outcomes in PPKN learning for class IV UPTD SD Negeri 122345 Pematangsiantar.

In this research design, the author used a design known as the One-Group Pretest-Posttest Design. This study only involved one class, and that class was the experimental group, which was first given a pretest and then given the treatment. Therefore, the researcher decided to use this design and the results of the action obtained were more accurate because they could be compared with the conditions before the action was carried out. This research will be conducted at the UPTD SD NEGERI 122345 Jl. Thamrin, Pahlawan District, Pematangsiantar City, North Sumatra Province. The class used by the researcher is grade IV.

This research will be conducted in August of the odd semester of the 2025/2026 academic year. According to Sugiyono (Yahzunka & Astuti, 2022), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Basically, the population is not only humans but also objects and other natural objects. Based on the opinion above, the population in this study is all fourth grade students of UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar with a total of 26 students.

Sugiyono stated that the sample is part of the population that is the source of data in the study, where the population is part of the number of characteristics possessed by the population. This study uses Total Sample, a sampling technique where the number of samples is the same as the population (Hajerah & Syamsuardi, 2019) . The reason for taking total sampling is because the population is less than 100, the entire population is used as a research sample. In this study, the sample taken was 1 class with a total of 26 students. Research variables are basically anything in any form that researchers will decide to study and obtain further information, then will draw conclusions from the information obtained (Hasan & Pasinggi, 2020) . There are two factors in this study, namely:

An independent variable is a variable that influences or causes change, also known as a dependent variable. In this study, the independent variable is symbolized by (X), and the independent variable in this study is the procurement of pop-up book media.

The dependent variable is a variable that is influenced or that becomes a consequence, due to the presence of the independent variable. The dependent variable in this study is symbolized by (Y) which is the PPKN learning outcomes of fourth-grade students at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar.

RESULT AND DISCUSSION

In this study, there were 26 students who were used as samples and 25 pretest and posttest questions in the form of multiple choices were given to students. Student completion was determined based on the KKM (Minimum Completion Criteria) which was 70. The pretest results data (Before Treatment) and posttest results data (After Treatment) showed an increase.

Research result

Normality Test Results

Normality testing was carried out before the pre-test and post-test of the elkspelrilmeln group and the control group, in the ilnil normality test, the normality test was obtained using the Kolmogorov-Smirnov or Shapilro-Willk test (Multiani et al., 2021). The normality test was used to determine whether the data was normal or not with the provision that the data was normal if the elkspelrilmeln group had a value of $slig > 0.05$. The results of the normality test for the elkspelrilmeln and control groups can be seen in the table below.

Table 1. Normality

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		Kolmogorov-Smirnov ^a		
		Statistics	df	Sig.
Pretest of Learning Outcomes	184	26	.126	
Posttest Learning Outcomes	155	26	.187	

Based on the table below, it can be concluded that all the data from the control group and the control group data show that the Kolmogorov-Silmirnov mean value is > 0.05 , so the conclusion is that the data is normal.

Hypothesis Test Results

The T-test is used to determine the influence of parental role on learning motivation. To determine the t-table value, a two-tailed test or

two tail test with $\alpha/2 + 0.05/2 = 0.025$, by subtracting 2 samples determined $df/dk = N - 2$. Basis for decision collection:

1. If the calculated t value $>$ t table, then there is a significant influence between the two variables.
2. If the calculated t value $<$ t table then there is no significant influence between the two variables.

Table 2. Hypothesis Test (t-Test)

Paired Samples Test

Paired Differences				t	df	Sig. (2- tailed)
Mean	Standard Deviation	Std. Error	95% Confidence Interval of the Difference			
			Lower	Upper		
56.38462	15.36249	3.01283	62.589650.179	18,715	25	.000
Pret			6	57		
Pair 1 ^{est} and Post test						

Based on the table above, it can be seen that the t-count value obtained is 18.715 with a sig. value of 0.000. The t-table value of the research data with many samples or $N = 26$, then it can be calculated $df / dk = 26-2 = 24$. With a level of 0.063, the t-table value with a level of 0.025 is 2.063. From the calculation results obtained, it shows that the t-count value of $18.715 >$ t-table value of 2.063 and a significance value of $0.00 < 0.05$. So it can be concluded that in the t-test there is a significant influence between *Pop-up book Media* on learning outcomes. From the results of the t-test above, we can see that H_a is accepted and H_0 is rejected.

Discussion

Based on the results of research on the Influence of *Pop Up Book Media* on Student Learning Outcomes in PPKN Learning with the Theme of Pancasila as the Basis of Life Values for Grade IV at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar , it can be concluded as follows for the Feasibility of Question Instruments The results of the validity test show that out of 30 questions there are 25 valid questions and 5 invalid questions, so only valid questions are used in the study. For the results of the reliability test, the Cronbach's Alpha value is $0.81 > 0.60$, so the question instrument is declared reliable. And the results of the difference power test show that most of the questions are in the good and sufficient categories, with only 1 question in the bad category (Sekar Arum & Yuanta, 2019) . This shows that the questions are able to differentiate between high-ability and low-ability students. The results of the difficulty level test obtained 7 questions in the easy category, 15 questions in the medium category, and 8 questions in the difficult category. This distribution is quite balanced so that the questions are suitable for use. (Fitriani & Fauzy, 2020) .

And in this section I will also describe the results found in this study. The intended results are conclusions drawn based on the collected data and data analysis that has been carried out. This study aims to determine the effect of *Pop Up Book media* on student learning outcomes in PPKN lessons with the theme of Pancasila as the basis of life values of class IV

at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar. The number of students in this study was 26 students.

Based on the results of the students' pretest learning, it can be seen that the lowest score is 20, and the highest score is 68. So the average score obtained is 27.80. Looking at the existing results, it can be said that the level of student learning outcomes before using *Pop Up Book media* is low. Furthermore, the posttest results with the lowest score of 80, and the highest score of 100. So the average score obtained is 84.19 (Mutaqin et al., 2021). So after using *Pop Up Book media*, students have better learning outcomes than before using *Pop Up Book*. So it can be concluded based on the data, the scores before and after the treatment have increased from 27.80 to 84.19 (Sidabutar et al., 2019).

After conducting a descriptive test, the researcher also conducted an analysis prerequisite test. The test used in this study is a data normality test and a hypothesis test, namely the t-test. The normality test was calculated using the SPSS 21 program, with Kolmogorov-Smirnov significance where if the significance value (sig) for all data >0.05 is declared normal and if $sig <0.05$ is not normally distributed. Based on the data obtained, the significance is 84.70-0.05, where the results are greater, it can be concluded that the research data is normally distributed (Musfirah et al., 2020). In this study, to test the hypothesis, a paired sample T-Test was used, which is a premetric statistical test. This test uses the SPSS 21 program with a significance level of 0.05. The calculated t value obtained was 18.715 with a sig value of 0.000. The ttable value of the research data with many samples or $N = 26$, then it can be calculated $df / dk = 26-2 = 24$. With a level of 0.063, the ttable value with a level of 0.025 is 2.063. From the calculation results obtained, it shows that the tcount value is $18.715 >$ the ttable value of 2.063 and the significance value is $0.00 <0.05$. So it can be concluded that in the t test there is a significant influence between *Pop up book Media* on learning outcomes. From the results of the t test above, we can see that H_a is accepted and H_0 is rejected. This means that there is an influence of *Pop Up Books* on student learning outcomes in PPKN learning for class IV UPTD SD Negeri 122345 Jll. Thamrin Pematangsiantar.

CONCLUSION

Based on the results of research on the Influence of Pop Up Book Media on Student Learning Outcomes in PPKN Learning with the Theme of Pancasila as the Basis of Life Values for Grade IV at UPTD SD Negeri 122345 Jl. Thamrin Pematangsiantar, it can be concluded as follows for the Feasibility of Question Instruments The results of the validity test show that out of 30 questions there are 25 valid questions and 5 invalid questions, so only valid questions are used in the study. For the results of the reliability test, the Cronbach's Alpha value is $0.81 > 0.60$, so the question instrument is declared reliable. And the results of the discrimination test show that most of the questions are in the good and sufficient categories, with only 1 question in the bad category. This shows that the questions are able to differentiate students with high and low abilities. The results of the difficulty level test obtained 7 questions in the easy category, 15 questions in the medium category, and 8 questions in the difficult category. This distribution is quite balanced so that the questions are suitable for use.

And from the results of the research and discussion that have been carried out, it can be concluded that learning by using Pop Up Book in the learning process in grade IV in

PPKN learning on the Pancasila material as the basis of life values on student learning outcomes has an average pre-test result of 27.80 and an average post-test of 84.19. And the t-count value obtained is 18.715 with a sig. value of 0.000. The t-table value of the research data with many samples or $N = 26$, can then be calculated $df / dk = 26-2 = 24$. With a level of 0.063, the t-table value with a level of 0.025 is 2.063. From the calculation results obtained, it shows that the t-count value is $18.715 >$ the t-table value of 2.063 and the significance value is $0.00 < 0.05$. So it can be concluded that in the t-test there is a significant influence between Pop-up book media on learning outcomes. From the results of the t-test above, we can see that H_a is accepted and H_0 is rejected. This means that there is an influence of Pop-Up Books on student learning outcomes in PPKN learning at UPTD SD Negeri 122345 Jll. Thamrin Pematangsiantar

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