

DEVELOPMENT OF *POP UP LEARNING MEDIA BOOK* PANCASILA EDUCATION CULTURAL DIVERSITY MATERIAL FOR GRADE IV STUDENTS OF SD NEGERI 016 KUANTAN SINGINGI

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ABSTRACT

This research is motivated by the suboptimal use of learning media in the subject of Pancasila Education, cultural diversity material in elementary schools. The learning process is still dominated by lecture methods and the use of package books so that students are less active, easily bored, and have difficulty understanding the material. This research aims to develop a learning media for the Pop Up Book of Pancasila Education, cultural diversity material for grade IV students of SD Negeri 016 Kuantan Singingi and to determine the level of validity and practicality of the developed media. This research uses the Research and Development (R&D) method with the ADDIE development model which is limited to the analysis, design, and development stages. The research subjects consist of grade IV teachers, grade IV students, and validators who include linguists, material experts, and media/design experts. Data collection techniques are carried out through interviews and questionnaires. The data was analyzed using qualitative and quantitative descriptive analysis with the calculation of the percentage of validity and practicality. The results of the study showed that the Pop Up Book learning media developed obtained a very valid category based on the validation results of linguists by 85%, material experts by 85.71%, media/design experts I by 92.85%, and media/design experts II by 100%. In addition, the results of the practicality test showed that the media obtained a very practical category with a percentage of teacher response of 95% and student response of 92.14%. The Pop Up Book media developed has an attractive visual appearance, interactive three-dimensional shapes, and materials that are tailored to the characteristics of elementary school students so that they can increase students' interest and involvement in learning. Based on the results of the research, it can be concluded that the Pop Up Book learning media for Pancasila Education is suitable for use in the learning process because it meets the category of being very valid and very practical. This media is expected to be an alternative innovative learning media to help teachers create more active, interesting, and meaningful learning at the elementary school level.

INTRODUCTION

Education is a fundamental aspect of human life that plays an important role in shaping the quality of human resources. Education is not only interpreted as a process of knowledge transfer, but also as a conscious effort to shape the character, attitudes, and skills of students to be able to face the times. In the National Education System Law, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to actively develop their potential. According to Langeveld in (Wutsqa 2022), education is the provision of spiritual guidance and assistance to individuals who still need help in their developmental process. Based

on this view, education is the main means of forming a generation that has good intellectual, emotional, social, and character intelligence. The implementation of education is realized through the learning process in schools. Learning is an activity that involves interaction between teachers and students to achieve educational goals. According to Setiawan (2023), learning is a process of interaction between students and educators and learning resources in a learning environment. Through learning, students not only gain knowledge, but also learning experiences that can shape their mindset, attitudes, and skills. Therefore, the learning process needs to be designed in an interesting, active, and meaningful way so that students are able to understand the material optimally.

Meaningful learning can be created if teachers are able to present a fun learning atmosphere that is in accordance with the characteristics of students. At the elementary school level, students are at the concrete operational stage so that it is easier to understand the material through visual, real, and interactive media. However, in practice, the learning process is still found that tends to be monotonous because it is dominated by the use of textbooks and lecture methods. This condition causes students to easily feel bored, lack activity in learning, and have difficulty understanding abstract material. Therefore, innovation is needed in the use of learning media so that the material can be delivered in a more interesting and easy to understand manner by students. One of the subjects that requires interesting learning media is Pancasila Education. This subject has a strategic role in instilling Pancasila values in students from an early age. Pancasila education aims to shape the character of students so that they have an attitude of tolerance, unity, mutual cooperation, and respect for differences in society. In grade IV of elementary school, one of the important materials studied is the diversity of Indonesian culture. The material teaches students to get to know various tribes, customs, regional languages, traditional houses, traditional clothes, and other cultures owned by the Indonesian nation. According to Nurgiansah (2021), the application of Pancasila values in learning is mandatory because it has a positive impact on the formation of the character of the nation's next generation. Thus, learning cultural diversity is an important part of building tolerance and love for the homeland in students.

Although cultural diversity material has an important role, the learning process in elementary school still faces various obstacles. Based on the results of an interview conducted at SD Negeri 016 Kuantan Singingi on December 13, 2025 with the fourth grade homeroom teacher, it is known that Pancasila Education learning is still dominated by the use of printed books as the main learning resource. The limited use of learning media causes the learning process to be less interesting and makes students feel bored quickly. In addition, the limited time, facilities, and knowledge of teachers in developing innovative learning media are obstacles in creating creative learning. This condition has an impact on the low interest and involvement of students during the learning process. Another problem can be seen from students' low understanding of Indonesian cultural diversity material. Some students still have difficulty recognizing cultural diversity because the learning resources used are only textual and do not provide a concrete learning experience. In fact, elementary school students tend to like media that feature interesting images, colors, and shapes. The use of less varied learning media causes students to be less enthusiastic in participating in learning and has an impact on low learning outcomes. Therefore, learning media that is able to present a real, interesting, and interactive learning experience is needed so that students can more easily understand cultural diversity material.

Learning media is one of the important components in supporting the success of the teaching and learning process. Learning media functions as an intermediary to convey information and learning materials to students to make them easier to understand. According to Azizah (2021), learning media is broadly defined as anything that can convey messages and provide opportunities for students to acquire knowledge, skills, and attitudes. The use of appropriate learning media can increase learning motivation, attract students' attention, and help teachers deliver material more effectively and efficiently. One of the learning media that can be used to increase students' interest in learning is the Pop Up Book media. According to Pradiani (2023), Pop Up Book is a three-dimensional book-shaped medium that has parts that can appear or move when opened so as to provide an attractive visual appearance. This media is able to present learning objects in a more concrete and interactive manner so that it is in accordance with the characteristics of elementary school students. Through the Pop Up Book media, cultural diversity materials can be presented in the form of three-dimensional visuals that attract students' attention and help them understand concepts more easily. The development of Pop Up Book media on cultural diversity materials is seen as relevant because it can be a solution to learning problems found in schools. This media not only serves as a learning tool, but can also increase curiosity, learning motivation, and student involvement during the learning process. The presentation of material in the form of three-dimensional images, attractive colors, and simple language makes students more enthusiastic in learning. In addition, Pop Up Book media can also help teachers create more active, creative, and fun learning.

A lot of research on the development of learning media has been done before, but most of it still focuses on

digital media or simple visual media. Meanwhile, research that specifically develops Pop Up Book media in the subject of Pancasila Education on cultural diversity material for grade IV elementary school students is still relatively limited, especially in the environment of SD Negeri 016 Kuantan Singingi. The novelty in this study lies in the development of learning media in the form of a three-dimensional Pop Up Book that is designed according to the characteristics of elementary school students and integrated with Pancasila values, such as tolerance, unity, and respect for Indonesian cultural diversity. In addition, this media was developed not only as a visual medium, but also as an interactive media that is able to create a concrete learning experience for students. With the development of this Pop Up Book media, it is hoped that the learning process of Pancasila Education will be more interesting, innovative, and effective. This media is expected to be able to help students understand cultural diversity material more deeply and increase students' interest and motivation to learn. In addition, the media developed can also be an alternative for teachers in presenting learning that suits the needs and characteristics of elementary school students.

Based on this description, the researcher considers it important to conduct a research entitled "Development of Pop Up Book Learning Media for Pancasila Education Cultural Diversity Materials for Grade IV Students of SD Negeri 016 Kuantan Singingi". This research is expected to contribute to the development of innovative learning media and support the improvement of the quality of Pancasila Education learning in elementary schools.

RESEARCH METHODS

This research uses a type of research and development (R&D) with a qualitative and quantitative approach. Development research is carried out to produce a learning product in the form of *a cultural diversity pop up book* media that is suitable for use in the learning process in elementary schools. A qualitative approach is used to obtain information about the needs of teachers and students for learning media through interview activities and analysis of learning conditions. Meanwhile, a quantitative approach is used to process data on expert validation results as well as teacher and student responses to the developed media. The development model used in this study is the ADDIE model which consists of *the Analysis, Design, Development, Implementation, and Evaluation* stages. However, this research is limited only to the *Development* stage. The selection of the ADDIE model was made because this model has a systematic, structured, and suitable development flow for use in the development of learning media.

This research was carried out at SDN 016 Kopah which is located in Kopah Village, Kuantan Singingi District, Riau Province 29562. The research will be carried out on December 13, 2025. The selection of the research location is based on the suitability of the research objectives, learning conditions at school, and the diverse characteristics of students so as to support the process of developing cultural diversity learning media. This research procedure uses the stages of ADDIE development which are limited to three stages, namely *analysis, design, and development*. The three stages are carried out systematically so that the media developed is in accordance with the learning needs and characteristics of elementary school students. The analysis stage was carried out to obtain initial information about learning needs and conditions in the field. At this stage, there are several activities, namely: Analysis of the needs of teachers and students is carried out through direct interviews to find out the learning conditions, media used, obstacles faced, and the need for interesting and interactive learning media. Curriculum analysis is carried out by examining learning outcomes, learning objectives, materials, and competencies that must be achieved by students in cultural diversity materials. Material analysis is carried out to determine the breadth and depth of the material that will be presented in *the pop up book media* so that the content of the media is in accordance with the level of development of elementary school students.

The design stage is carried out as a process of preparing the design of learning media before it is developed into the final product. Activities at this stage include: Preparation of learning materials that will be published in *pop up book* media based on the learning competencies that have been determined. Initial sketching of the media aimed at designing the shape of the page, *the mechanism of the pop up*, and the flow of the presentation of the material on each page. Designing media displays that include layout, text size, color selection, illustrations, and visual design so that the media is attractive and easy for students to understand. The creation of illustrations and the coloring process is carried out by adapting the images to cultural diversity materials so that they can increase visual appeal and student understanding. The binding stage is carried out by compiling all pages into a single *pop up book media* that is ready to be used. The preparation of *the storyboard* is carried out as the initial design of each media page to facilitate the product development process. The development stage is the stage of product refinement through a validation process by experts. Validation was carried out to determine the feasibility level of *pop up book media* developed before being used in learning. Validation is carried out by material experts, linguists, and design experts using the validation sheets

that have been prepared. In addition to providing assessments, validators also provide suggestions and inputs to improve the media to make it more suitable for use. The data in this study consists of primary data and secondary data. Primary data is data obtained directly from research sources through interviews and the distribution of questionnaires to teachers, students, and validators. Secondary data is supporting data obtained from various sources such as national journals, international journals, books, and previous research relevant to the research.

The data sources in this study consist of: Primary data sources, namely grade IV teachers, grade IV students, and validators consisting of 2 material experts, 2 linguists, and 2 design experts. Secondary data sources, namely various scientific references related to learning media, *pop up books*, and cultural diversity materials. Interviews are conducted directly with teachers and students at the analysis stage to obtain information about the needs of learning media, learning conditions, and obstacles faced during the teaching and learning process. The questionnaire was used to obtain validation data from material experts, linguists, design experts, as well as the responses of teachers and students to *the developed pop up book media*. The research instruments used in this study include: Teacher and student interview sheets. Subject matter expert validation sheet. Linguist validation sheet. Design expert validation sheet. Teacher's response sheet. Student response sheet. All instruments are prepared based on indicators that are in accordance with the research objectives and aspects assessed in the development of learning media.

The data analysis technique in this study uses qualitative and quantitative descriptive analysis. Qualitative analysis is used to describe the results of interviews, suggestions, and feedback from validators. Quantitative analysis was used to process the results of expert validation as well as the response of teachers and students to *pop up book media*. The validation data was analyzed using the percentage formula:

$$V = \frac{\text{Total skor yang diperoleh}}{\text{Total skor maksimum}} \times 100\%$$

The percentage results are then categorized into product validity levels as follows:

Percentage	Criteria
84%–100%	Highly Valid
64%–83%	Valid
52%–63%	Quite Valid
36%–51%	Less Valid
≤35%	Invalid

In addition to the validity analysis, this study also analyzed the level of practicality of the media based on the responses of teachers and students. The percentage of practicality is calculated using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Remarks:

P= practicality score

f= score obtained

n= maximum score

The categories of media practicality are as follows:

Percentage	Criteria
85,01%–100%	Very Practical
70,01%–85,00%	Practical
50,01%–70,00%	Less Practical
01,00%–50,00%	Impractical

Pop up book *media* is declared suitable for use if it obtains a valid or very valid category from the validator

and obtains a practical or very practical category based on the responses of teachers and students.

RESEARCH RESULTS

1. The Development Process of Learning Media *Pop Up Book* Pancasila Education Cultural Diversity Material for Grade IV Students of SD Negeri 016 Kuantan Singingi

This research produced a product in the form of *Pop Up Book* learning media in the subject of Pancasila Education cultural diversity material for grade IV students of SD Negeri 016 Kuantan Singingi. Media development is carried out as an effort to assist teachers in creating a more interesting, interactive, and fun learning process for elementary school students. The *Pop Up Book media* was chosen because it has a three-dimensional appearance, attractive images, and is able to provide a more concrete learning experience to students. The development of this learning media is motivated by the learning conditions in the classroom which are still dominated by the use of package books and lecture methods. In the learning process, teachers tend to deliver material in a monotonous manner so that students easily feel bored and less actively participate in learning. In addition, cultural diversity material is material that requires visualization so that students can more easily understand the forms of culture in Indonesia such as traditional houses, traditional clothing, regional dances, traditional musical instruments, and regional specialties.

Elementary school students are generally more interested in learning using media that have attractive images, colors, and shapes. Therefore, the use of *Pop Up Book media* is considered to be in accordance with the characteristics of grade IV elementary school students because this media is able to present more concrete learning and is not only centered on the teacher's explanation. The media developed is also expected to be able to increase students' interest in learning, help students understand cultural diversity material, and instill an attitude of respecting cultural differences in accordance with Pancasila values. In the development process, the *Pop Up Book media* is made through several stages, namely the analysis stage, the media creation stage, and the expert validation stage. Each stage is carried out systematically so that the media produced is in accordance with the needs of students and learning goals.

a. Stages of Analysis

The analysis stage is the initial stage carried out in research on the development of *Pop Up Book* learning media. This stage aims to obtain information about learning needs, student conditions, curriculum used, and materials that will be developed into learning media. The analysis stage is very important because it is the basis for media development. Through this stage, researchers can find out the problems that occur in the learning process so that the media developed is really in accordance with the needs of teachers and students in schools.

1) Analysis of Teacher and Student Needs

The needs analysis was carried out through direct interviews with grade IV teachers of SD Negeri 016 Kuantan Singingi. Based on the results of the interview, it is known that in the learning process of Pancasila Education, teachers still use package books as the main learning resource. The limited use of learning media causes the learning process to be less interesting so that students easily feel bored when the teacher explains the material. The teacher also explained that some students were less active during learning. This can be seen when the teacher explains the material, there are still students who lack focus, talk to friends, and do not participate in learning activities. This condition shows that students need more interesting learning media and are able to increase students' attention during learning.

In addition to conducting interviews with teachers, researchers also observed the characteristics of grade IV elementary school students. Based on the results of observations, it is known that students are more interested in learning media that has unique pictures, colors, and shapes. Students also find it easier to understand the material if presented through visual media than just using oral explanations from the teacher. The characteristics of elementary school students who are still in the concrete operational stage make students need learning media that can be seen and touched directly. Therefore, the *Pop Up Book media* was chosen because it has a three-dimensional shape and an attractive visual appearance so that it can help students understand cultural diversity material more easily. The *Pop Up Book media* developed is also designed to be able to create a fun learning atmosphere. The use of Indonesian cultural images, attractive colors, and *pop up* shapes on each page is expected to increase students' curiosity about learning materials.

Table 1. Results of Teacher and Student Needs Analysis

Analysis Aspect	Analysis Results
Learning conditions	Learning still uses package books and lecture methods

Analysis Aspect	Analysis Results
Media use	Learning media is still limited
Student conditions	Students get bored easily and are less active during learning
Characteristics of students	Students love pictures, bright colors, and interactive media
Learning needs	Engaging, concrete, and easy-to-understand media
Selected solution	Development of <i>Pop Up Book learning media</i>

2) Curriculum Analysis

After analyzing the needs of teachers and students, the next stage is curriculum analysis. The curriculum analysis is carried out to adjust the learning media developed with the curriculum used in schools, namely the Independent Curriculum. At this stage, the researcher analyzes the learning outcomes, learning objectives, and subject matter that will be included in the *Pop Up Book media*. Curriculum analysis is carried out so that the material presented is in accordance with the competencies that must be achieved by grade IV elementary school students. The material chosen in this study is the material on Indonesian cultural diversity in the subject of Pancasila Education. Cultural diversity material was chosen because it is related to students' daily lives and is important to instill the values of tolerance, unity, and mutual respect between cultures from an early age.

In the *Pop Up Book media*, cultural diversity material is presented through cultural introductions from several regions on the island of Sumatra. Each region displays cultural elements such as traditional houses, traditional clothing, traditional dances, traditional musical instruments, regional languages, regional songs, and typical foods. The material presented is arranged using simple language so that it is easy for elementary school students to understand. In addition, each material is equipped with attractive illustrated images so that students not only read the text, but also see the cultural visuals firsthand.

Table 2. Results of Curriculum Analysis

Components	Description
Curriculum	Independent Curriculum
Subjects	Pancasila Education
Classes	IV Elementary School
Material	Cultural Diversity
Learning Objectives	Students are able to understand cultural diversity Indonesia and show respect for cultural differences
Media Form	<i>Visual and interactive based Pop Up Books</i>

3) Material Analysis

The material analysis stage is carried out to determine the content of the material to be included in the *Pop Up Book media*. This analysis aims to ensure that the material presented is in accordance with the level of development of elementary school students and is not too difficult to understand. The cultural diversity material is concisely compiled but still contains important information related to Indonesian culture. The researcher selected cultural materials from several provinces on the island of Sumatra so that students could get to know the cultural diversity in Indonesia more broadly. Each media page contains information about the culture of a region, such as traditional houses, traditional clothing, traditional musical instruments, regional dances, regional languages, regional songs, and typical foods. The presentation of the material is made simple with a combination of text and images so that students can more easily understand the content of the material.

Based on the media that has been developed, the first page of the *Pop Up Book* displays a cover with illustrations of various Indonesian cultures made using attractive colors. The cover is designed to give students an interesting initial impression before learning the content of the material. In addition, the media content also displays the culture of several provinces on the island of Sumatra such as Aceh, North Sumatra, West Sumatra, Riau, Jambi, South Sumatra, Bengkulu, Lampung, Bangka Belitung, and Riau Islands. On each page there is cultural information accompanied by illustrations, images, and a *pop-up* mechanism to make the media look more interesting and interactive.

Table 3. Material Analysis in *Pop Up Book Media*

Material	Content
Suku bangsa	Ethnic diversity on the island of Sumatra
Regional languages	Typical language of each region
Traditional houses	Traditional houses from different provinces
Traditional clothing	Traditional clothing of the region
Regional dances	Traditional dances typical of the region
Musical instruments	Traditional musical instruments
Regional songs	Typical songs from each region
Typical foods	Typical regional foods

b. Stages of Creating *Pop Up Book Media*

The stage of making *Pop Up Book media* is an advanced stage after the researcher completes the process of analyzing the needs of teachers and students for the development of Pancasila Education learning media for cultural diversity materials. At this stage, the researcher begins to compile and create learning media in a more structured manner based on the results of the needs analysis that has been carried out previously. The media creation process does not only focus on visual appearance, but also pays attention to the content of the material, suitability with learning objectives, the use of language, student comfort when learning, and the ability of media to increase the learning interest of elementary school students.

The stage of media creation is a very important part of development research because at this stage the initial design of the media begins to be realized into a real product that can be used in the learning process. Based on the results of the previous needs analysis, it is known that grade IV elementary school students are more interested in learning media that has attractive images, bright colors, unique appearances, and can be used directly in learning. In addition, students also find it easier to understand the material if presented using visual media instead of just listening to the teacher's explanation.

Therefore, all components in the *Pop Up Book media* are designed by considering the characteristics of elementary school students who are still in the concrete operational stage. The media is made using interesting cultural illustrations, diverse colors, simple writing, and *three-dimensional pop up forms* so that students are more interested and active during learning. This media is also designed to be able to help students understand the material of Indonesian cultural diversity in a more real and fun way. In the process of making it, the researcher compiles media starting from the preparation of materials, the creation of page sketches, the determination of the layout, the creation of cultural illustrations, the coloring process, to the media binding stage. All media sections are arranged systematically so that the material presented is easy for students to understand and able to create a more interactive learning atmosphere.

The development of visual-based learning media such as *Pop Up Books* is considered to be able to help students understand the material more concretely. This is in line with the opinion of Pratiwi et al. (2022) who stated that interactive visual media can increase the attention and understanding of elementary school students because the material is presented through interesting pictures and activities. In addition, the use of three-dimensional media can also increase students' curiosity so that learning becomes more active and fun.

In the process of creating media, the researcher also made several improvements to the media display. Improvements are made in stages starting from the layout of the writing, image size, color combinations, to the shape of the *pop up mechanism*. The improvement process is carried out so that the media developed is really in accordance with the needs of students and is suitable for use in learning Pancasila Education.

Table 4. The Process of Creating and Perfecting *Pop Up Book Media*

Manufacturing Stage	Parts Made	Initial Conditions	Results After Enhancement	Repair Analysis
Stage 1	Media cover	The appearance of the cover is still simple	Added illustrations of Indonesian culture and interesting color combinations	Aims to increase students' interest from the beginning of viewing the media

Manufacturing Stage	Parts Made	Initial Conditions	Results After Enhancement	Repair Analysis
Stage 1	Preparation materials	of The material is still too long	The material is made simpler and simpler	Help students understand material more easily
Stage 1	Page layout	Layout of text and images is not yet organized	The position of images and text is arranged more neatly	Make it easier for students to read media content
Stage 2	Cultural illustrations	Image still limited	Added illustrations of traditional houses, traditional clothing, and regional dances	Helping students get to know the culture visually
Stage 2	Media coloring	Display colors are less attractive	Using bright and varied colors	Grab students' attention while studying
Stage 2	Pop up <i>mekanism</i>	Pop up <i>form</i> is not optimal	Added three-dimensional fold shape	Make the media more interactive
Stage 3	Text size	Writing is too small	Enlarged font size	Make it easier for students to read the material
Stage 3	Media binding	Pages are not neatly organized	Media bound into a single unit	Making media more powerful and easy to use

Furthermore, the documentation of the results of making *the Pop Up Book media* is a part that shows the real form of the learning media that has been developed by the researcher. This documentation aims to show how the results of student needs analysis are applied into the form of visual learning media that is interesting, interactive, and in accordance with the characteristics of grade IV elementary school students. The *Pop Up Book* media developed consists of several main parts, namely the media cover display, the regional cultural material page, the display of cultural elements, and the closing page. Each section has a different function in helping students understand the material of Indonesian cultural diversity.

1. Media Cover Display

The media cover display is designed as an opening page that contains media titles, illustrations of Indonesian culture, and the identity of the compiler. The covers are made using cultural images such as traditional clothing, traditional houses, regional dances, traditional musical instruments, and Indonesian specialties. The use of bright colors and attractive illustrations aims to increase students' attention from the first time they see the media. In addition, the cover appearance is made simple but still attractive so that students feel interested in opening and learning the content of the media. The cover page also provides an overview of the cultural diversity material that students will study.

Table 5. Media Cover Display

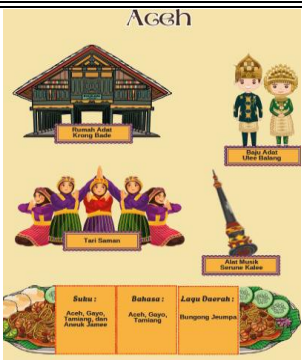
Media Section	Description	Documentation
Media Cover	Featuring the title of <i>the Pop Up Book</i> "Cultural Diversity" with illustrations of Indonesian culture and interesting color combinations	

2. Display of Regional Cultural Materials

In the regional cultural material section, the researcher presents cultural information from several provinces on

the island of Sumatra. The material is prepared using simple language and equipped with illustrations so that students can more easily understand the content of learning. Each page features regional culture such as traditional houses, traditional clothing, traditional musical instruments, regional dances, regional languages, regional songs, and typical foods. In addition, the media is also equipped with a pop-up mechanism so that the media display looks more lively and attractive to students. Cultural materials are arranged in stages so that students can understand the content of learning more easily without feeling bored when reading material that is too long.

Table 6. Display of Regional Cultural Materials

Yes	Material Page	Explanation	Documentation
1	Aceh	Featuring Krong Bade traditional houses, Ulee Balang traditional clothing, Saman dance, Serune Kalee musical instruments, and Mie Aceh specialties	
2	North Sumatra	Featuring Bolon traditional houses, Ulos traditional clothing, Tortor dance, Gorang musical instruments, and Bika Ambon specialties	
3	West Sumatra	Featuring the Gadang house, Piring dance, Talempong musical instruments, and Rendang specialties	

Yes	Material Page	Explanation	Documentation
	4	Riau Featuring the traditional house of Selaso Tum Kembar, Zapin dance, Nafiri musical instruments, and Gulai Ikan Patin specialties	
	5	Jambi Featuring Kajang Lako traditional houses, Sekapur Sirih dance, and Tempoyak specialties	

3. The Appearance of Cultural Elements in the Media

In this section, the media visually displays elements of Indonesian culture through illustrations of images and *pop up forms*. Each cultural element is made as attractive as possible so that students can get to know the diversity of Indonesian culture more easily. The use of visual illustrations in the media helps students understand the form of culture in a concrete way. In addition, the three-dimensional pop up form also makes students more active and interested during the learning process.

Table 7. Cultural Elements in *Pop Up Book Media*

Cultural Elements	Functions in Media
Traditional houses	Introducing the traditional house shape of the area
Traditional clothing	Introducing the typical clothes of each region
Traditional dance	Explaining the art culture of the region
Musical instruments	Introducing traditional musical instruments
Typical foods	Introducing traditional Indonesian food

4. Media Cover Display

The closing part of the media contains a message about the importance of maintaining unity and respecting Indonesia's cultural diversity. The closing page is designed to instill Pancasila values in students so that they have an attitude of tolerance and a sense of pride in the nation's culture. In addition, the closing page also strengthens students that cultural diversity is the wealth of the Indonesian nation that must be maintained together.

Overall, the results of the development of the Pop Up Book learning media for Pancasila Education on cultural diversity material show that the media developed has been adapted to the needs of grade IV elementary school students both in terms of material content, visual appearance, language use, and media interactivity. The Pop Up Book media

developed not only functions as a means of delivering learning materials, but is also able to create a more interesting, fun, and meaningful learning atmosphere for students. The use of cultural illustrations, attractive colors, and three-dimensional pop up shapes help students understand cultural diversity material more concretely and easily understandable. In addition, the media developed is also able to support the achievement of the learning goals of Pancasila Education, especially in instilling an attitude of respect for cultural diversity, tolerance, unity, and a sense of pride in the culture of the Indonesian nation. Thus, the Pop Up Book learning media that has been developed is considered suitable for use as a learning medium for the cultural diversity of grade IV elementary school students. Based on the results of the media development process, the next stage carried out by the researcher is to test the validity level of the Pop Up Book learning media through the assessment of experts including media experts, linguists, and design experts to determine the feasibility of the media before being used in the learning process.

2. Level of Validity and Practicality of Learning Media *Pop Up Book* Cultural Diversity Material for Grade IV Elementary School Students

The validation stage is carried out after the *learning media of the Pancasila Education Pop Up Book* of cultural diversity material has been developed and revised at the initial product manufacturing stage. This validation aims to determine the level of feasibility of media before it is used in the learning process of fourth grade students of SD Negeri 016 Kuantan Singingi. The validation process involves three validators, namely linguists, material experts, and media/design experts. Each validator provides an assessment based on the validation instrument that the researcher has compiled using a Likert scale of 1–4.

Validation activities are a very important part of development research because they determine the quality of the product before it is used in learning. Validation is carried out so that the media developed is really in accordance with the needs of elementary school students both in terms of material content, language use, and media display. In addition, validation also aims to find out the shortcomings of the media so that researchers can make improvements gradually according to the suggestions from the validator.

Based on the validation results obtained, the *Pop Up Book learning media* underwent several revisions according to the validator's input until it reached a very valid category. Revisions are carried out in stages in the content of the material, the use of language, image layout, and the visual appearance of the media so that the products developed are more in line with the learning goals and characteristics of elementary school students.

a. Linguist Validation Results

Linguist validation was carried out to see the suitability of the use of language in the *Pop Up Book learning media*. The aspects assessed include language readability, use of simple sentences, conformity with EYD rules, use of terms, and language clarity in delivering material to elementary school students. The language aspect is an important concern because a good learning media must use language that is simple, communicative, and easy to understand by elementary school students. The language validator provided several improvement notes in the initial revision, especially in the use of some sentences that were still too long and there were some terms that needed to be simplified so that students could more easily understand the content of cultural diversity material.

Table 8. Revised Results of Linguist Validation

Revision Stage	Validator Input	Corrective Action
Revision 1	Some sentences are still too long	Sentences are simplified using shorter language
Revision 1	There are terms that students find difficult to understand	Terms are adjusted to the level of understanding of elementary school students
Revision 2	Instructions on less communicative media	Instructions are clarified using simple language
Revision 2	The use of punctuation is still inaccurate	Improve the use of punctuation in accordance with EYD rules

Based on the validation sheet provided by the language validator, a total empirical score of 34 out of a maximum score of 40 was obtained. The results were obtained from the accumulation of assessments on linguistic aspects, readability, sentence clarity, and language suitability with the characteristics of elementary school students.

The calculation of linguist validity is carried out as follows:

$$V = \frac{34}{40} \times 100\%$$

$$V = 85\%$$

These results show that the language aspect is in the category of being very valid. This means that the language used in the *Pop Up Book media* is in accordance with the characteristics of grade IV elementary school students, easy to understand, communicative, and able to support the learning process effectively. The use of simple language in the media is also considered to be able to help students understand cultural diversity material more easily. In addition, the use of short and clear sentences makes students not have difficulties when reading the content of the learning media.

b. Material Expert Validation Results

Validation of material experts is carried out to determine the suitability of the content of cultural diversity material with learning objectives, the accuracy of the concept, the completeness of the material, and the relationship of the material to the daily lives of elementary school students. Material validation is very important so that the material presented is not only conceptually correct, but also in accordance with the needs and level of development of students.

In the initial validation stage, the validator provided several suggestions related to adding examples of regional culture and simplifying some materials to make it easier for elementary school students to understand. The validator also assessed that the material needed to highlight the value of tolerance and respect for cultural diversity in accordance with the values of Pancasila.

Table 9. Revision Results of Material Expert Validation

Revision Stage	Validator Input	Corrective Action
Revision 1	Examples of regional culture are still limited	Adding cultural examples from several regions on the island of Sumatra
Revision 1	The material is still too long	The material is summarized using simple language
Revision 2	The value of tolerance is not yet clear	Add an explanation of the attitude of respecting diversity
Revision 2	The presentation of the material has not yet collapsed	Material is systematically rearranged
Revision 3	Cultural illustrations need to be clarified	Adding more interesting cultural images

Based on the results of the material validator assessment, a total empirical score of 48 was obtained from a maximum score of 56. This value shows that most aspects of the material are in accordance with the learning objectives of Pancasila Education of cultural diversity material.

The calculation of the validity of the subject matter expert is:

$$V = \frac{48}{56} \times 100\%$$

$$V = 85,71\%$$

These results show that the material in the *Pop Up Book media* is a very valid category. The material presented was considered to be in accordance with the learning outcomes and needs of grade IV elementary school students. In addition, the material contained in the media is also considered to be able to help students understand the diversity of Indonesian culture through interesting cultural illustrations and the use of simple language. The presentation of material that is associated with students' daily lives also helps students more easily understand the concept of cultural diversity.

c. Media/Design Expert Validation Results I

The first validation of media/design experts was carried out to assess the visual appearance of the *Pop Up Book media*, the suitability of the cover design, the use of colors, image illustrations, the layout of the writing, and the suitability of the media with the characteristics of elementary school students. The validator provided several inputs related to the visual appearance of the media, especially in the section of text size, image layout, and the arrangement of visual elements so that the media looks more attractive and comfortable for elementary school students to use.

Table 10. Revision of Media Expert/Design Expert Validation Results I

Revision Stage	Validator Input	Corrective Action
Revision 1	The size of the writing is still too small	Font size enlarged for easy reading

Revision Stage	Validator Input	Corrective Action
Revision 1	The layout of the image is not neat	Rearranged image and text positions
Revision 2	Media color is less varied	Adding more interesting color combinations
Revision 2	The cover design is still simple	Adding cultural illustrations to the cover

Based on the results of the validation of the first media/design expert, a total empirical score of 52 was obtained from a maximum score of 56.

The calculation of media validity is carried out as follows:

$$V = \frac{52}{56} \times 100\%$$

$$V = 92,85\%$$

These results show that learning media is in the category of very valid. This shows that the visual media design, cover appearance, use of color, and image illustrations have been in accordance with the characteristics of elementary school students.

d. Media/Design Expert Validation Results II

The second validation of media/design experts was carried out to strengthen the assessment of the visual quality of the *Pop Up Book media*, especially in the aspects of the shape of the *pop up form*, the suitability of the image with the material, the attractiveness of the media, and the experience of students when using learning media. The validator provided several suggestions related to improving three-dimensional shapes and adding visual elements to make the media look more lively and interactive.

Table 11. Revision Results of Media/Design Expert Validation II

Revision Stage	Validator Input	Corrective Action
Revision 1	The form of the <i>pop-up</i> is still less varied	Adding three-dimensional shape variations
Revision 1	Cultural illustrations need to be clarified	Replace images with clearer illustrations

Based on the results of the validation of the second media/design expert, a total empirical score of 56 was obtained from a maximum score of 56.

The calculation of media validity is carried out as follows:

$$V = \frac{56}{56} \times 100\%$$

$$V = 100\%$$

These results show that learning media is in the category of very valid. The *Pop Up Book media* is considered to have an attractive, interactive, and visual appearance that is in accordance with the characteristics of elementary school students.

In addition, the three-dimensional form of the media is also considered to be able to increase students' attention and interest in learning during the learning process.

e. Results of Practicality of Learning Media

In addition to conducting a validity test, the researcher also conducted a practical test of the *Pop Up Book learning media*. The practicality test aims to determine the level of ease of use of media in the learning process based on teacher responses and student responses. Practicality analysis was obtained from the questionnaire sheet of teacher responses and student responses after using the *Pop Up Book media* in learning Pancasila Education material on cultural diversity. The practicality assessment includes aspects of the ease of use of media, the attractiveness of the media, the clarity of the material, and the benefits of the media in helping the learning process.

1. Teacher's Response Results

The teacher's practicality test was carried out to determine the level of ease of use of *Pop Up Book learning media* in the classroom learning process. Teachers provide an assessment of aspects of media use, material suitability, media display, and the benefits of media in increasing students' interest in learning. Based on the results of the teacher response questionnaire, a total empirical score of 38 was obtained from a maximum score of 40.

The calculation of teacher practicality is carried out as follows:

$$P = \frac{38}{40} \times 100\%$$

$$P = 95\%$$

These results show that *the Pop Up Book* learning media is in the very practical category.

Table 12. Teacher's Response Results

Assessment Aspects	Percentage
Ease of use of media	95%
Material suitability	95%
Media display	100%
Clarity of media content	90%
Benefits of media in learning	95%
Average	95%
Category	Very Practical

The teacher stated that *the Pop Up Book* media was very helpful in explaining cultural diversity material to students. Media is considered easy to use, attracts students' attention, and is able to create a more active and fun learning atmosphere.

2. Student Response Results

A student practicality test was carried out on 25 grade IV students of SD Negeri 016 Kuantan Singingi after students used *Pop Up Book media* in the learning process. Based on the results of the student response questionnaire, a percentage of 92.14% was obtained with the category of very practical.

The calculation of student practicality is carried out as follows:

$$P = \frac{1290}{1400} \times 100\%$$

$$P = 92,14\%$$

Table 13. Student Response Results

Assessment Aspects	Percentage
Interesting media used	94%
Easy-to-understand images	92%
Attractive colors and looks	95%
Easy-to-understand material	90%
Media makes learning fun	91%
Students are more active in learning	92%
Average	92,14%
Category	Very Practical

The results of the students' responses showed that *the Pop Up Book media* was very liked by students because it had an attractive appearance, color images, and unique three-dimensional shapes. Students feel more enthusiastic and active during the learning process. Based on the overall results of validation of linguists, material experts, media/design experts, as well as the results of practical tests of teachers and students, it can be concluded that *the learning media of the Pop Up Book* of Pancasila Education cultural diversity material developed has met the category of very valid and very practical. The media developed is considered suitable for use in the learning process because it is able to help students understand cultural diversity material more easily, interestingly, and fun. In addition, the use of *Pop Up Book media* is also able to increase learning interest, student involvement, and create a more active and interactive learning process in grade IV of elementary school.

Based on the overall results of the research that has been conducted, it can be seen that the learning media *Pop*

Up Book Pancasila education cultural diversity material for grade IV students of SD Negeri 016 Kuantan Singingi has been successfully developed through several stages, namely the needs analysis stage, the product design and manufacturing stage, the expert validation stage, and the practicality test stage. In the analysis stage, researchers found that students need learning media that is interesting, interactive, and easy to understand to help understand cultural diversity material. Therefore, the researcher developed the media *Pop Up Book* with colorful visual displays, attractive cultural illustrations, and three-dimensional shapes that are able to increase students' attention and interest in learning.

The validation results showed that the learning media developed had met the category of very valid. Linguist validation obtained a percentage of 85% with a very valid category, material expert validation obtained a percentage of 85.71% with a very valid category, media/design expert validation I obtained a percentage of 92.85% with a very valid category, and media/design expert validation II obtained a percentage of 100% with a very valid category. These results show that the *Pop Up Book* media has been appropriate in terms of language, material, visual appearance, and media suitability with the characteristics of elementary school students.

In addition, the results of the practicality test also show that the *Pop Up Book learning media* is very practical to use in the learning process. The results of the teacher's response obtained a percentage of 95% with the category of very practical, while the results of the students' response obtained a percentage of 92.4% with the category of very practical. This shows that the developed media is easy to use, attracts students' attention, helps students understand cultural diversity material, and is able to create a more active and fun learning atmosphere.

Thus, the *learning media of the Pop Up Book* of Pancasila Education, cultural diversity material that was developed was declared suitable for use in the learning process of grade IV elementary school students because it met the criteria of being very valid and very practical. This media is also able to help increase students' interest in learning, facilitate material understanding, and support the creation of more interactive and meaningful learning in accordance with the learning objectives of Pancasila Education in elementary schools.

DISCUSSION

The development of *Pop Up Book* learning media on cultural diversity materials is carried out as a form of learning innovation for Pancasila Education in elementary schools. This media was developed based on the needs of grade IV students who tend to be more interested in visual, concrete, and interactive learning than learning that only uses lecture methods and package books. This condition shows that the use of learning media has an important role in helping students understand the material more easily and fun. According to Nabila, Adha, and Febriandi (2021), the *Pop Up Book* media is able to help elementary school students understand learning materials through attractive and interactive three-dimensional visual displays so that learning becomes more active and not boring.

The results of the study show that the media development process is carried out systematically starting from the stage of needs analysis, curriculum analysis, material analysis, to the stage of making and perfecting media. This stage is important to do so that the media developed is really in accordance with the needs of elementary school students. At the needs analysis stage, it was found that students need media that has attractive images, bright colors, and shapes that can be seen directly. These characteristics are in accordance with the stage of development of elementary school students who are still in the concrete operational stage so that students can more easily understand the material if presented through real objects or visual media. Therefore, the use of *Pop Up Books* is considered appropriate because it is able to present a more concrete learning experience through three-dimensional forms and interesting cultural illustrations.

In addition, the cultural diversity material in the *Pop Up Book* media is also prepared using simple language and is associated with students' daily lives. The presentation of contextual material helps students more easily understand the diversity of Indonesian culture and instill an attitude of respect for cultural differences according to Pancasila values. This is in line with the opinion of Febriani, Andriana, and Yuliana (2022) who stated that visual-based learning media and games are able to increase student engagement because learning becomes more interesting and close to students' daily experiences.

The results of the linguist's validation show that the learning media developed is in the category of being very valid. This shows that the use of language in the media has been in accordance with the level of development of elementary school students. Simple, communicative, and easy-to-understand language is very important in learning media because it helps students understand the material without having difficulty reading or understanding the learning instructions. The use of short and clear sentences also helps students focus more on the content of the material being studied. According to Afifah, Kurniaman, and Noviana (2022), the use of communicative language in learning media

can increase media readability and help students be more active in the learning process because the material is easier to understand.

In terms of material, the validation results showed that the content of the material in the Pop Up Book media was in accordance with the learning objectives of Pancasila Education on cultural diversity material. The material presented not only introduces regional culture in Indonesia, but also instills the value of tolerance, unity, and an attitude of respecting cultural diversity to students. The presentation of material equipped with cultural illustrations such as traditional houses, traditional clothing, traditional dances, musical instruments, and regional specialties helps students understand the concept of cultural diversity in a more concrete way. This shows that visual media has a great influence on the comprehension of elementary school students because it is easier for students to learn through pictures than long texts. This opinion is supported by research by Jannah and Istianah (2021) which states that Pop Up Book media can increase students' understanding of the material because the media presents interesting and more real visualizations for elementary school students.

Furthermore, the results of the validation of media/design experts show that the visual appearance of the Pop Up Book media has met the category of being very valid. An attractive visual appearance is one of the important factors in elementary school learning media because students tend to be more interested in media that has bright colors, attractive images, and unique shapes. In this study, the Pop Up Book media was designed using colorful cultural illustrations and three-dimensional pop up shapes so that it was able to attract students' attention during the learning process. Interactive media design also helps create a more enjoyable and less monotonous learning atmosphere. According to Dumako and Betrisandi (2022), the use of interactive learning media is able to increase students' attention and learning motivation because learning is no longer teacher-centered, but actively involves students in the learning process.

The results of the practicality test showed that the Pop Up Book learning media was included in the very practical category based on the responses of teachers and students. Teachers consider that media is easy to use in the learning process and can help explain cultural diversity material more effectively. In addition, students also give a positive response to the media because the display of images, colors, and three-dimensional shapes makes learning more enjoyable. The high results of practicality show that the developed media is not only theoretically feasible, but also easy to apply in the learning process in the classroom.

The practicality of learning media is one of the important indicators in development research because good media must be easy to use by teachers and students. Practical media will help teachers create more active learning and make it easier for students to understand the learning material. According to Nabila et al. (2021), practical Pop Up Book media can increase student engagement during learning because students feel interested in seeing, opening, and learning the content of the media directly.

Overall, the results of the study show that the learning media of the Pop Up Book of Pancasila Education cultural diversity material has met the criteria of being very valid and very practical to be used in grade IV elementary school students. The media developed is able to help students understand cultural diversity material more easily through attractive and interactive visual displays. In addition, the use of Pop Up Book media is also able to increase students' interest in learning, create a more active learning atmosphere, and help teachers in delivering learning materials more effectively. Thus, Pop Up Book media can be used as an alternative innovative learning media that is in accordance with the characteristics of elementary school students in Pancasila Education learning.

CONCLUSION

The conclusions and suggestions of this study can be explained simply that the communication pattern between teachers and students in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau has been running quite well and directed. From the results of the study, it can be seen that the type of speech that teachers most often use is speech that conveys information and provides direction to students. This shows that teachers have an important role in explaining the subject matter as well as directing the course of learning activities in the classroom to remain orderly and focus on learning objectives. However, in the learning process, it is not only seen the material delivery activities. Teachers also use speech that shows commitment several times, such as giving promises or plans for the next learning activity. In addition, there are also expressive speeches, for example when the teacher gives praise, appreciation, or positive responses to students' answers. This shows that interaction in the classroom is also built through good relationships between teachers and students so that the learning atmosphere becomes more comfortable. In this study, no declarative speech was found. This shows that teachers use more communication methods that explain, direct, and

guide students directly than use the form of statements that are formal decisions. In other words, the learning process takes place through fairly open communication, where the teacher still controls the course of learning but students are also given the opportunity to participate in learning activities.

Based on these findings, learning Indonesian is expected to continue to encourage students to be more active in expressing opinions, asking questions, and providing responses to the material studied. Teachers can also use speech more often that provides motivation and appreciation to students so that they feel more confident in participating in learning. In addition, further research can be carried out on different classes or materials to see if the same communication patterns also occur in other learning situations. Thus, research on the use of language in teaching and learning activities can provide a broader picture of how communication in the classroom can support an effective and enjoyable learning process.

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