



# Development of Islamic Religious Education Learning Media Based on Pop-up Books on Taharah Material at SDN 95 Tanete, Maiwa District, Enrekang Regency

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## ABSTRACT

Using appropriate learning media will make students more interactive in the teaching and learning process. One of them is realized by developing media that can improve student learning outcomes. Therefore, researchers took the initiative to develop books as a medium that can attract students' attention. With the pop up book, it is hoped that it will make it easier for students to understand difficult material. The material used is taharah material with the subject of ablution. This type of research is Research and Development, with the ADDIE development model which has 5 systematic research stages, namely analysis, design, development, implementation and evaluation. Product trials were carried out on grade 2 students at SDN 95 Tanete, Maiwa District, Enrekang Regency. Data collection instruments were used to obtain data, namely interviews, tests and questionnaires. Meanwhile, the data analysis technique uses N-Gain Score. The results of research on developing pop up books as learning media show that, 1) the media aspect obtained material verification results 1 and 2 of 80% and 85% in the valid category, the media aspect obtained verification results of 80% in the valid category and the PAI learning aspect obtained the verification results were 87.5% in the very valid category, 2) pop up books were included in the practical category for use as PAI learning media with analysis results of 80%, 3) this media was included in the effective category for use based on the results of the posttest and pretest with the calculation results N-Gain for basic competencies 3.9 and 4.9 is 0.5 and 0.7.

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## 1. INTRODUCTION

The learning process is essentially a teaching communication process. The presence of media has an important meaning because it is involved in activities. The lack of clarity in the material presented can be helped by presenting the media as an intermediary. The complexity of the material that will be presented to students can be simplified with the help of media and media can also represent the teacher's shortcomings in saying it through certain words or sentences, even the abstractness of the material can be made concrete with the presence of media. This media is very helpful because it is one of the factors that really supports learning.

Success in the learning process cannot be separated from supporting factors such as the learning environment, learning resources, teacher skills, motivation from educators and students and the availability of learning media. The existence of learning media in the learning process provides its own space, both for educators and students. Learning media is not only considered a complement, but is also considered the heart of learning. Learning activities are carried out by the teacher, therefore the teacher must demonstrate and develop these dynamic elements during learning.

Activities to develop elements that support learning are expected so that they can interpret learning well and master the material that has been presented. To be able to achieve this goal, all of this cannot be separated from the teacher's professional ability to be creative in presenting lessons that are stimulating and

challenging, can foster students' learning motivation and provide reinforcement as an action that needs to be carried out by the teacher as well as providing feedback in the hope that students will know how far he has succeeded in mastering a material. The reality that occurs in the world of education is that many students are less enthusiastic about studying material for various reasons. In order to avoid these symptoms, educators must choose and organize lesson material in such a way that it can stimulate and challenge students to participate in learning with enthusiasm.

The use of learning media is one of the things that really supports learning because it has an impact on the success of learning carried out by educators. Students will become more enthusiastic and enthusiastic in participating in learning, improving their ability to understand teaching materials and skills in using media. The use of media and educational quality has a reciprocal relationship with the results obtained by students. One thing that can be a benchmark is that students can understand the material that has been given during the learning process.

Good understanding will make it easier for students to apply what they have learned during learning in everyday life, especially material that is related to activities carried out every day. One of the materials that is very important for students to understand and needs to be applied in everyday life is taharah material in Islamic Religious Education (PAI) subjects.

Taharah has a very important position in Islamic law. Islam in its teachings is very concerned with human hygiene from waking up until going to sleep again. Apart from that, hadats and impurity prevent us from worshipping Allah such as performing prayers, fasting, performing tawaf and holding the Koran, so purification is the key to being able to carry out worship. The Fuqaha always place the taharah chapter at the beginning of the chapter discussion. This shows how important the taharah issue is, especially the ablution material. Taharah is not only enough to know, but also must be practiced correctly, both hadas and najis. For this reason, discussion of this material must start early while still following strategies or methods that are adapted to the age of the students.

Discussion of material in the learning process cannot be separated from the existence of a problem, including material about taharah in Islamic Religious Education subjects in elementary schools. Based on initial observations made at SDN 95 Tanete, Islamic Religious Education (PAI) teachers have provided material that is in accordance with what is stated in the education program. However, in reality there are still students who cannot understand the taharah material and practice ablution correctly according to what has been taught, so the author considers that other media are needed to support PAI learning on taharah material, especially wudu material so that the learning objectives can be achieved.

Initial observations made by the author looked at the media used in the learning process, Islamic Religious Education teachers were of the opinion that the available media were textbooks without any other media support in the learning process, this was due to the unavailability of supporting facilities such as LCDs. Apart from that, the author has also conducted literature studies from various sources relevant to the development of taharah materials and pop-up book media. Based on this, the author will develop a pop-up book media with discussion of taharah material. This media is a book media that contains 3-dimensional elements. When the page is opened, the inside can produce movement and provide a more interesting visualization.

This study aims to determine the procedure for developing pop up book based learning media on taharah material for grades 1 and 2 of SDN 95 Tanete. And to find out the level of validity, practicality and effectiveness of pop up book based learning media on taharah material at SDN 95 Tanete.

## **2. METHODOLOGY**

This type of research is Research and Development, with the ADDIE development model which has 5 systematic research stages, namely analysis, design, development, implementation and evaluation. Product trials were carried out on grade 2 students at SDN 95 Tanete, Maiwa District, Enrekang Regency. Data collection instruments were used to obtain data, namely interviews, tests and questionnaires. Meanwhile, the data analysis technique uses N-Gain Score.

## **3. RESULTS AND DISCUSSION**

### **3.1 Goal Achievement**

Development of pop-up book-based Islamic Religious Education learning media at SDN 95 Tanete using the ADDIE model procedure. This model follows five stages that must be carried out sequentially by researchers so that the media developed can become valid, practical and effective media. The development of this media has been clearly detailed in the research results section.

The media development process begins with analyzing the students who will be the research subjects. Apart from that, interviews with Islamic Religious Education teachers at SDN 95 Tanete are also an indispensable source for researchers to obtain more information regarding the conditions, abilities and characteristics of students at that school. After carrying out the analysis, the researcher will enter the planning

or design stage.

The planning or design stage is a very important stage to achieve maximum media development. This is because at this stage the researcher will design the book cover, book contents and other related things. At this stage, researchers need help from online applications that can support the display and text in the media and book covers to become more attractive.

The next step is the development of media that has been designed at the design stage using materials that have been prepared. After the media is finished, the researcher will then look for the right validator to validate the media being developed. The validation required includes material validation, media validation and validation from Islamic Religious Education teachers at the school where the research is conducted. At this stage the following data were obtained: 1) Validation from material experts got results of 80% and 85% which were in the valid category, 2) Validation from media experts got 80% results which were in the valid category, 3) Validation from educational practitioners who is a PAI teacher at SDN 95 Tanete who achieved 87.5% in the very valid category.

The next step is to conduct a trial on a small-scale group selected at random. This group consists of 6 students who will be distributed a questionnaire to obtain information about whether this media can be implemented in large-scale groups or not. The results of the questionnaire obtained a score with a presentation of 93% and included in the very good qualifications.

The next stage is implementation in large-scale groups of 13 students. Next is the evaluation stage. At this stage, before using media in the learning process, test instruments and checklists are distributed to obtain initial information on students' knowledge and understanding. After completing the instrument, the learning process using pop-up book media is applied.

When the learning process is complete, the next step is to redistribute tests and checklists to get information on the differences before and after using the media. As for the final result, this media has reached the standards of validity, practicality and effectiveness.

In previous research, there was research in the UNNES National Postgraduate Seminar article in 2020 with the title "Pop-Up Book Media as a Post-Covid-19 Pandemic Learning Media". The second research is research with the title "Development of Pop-Up Book Media Based on Jepara Folklore as an Effort to Grow Student Literacy in Elementary Schools" conducted by Puguh Ardianto Iskandar in his thesis with the research results showing that the use of this media fosters literacy for students and is effective. pop-up book media applied.

The results of the research have in common that the use of this media is effective in its use, what is different is that the research conducted by the researcher did not examine whether it fostered literacy in students or not. The third research is research conducted by Mahmudah, in his thesis with the title "Development of Pop Up Book Based Learning Media on Hajj Material for Class V MI Yaumi Grobogan Students" with the results of the research showing that students' understanding increased and the use of pop up book media was effective for increasing understanding of the Hajj material for class V MI Yaumi students. The similarity between this research and the research that the author will carry out is the use of the same development model, while the difference lies in the material that will be applied in the pop up book media. In this research, we develop material about Hajj, while in the research that the author will carry out we develop material about taharah.

The fourth research is research with the title "Education of Nationalist Values using Pop Up Book Media to Improve Critical Thinking in Class V Elementary School Students" in the journal Basic Education Review: Educational Studies and Research Results. The research results show that there is a significant influence on students' critical thinking with the use of pop-up book media. The similarity between this research and the research that will be carried out by the author is that it uses development research in pop up book media, while the difference lies in the development model used. This research uses the Borg and Gall model, while the research that the author will conduct uses the ADDIE model.

The research results show that pop-up book media both improve students' abilities in the various aspects studied, the difference is that this research and previous research did not examine the same variables. One of the similarities lies only in the media developed, namely pop-up book media.

### **3.2 Research Findings**

The pop up book that has been developed is then applied to students to carry out trials on research subjects. The trial was carried out on 19 June-26 June 2021 for grade 2 students at SD Negeri 95 Tanete. Researchers took a sample of 13 students from class 2. The implementation was adapted to PAI learning in general by using lesson plans that already apply pop-up books as learning media.

The first step taken during the implementation process was to discuss with the PAI learning teacher. At the time of the research the teacher was still carrying out the learning process using textbooks on material about ablution. From the results of the discussion, information was obtained about the learning process, then the researchers discussed the use of pop-up book media in the PAI learning process with ablution material.

The findings in this media development research are that the media has been developed in accordance with the ADDIE model procedures with the research results showing that this media produces valid, practical and effective results.

### 3.3 Strengths and Weaknesses of Research Results

The advantage of the results of this research is that readers get information that pop-up book media is an effective media used in the learning process for 2nd grade elementary school children, this media can be applied to materials created by researchers or developers.

Meanwhile, the weakness is that this media requires quite a long processing time and requires high concentration. Apart from that, the score to measure the effectiveness of the media applied must take into account the number of students in the class. If you only use one media with a number of students above 15 it will be very difficult. Apart from that, it must be taken into account in accordance with Sugiyono's opinion that carrying out development research requires quite large sources of funds and resources because there are products that must be produced. According to Sugiyono (2009), some examples of research and development products can be; 1) Specific curriculum for certain educational needs, 2) Teaching methods, 3) Educational media, 4) Textbooks, 5) Modules, 6) Competency of educational staff, 7) Evaluation system, 8) Competency test model, 9) Spatial planning class for a particular learner model.

### 3.4 Research Barriers

In conducting research, there were several obstacles that the author encountered in collecting data in completing and enriching the data that will be presented in this research. There were several things that made it difficult to observe the research, namely: 1) Difficulty adjusting the schedule between the researcher and the informants who will be researched. , 2) Insufficient data obtained in the field, 3) Lack of clarity about the learning methods used by teachers for children with Down syndrome, 4) Limited time required to obtain data in the field. 5) Distance limitations in obtaining the required data if the required data is lacking. 6) Difficulty in getting the telephone number of the informant concerned, 7) Difficulty in arranging a schedule for conducting interviews with informants to meet the material needs in the research. 8) The writer's unstable health condition results in miscommunication. 9) It is difficult to get reference information about pop-up books from books.

## 4. CONCLUSION

This study concludes that the pop-up book planning process first analyzes students' needs, then the researcher carries out the design by selecting the pop-up book technique that will be used. The next step is to assess the validator with the results of a) verification with material experts showing 80% and 85% in the valid category, b) verification with media experts showing 80% in the valid category and c) verification with educational practitioners showing 87.5% in the category valid. The three validator assessments indicate that the pop up book as a learning medium is valid and can be used by grade 2 students at SDN 95 Tanete in Islamic Religious Education lessons on material about taharah.

The implementation of pop-up book media was carried out directly in the classroom to obtain test data from the subjects. This data is the response of students after using the pop-up book which shows 93% in the very good category and suitable for use in the Islamic Religious Education learning process in grade 2.

Evaluation of the development of pop-up books as a learning medium shows that the results of implementation in Islamic Religious Education learning in class 2 show better changes. This is proven by comparing the values before using the media and after using the media. The results of the N-Gain calculation after being given the posttest and pretest instruments show that the achievement scores for basic competencies 3.9 and 4.9 are 0.5 and 0.7 which are included in the effective category. In addition, the achievement level for product practicality reached 80% using practical criteria. Thus, the use of pop-up book media is an effective medium in the PAI learning process on taharah material, especially material on ablution.

## 5. RECOMMENDATION

Product Utilization Suggestions: For students, pop up books as learning media can be used to study individually or in groups regarding material on Multiethnic and Multireligious Integration in Facing Conflict in Social Life. For social studies teachers, pop up books can be used as an intermediary tool for conveying information to students on the material Multiethnic and Multireligious Integration to Deal with Conflict in Social Life.

Suggestions for further product development, pop up books need to develop more pop up techniques to give a unique impression and attract students' attention when reading. And pop up books have gone through several stages of assessment and revision to produce learning media products that are interesting and practical for students to use during the learning process. However, to get the best quality books you should be able to carry out further development.

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