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Development of Pop-Up Cultural Books Based on Cooperative Learning: Instilling Global Diversity Profiles in Elementary School Students

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Abstract

This research aims to support the independent learning program, particularly in instilling the Pancasila student profile in elementary school students, which is examined through the process of developing a culture-based pop-up book using cooperative learning. This development research uses the ADDIE model and data collection tools in the form of questionnaires, interviews, and tests. This research is analyzed and explained with numerical and descriptive data. Based on the research results, the media validation obtained is 97.5% with the criteria "Very Feasible." The results of the material validation are 87.2% with the criteria "Very Feasible." The small group test yielded an average of 100% with the criterion "Very Interesting." Field trials obtained an average score of 99% with the criterion "Very Interesting." The effectiveness test yielded an average of 87% with a "Very High" effectiveness category. This research shows that the development of pop-up books based on cooperative learning is highly needed and feasible to use, especially to support students' understanding of regional cultural introduction and the absorption of a global diversity profile.

Keywords: Global Diversity Profile, Cooperative Learning, Pop-Up Books, Culture, Development.

Pengembangan Buku Budaya Pop-Up Berbasis Pembelajaran Kooperatif: Menanamkan Profil Kebhinekaan Global pada Siswa Sekolah Dasar

Abstrak

Penelitian ini bertujuan untuk mendukung program merdeka belajar khususnya menanamkan profil pelajar pancasila pada siswa SD yang dikaji melalui proses mengembangkan buku Pop-up budaya berbasis *cooperative learning*. Penelitian pengembangan ini menggunakan model ADDIE serta Alat pengumpul data berupa Kuesioner, wawancara, dan tes. Penelitian ini dianalisis dan dijelaskan dengan angka dan deskriptif. Berdasarkan hasil penelitian diperoleh validasi media adalah 97,5% dengan kriteria "Sangat Layak". Hasil validasi materi adalah 87,2% dengan kriteria "Sangat Layak". Uji kelompok kecil menghasilkan rata-rata 100% dengan kriteria "Sangat Menarik". Uji coba lapangan memperoleh nilai rata-rata 99% dengan kriteria "Sangat Menarik". Uji keefektifan diperoleh rata-rata 87% dengan kategori keefektifan "Sangat Tinggi". Penelitian ini menunjukkan bahwa pengembangan produk buku pop-up berbasis cooperative learning sangat dibutuhkan dan layak untuk digunakan khususnya untuk mendukung pemahaman siswa mengenai pengenalan budaya daerah dan peresapan profil berkebhinekaan global.

Kata kunci: Profil Berkebhinekaan Global; Cooperative Learning; Buku Pop-Up; Budaya; Pengembangan.

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INTRODUCTION

Borrowing the argument from Franz Magnis Suseno in his essay about the seriousness of this nation regarding the steadfastness and transmission of Pancasila values, with Pancasila the Indonesian nation has brilliantly succeeded in basing itself on shared beliefs so that Indonesian identity does not threaten, but rather supports the identity of each community (Suseno, 2022). Pancasila has a direction as a glue and unifier of the nation (Sugiyono, 2021). The Independent Curriculum requires schools to carry out programs related to understanding the basic ideology of Pancasila, one of which emphasizes maximizing the Pancasila Student Profile (Permendikbudristek, 2024). The Pancasila student profile has several dimensions, one of which is Global Diversity (Maghfiroh, 2023). The Pillar of Global Diversity itself aims to provide a self-identity for society as a representation of the noble culture of the Indonesian nation (Satria, 2022). Elementary school students are one of the main targets in the implementation of Pancasila values because in addition to having a long learning age span, namely six years, they are in the fundamental age phase in understanding Pancasila values and are obliged to apply these values to their environment (Triani, 2015). Elementary school students are also considered to be at the Concrete Operational age, meaning that at that age the characteristics of students in understanding learning need to be assisted by visualization or additional treatments such as learning media or methods (Juwantara, 2023). In elementary school itself, there is a science subject that studies living things and objects in the universe and their interactions, as well as studying human life as individuals and social beings who interact with their environment (Sulehayanti et al., 2023). One of the themes discussed there is Indonesia Rich in Culture. Based on the results of observations and interviews with grade IV teachers at SD Negeri 4 Gedong Air, it is known that the science learning process is very dry methodical, there is no visualization and is very conventional, like just a lecture, that is not good (Dehyadegaray, 2018). In addition, group collaboration activities are rarely carried out, even though in discussions students can express opinions, submit proposals and suggestions to solve problems that are reviewed from various aspects (Syafuddin, 2017).

Based on the analysis of the needs of learning media used at SD Negeri 4 Gedong Air, there was no learning media based on cultural introduction, especially in the form of Pop-ups. To overcome this, it is necessary to innovate learning media that attract students' attention and encourage students to collaborate with each other. For this reason, the development of pop-up book media is considered important and needs to be combined with the contextual cooperative learning model, because this learning concept can help teachers connect the material taught with the real-world situations of students (Winarni, 2020). In addition, it encourages students to connect it with the knowledge they have (Rusman, 2021). Pop-up books based on cooperative learning will be made as attractive as possible, such as selecting interesting, animated images so that they train critical thinking and bring up meaningful learning through interesting images (Toenlioe, 2018). The material will also be adjusted to the characteristics of students in real or everyday life. The application of a contextual learning approach in science learning is two sides that support each other, so that science education will be able to present learning materials with real conditions in the environment and society (Dewi, 2013). In line with that, various problems of everyday life cannot be solved by relying on one discipline (Inggit, 2023), so that by combining media wrapped in learning models, it is hoped that it can help children think holistically to overcome everyday life problems.

It is hoped that there will be two findings in this study, namely product feasibility and the effectiveness of product use in learning. Along with the findings (Permana & Sari, 2018) that the development of pop-up book media with the results of the feasibility percentage is in the very feasible category. Research (Khoiriyah & Sari, 2018) resulted in an average value obtained by students above the KKM.

In this study, there are at least several relevant literatures that examine the development of pop-up books based on culture wrapped in a cooperative learning model in instilling a global diversity profile in elementary school students, including: Research (Ruyadi & Dahliyana, 2022) entitled Basic competency of Pancasila ideological education for elementary schools in Indonesia, in which it examines the implementation of the urgency of developing the Pancasila ideology through moral development of students as an effort to understand, internalize, and practice Pancasila values in a tiered manner in informal educational institutions. Second, research (Buchory, 2017), entitled The Development Of A Learning Media For Visualizing which aims to design a learning media to improve learning achievement of Pancasila values and attitudes that contain Pancasila values, and proves that its implementation requires communication through media as a visualization of Pancasila values. Third, the writing of (Hendardi, 2022), which reviews how Pancasila affirms religious freedom, analyzes the conditions of freedom of belief in Indonesia as a marker of the level of tension in interactions between religious identities and a portrait of intolerance among students.

METHODS

This research is a development research model. The design used is the ADDIE model, including: (1) Analysis Stage, (2) Planning Stage, (3) Development Stage, (4) Implementation Stage and (5) Evaluation Stage (Juwantara et al., 2023). The surgical tools used are questionnaires, interviews and tests (Juwantara, 2019). This research is analyzed and explained with numbers and descriptively. The steps taken by the author at this stage are to create an appropriate pop-up book animation, the resulting book animation design will then be validated by media and material experts. Furthermore, at the implementation stage, the design of the learning media that has been developed is implemented in the classroom. At this stage, the author's step is to apply the media that has been developed, namely pop-up books. Implementation is carried out on grade IV students of SD Negeri 4 Gedong Air. Finally, the evaluation stage is carried out to measure the achievement of development objectives, the test is carried out at the end after the pop-up book media is used in the teaching and learning process.



Figure 1. ADDIE Model Development Flow

FINDINGS AND DISCUSSION

The research began with a needs analysis stage by considering the needs of students, facilities and infrastructure, and the curriculum implemented in the school. In the design stage, the pop-up book was designed by looking at the geographical location of the school

so that it creates cultural diversity from each individual student. Here is the initial product design:

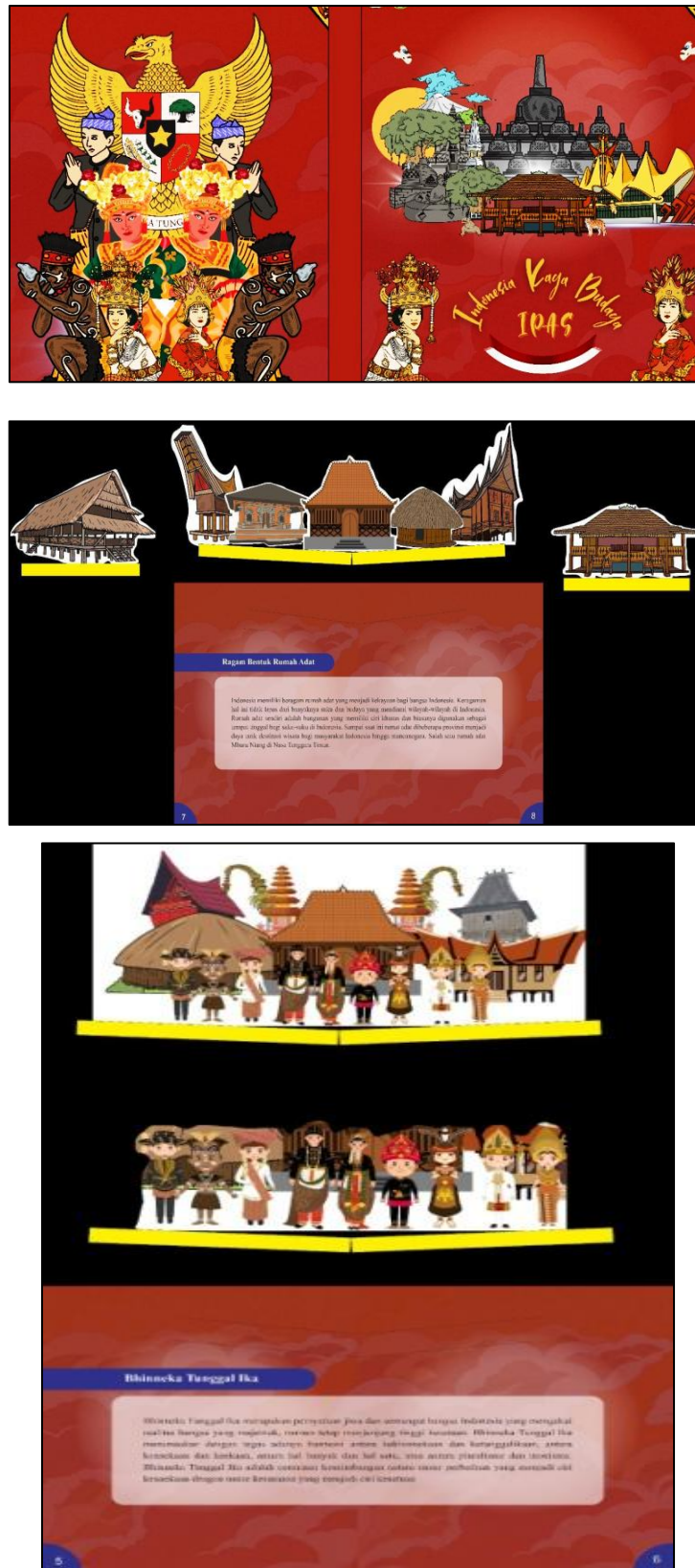


Figure 2. Initial Product Design

Pop-up books are developed according to the design that has been designed. After the pop-up book has been successfully developed, the next step is to conduct a feasibility test. The feasibility test will be validated by 2 experts which includes validation of materials and media. In the validation process, the validator uses the instruments that have been agreed upon in the previous stage. The development of the pop-up was tested by material experts with the instrument used in the form of a questionnaire that had been filled in, obtaining a score of 28 out of a maximum score of 32 and obtaining an average percentage of 87.5% with a very feasible category. It can be analyzed on the aspect of product material that is in accordance with the curriculum and teaching modules. This is in accordance with (Salsabilla, 2023) that the learning process that does not plan teaching modules properly can be ascertained when delivering content to students later it will not be systematic, so that learning is not balanced. In addition, the material contained in the pop-up book is systematic, complete, and easy for students to understand. Furthermore, the results of the validation by media experts with the results of the questionnaire that had been filled in by the material expert obtained a score of 39 out of a maximum score, thus obtaining an average percentage of 97.5% with a very feasible criterion. Pop-up books are considered interesting because they contain interesting, animated images that reflect Indonesian culture which also provide an understanding of the concrete conditions in the surrounding environment according to Piaget's concrete operational stages. Students will be able to think logically about concrete events and classify objects into different forms (Marinda, 2020).

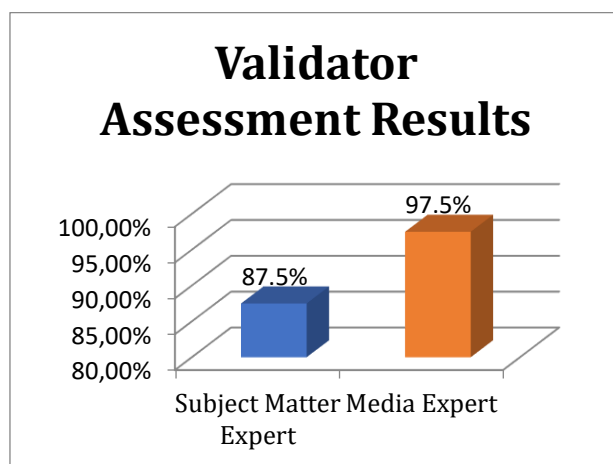


Figure 3. Results of Validation of Pop-Up Product Materials and Media

The results of the educator response test on cooperative learning-based pop-ups showed that the instrument used was a questionnaire with a rating scale of 1-4. The questionnaire filled out by educators obtained a score of 70 out of a maximum score of 72, thus obtaining an average percentage of 97.2% with very interesting criteria, thus the pop-up book was considered feasible. In line with educators, good responses were also obtained from students, where the figures obtained from 17 students tested resulted in 99% with a very interesting product interpretation. The product effectiveness test was carried out to fulfill the evaluation stage, namely the final stage where the learning carried out was evaluated to determine the effectiveness of the product in instilling students' Global Diversity profiles by showing habits such as wanting to know more about culture and exchanging stories about each student's culture. Finally, some of the improvements made include improving the final test questions, improving image animations and improving the animation of the Bhinneka Tunggal Ika sub-material by considering the results of the responses of material experts, media, educators and students.



Figure 4. Final Product

The above are the results of the development, revision and refinement of the product of the pop-up book of culture based on cooperative learning for grade IV students. In the evaluation stage, an instrument was used in the form of a post-test related to the knowledge that students had learned from the pop-up book. The questions submitted consisted of 20 multiple-choice questions, out of 17 students, 10 students got high category scores and 7 students got very high category scores and the average score obtained from all students was 87% with an effective category. In accordance with the results of the study (Astra, 2018) the development of contextual-based pop-up book media in social studies learning can have a positive impact on students. From the results of the effectiveness test, the pop-up book was proven to be suitable for use as a media that is one of the sources of learning for introducing elementary school students' culture. Pop-up books are expected to continue to be used by educators in the teaching and learning process and can be published again with various materials.

CONCLUSION

Based on the research results, the results of material validation were 87.5%, media validation 97.5%. The results of the teacher response test were 97.2%, the student response test was 99% with the category of very feasible and very interesting. The effectiveness test obtained an average of 87%, thus the pop-up book media can be said to be effective in supporting the teaching and learning process. This study shows that the development of pop-up book products based on cooperative learning is very much needed and worthy of being disseminated. The findings in this study indicate that pop-up book products have proven to be able to build meaningful learning through cooperative learning, especially to support students' understanding of the introduction of regional culture and the absorption of global diversity profiles.

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