

Development of Pop Up Book Media for Date Material with an In-Depth Learning Approach in Elementary Schools

Yanti Sumarni¹, Mulyadi Eko Purnomo², Indah Wigati¹, Hamidah¹, Amilda¹, Mardiah Astuti¹, Maryamah¹

¹ Universitas Islam Negeri Raden Fatah Palembang, Indonesia

² Universitas Sriwijaya Palembang, Indonesia

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ABSTRACT

This research is a developmental study aimed at producing valid, practical, and effective Pop-Up Book learning media using a Deep Learning approach to improve student learning activities. This development utilizes Rowntree's development model and Tessmer's formative evaluation. This developmental research was conducted at SD Negeri 05 Indralaya. This study demonstrated that the Pop-Up Book media was validated for its validity and practicality. The validation results were categorized as very valid by the material (content) experts, with a score of 88, and by the media experts with a score of 88, indicating that the Pop-Up Book media has been validated. The one-on-one testing phase yielded an average N-Gain of 0.77 for the three stories, categorized as high. The small group evaluation phase yielded an average N-Gain of 0.84 for the three stories, categorized as high. The field testing phase yielded an average N-Gain of 0.80 for the three stories, categorized as high, indicating that the product is highly practical and easy to use for children. The results of this study are expected to enable teachers to use Pop Up Book media using the Deep Learning approach and for other researchers as a reference for developing Pop Up Book media with other materials.

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Corresponding Author:

Yanti Sumarni

Universitas Islam Negeri Raden Fatah Palembang, Indonesia; yantisumarni@gmail.com

1. INTRODUCTION

Islamic Religious Education (PAI) is an effort to prepare students to understand, believe in, internalize, and practice Islam. This goal is realized through guidance and teaching activities, while also emphasizing the importance of respecting other religions. This is intended to maintain harmony between religious communities in the general public and to achieve national unity (Majid, 2019). The PAI learning process strives to empower students to learn, feel the need to learn, be motivated to learn, desire to learn, and be encouraged to continuously deepen their understanding of Islam. This aims to

foster an understanding of the correct way to practice religion and Islam as a science (Dwijantie, 2025). Learning Islamic Religious Education can be interpreted as an effort to make students able to learn, motivated to learn, willing to learn and interested in continuously learning what is actualized in the Islamic Religious Curriculum as a comprehensive student's needs which result in several relatively permanent changes in a person's behavior both in cognitive, affective and psychomotor (Agusniar, 2015). The meaning of learning Islamic Religious Education is guidance to become a strong Muslim and capable of realizing the teachings of Islamic Religious Education in everyday life so that they become human beings. Therefore, the instillation of Islamic Religious Education is very important in shaping and grounding students. By instilling Islamic religious education from an early age, it is hoped that students will be able to develop solid, strong, and independent individuals guided by Islam (Ramayulis, 2014). Islamic Religious Education (PAI) learning in elementary schools has a vision of realizing and fostering perfect (ikaffahi) religiousness in students at the elementary school level (Abdul Hakim, 2000). The mission of Islamic religious education is to shape students with functional and sustainable faith in worshipping Allah SWT, to shape students' personalities with noble morals, and to foster religious issues in Islamic schools based on tolerance and true peace. Islamic Religious Education in Elementary Schools aims to foster and develop faith through the provision, cultivation, and development of knowledge, appreciation, practice, habituation, and experience of students about Islam, so that they become Muslim humans who continue to develop their faith and piety towards Allah SWT and to realize Indonesian humans who are religious and have noble morals, namely humans who are knowledgeable, diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant (tasamuhi), maintain harmony personally and socially and develop religious culture in the school community. The scope of Islamic Religious Education in Elementary Schools includes aspects, namely: the Qur'an and Hadith, Creed, Morals, Fiqh, as well as Islamic History and Culture. Islamic Religious Education emphasizes balance, harmony, and compatibility between the relationship between humans and Allah SWT, the relationship between humans and other humans, the relationship between humans and themselves, and the relationship between humans and the surrounding environment (Ritonga, 2019). Islamic History and Culture is an art that discusses temporal events from the perspective of their specificity and temporal determination. Its objects are humans and time. Its problems are circumstances that describe the parts of the scope of situations that occur to humans within a given time.

The implementation of Islamic Religious Education learning related to Islamic History is carried out more effectively by using learning media. Learning media are everything used and support learning, such as tools, the environment, and all forms of activities designed to increase knowledge, change attitudes, or develop skills during learning (Arsyad A, 2015). Educators play a crucial role in determining the use of learning media. Some learning media can include film, radio, diagrams, and 3D media (Andrianto, 2019). Therefore, media is needed as a channel for conveying messages from teachers to students so that the information in the lesson can be well received.

One media that teachers can use to develop students' intelligence and imagination regarding a story in Islamic religious education learning on the Tarikh teaching material is by utilizing Pop-Up Book media. Pop-Up Books are a three-dimensional learning medium that can stimulate students' imaginations and enhance their knowledge, making it easier for them to understand the structure of a story or object and improving their understanding (Hanifah, 2017).

Pop-Up Books can convey a variety of stories, ranging from knowledge about animals, a country's geography, culture, history, and religious activities to imaginary stories like fairy tales, fables, and engineering stories, which are increasingly popular and developing in Indonesia (Barsihanor et al., 2020). Pop-Up Books are considered to have a unique appeal for students because they can present

visualizations with shapes created by folding, moving, and appearing, providing surprise and awe for students as they open each page (Ajhuri, 2019).

The results of a study conducted by Yuliawati entitled "The Effectiveness of Pop-Up Book Media on Cultural Diversity Material on Learning Interest in Fourth Grade Students of Min 1 Purworejo" revealed differences in learning interest among students treated differently, with the use of Pop-Up Book media being effective. The results of her research indeed demonstrated the effectiveness of Pop-Up Book learning media in influencing student interest (Yuliawati, 2022).

A preliminary study was conducted at three schools in Ogan Ilir: SDN 05 Indralaya, SDN 11 Indralaya, and SDN 08 Indralaya. Several issues were identified in the teaching of Islamic religious education, particularly regarding Islamic history and culture, which should be emphasized. This preliminary study was conducted once at all three schools.

The first interview was conducted at SDN 05 Indralaya on May 27, 2025. The researcher interviewed an Islamic religious education teacher, Sri Abidah, S.Pd.I., at Indralaya Elementary School. She stated that Islamic religious education lessons, particularly on Islamic history and culture, typically use printed textbooks, with the teacher telling a story in front of the class, while the students simply listen. However, using only printed textbooks and the teacher telling a story leads to students being less motivated in the lesson because it is too monotonous. The lack of learning media makes students less motivated in the learning process (Abidah, 2025).

A further interview with a teacher at SDN 11 Indralaya on June 2, 2025, revealed that SDN 11 Indralaya uses learning media, specifically for Islamic religious education, but only flashcards and magazines. Learning Islamic religious education on Islamic history and culture requires the development of learning media that support the learning of Islamic history and culture.

Furthermore, an interview with Harrti Roewaningsih, S.Pd.I., a teacher at SDN 08 Indralaya on June 5, 2025, revealed similarities with the previous three elementary schools: in teaching Islamic religious education (IS) on Islamic history and culture, teachers primarily use storytelling, utilizing storybooks and magazines to support the learning, and several teaching aids.

Based on a needs analysis conducted at the three schools, it was found that the limited use of a few learning media, and the methods employed during the learning process, resulted in a lack of student motivation and a lack of imagination in engaging with stories within Islamic culture. The problem faced was that the methods and media used by teachers in interacting with students were lacking in variety and monotonous, making it difficult for students to visualize the subject matter. This is because elementary school students are still in the concrete thinking stage (Pratiwi, 2018).

Given the reality on the ground, learning innovation is needed to increase student motivation so that learning can be effective and enjoyable. Based on the problem description above, the author is interested in conducting research entitled "Developing Pop-Up Book Media for Date Material with a Deep Learning Approach in Elementary Schools."

2. METHODS

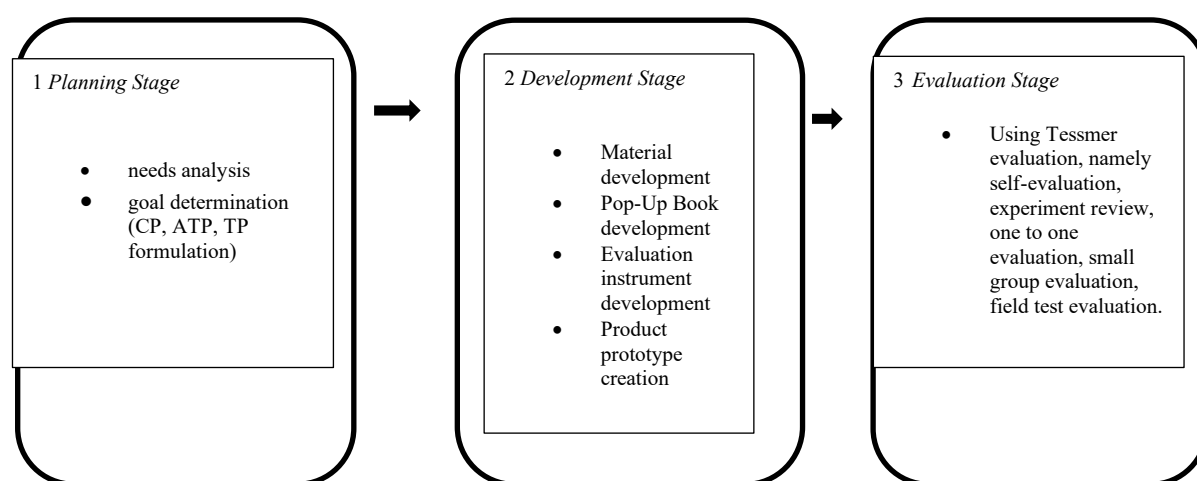
The method used in this research is the research and development method (research & development). Borg and Gall and Gall said that "educational research and development (R&D) is a process used to develop and validate educational production". Based on this definition, research and development (R&D) in education is a process used to develop and validate educational products (Arikunto, 2019). Therefore, a series of research and development steps are carried out cyclically, with each step always referring to the results of the previous step, ultimately resulting in a new educational product. This research uses the Rowntree development model and Tessmer's evaluation stage (Sugiyono, 2019). This research uses media products as objects to be developed and updated to produce new products whose validity and practicality have been tested. The purpose of this research

is to produce a product in the form of a Pop-Up Book as a learning medium for instilling the exemplary values of the prophets.

Development Procedure

The Rowntree model is used in research and development. This is because the Rowntree model specifically focuses on producing a Pop-Up Book. This model emphasizes three main stages in development: (1) Planning Stage. This stage involves analyzing needs and determining development objectives. This stage also includes identifying target characteristics, materials, and the context of their use. Rowntree states that thorough planning is essential for producing effective and relevant learning media (Rowntree, 1994). (2) Development Stage. This stage focuses on the process of creating or developing the product/learning media. This stage involves content design, selecting delivery strategies, developing evaluation instruments, and creating a product prototype. According to Rowntree,

The Rowntree development model was used because it significantly supports the achievement of research objectives. The research procedure for this model involves the following three stages:



3. FINDING AND DISCUSSION

A. Finding

a) Planning Stage Results

The product developed in the following study is the development of a Pop-Up Book media for instilling the exemplary values demonstrated by the prophets. This is implemented through three steps using Rowntree's model: design, development, and evaluation. In the design stage, analysis is conducted to evaluate student development and needs. In the development stage, a product design is created, while assessment is carried out in the evaluation stage by testing the product (Husanah et al., 2019). Formative evaluation, according to Tessmer, includes four steps: expert review, self-evaluation, small group evaluation, and one-on-one evaluation (Waruwu, 2023). The following explanation and steps describe the development of the Pop-Up Book media for instilling the exemplary values of the prophets:

1. Needs Analysis

The development and needs analysis was conducted at three elementary schools in Ogan Ilir: SDN 11 Indralaya, SDN 05 Indralaya, and SDN 08 Indralaya. The target school for this phase, Elementary School 05 Indralaya, was interviewed on May 27, 2025, with teacher Sri Abidah, S.Pd.I., at Elementary School 11 Indralaya on June 2, 2025, with teacher Pariha, S.Pd.I., and at Elementary School 08 Indralaya

on June 5, 2025, with teacher Harti Roewaningsih, S.Pd.I. The following interviews were conducted to obtain data on the learning tools used to teach the value of the prophets' role models, as well as the potential of the school and students.

Based on the results of a needs analysis conducted by three elementary school Islamic Religious Education (PAI) teachers, it was found that the Tarikh (Tahrir) teaching of the exemplary Prophets Zacharias (AS), Jonah (AS), and Yahya (AS) still faces several challenges. All three teachers emphasized that most students tend to simply memorize the storyline without understanding the deeper moral message. Some students even quickly forget the story's content, including the sequence of events and the names of the characters involved. This indicates that Tarikh learning tends to remain at a surface level, where students simply memorize surface information without any reflection or internalization of values (Fullan et al., 2018). This situation is exacerbated by the limitations of the learning media currently used, such as textbooks, lectures, printed materials, and short videos, which are considered uninteresting, monotonous, and not fully relevant to the theme of the Prophet's story. The following study aligns with Fitriani's study, which states that elementary school students tend to have difficulty understanding Tarikh material when taught solely through lectures without the support of contextual media (Purnomo, 2014).

Furthermore, teachers also revealed that while textbooks have the advantage of being curriculum-aligned and easily accessible, they fail to deliver interactive and meaningful learning. The dominant use of lectures actually makes students passive, while the occasional videos shown do not always align with the material being taught (Sapriyah, 2019). These findings align with Mayer's theory of multimedia learning, which emphasizes that the success of learning media is greatly influenced by the integration of relevant text, images, and visualizations that actively engage students (Tresnawati, 2015). This is reinforced by research by Sari, which explains that visual-based media such as Pop-Up Books can optimize student memory by up to 75% compared to using text-only media. Therefore, teachers' primary need is teaching materials that can shift learning patterns from passive to active, from mere memorization to understanding, and from listening to experiencing (Sari, 2023).

Furthermore, the three teachers expressed the need for visual, concrete, interactive, and applicable media so that students can more easily understand the stories of the prophets and relate exemplary values to everyday life. Teacher A emphasized the importance of media that encourages critical discussion and in-depth reflection, while Teacher B highlighted the need for media that can increase learning motivation and instill a religious attitude from an early age. Teacher C stated that students only memorize the storyline without being able to learn from the examples. These differing emphases are actually complementary, as the need for cognitive (deep understanding), affective (religious attitudes), and motivational (interest in learning) aspects suggests that the media developed must be holistic (Fullan & Langworthy, 2014). Research by Prasetyo supports these findings, where the use of interactive, story-based media has been shown to improve critical thinking skills while fostering empathy and religious attitudes in elementary school students. In other words, Tarikh learning media should focus not only on storytelling but also on the internalization of religious values and character development in students (Prasetyo, 2021). Overall, the three teachers had high hopes for the development of Pop-Up Book media using a Deep Learning approach. This media is believed to provide a more meaningful learning experience because it combines visual elements, narrative, and interactivity, facilitating active student engagement. Research by Handayani even demonstrated that the use of Pop-Up Books in Islamic Religious Education (PAI) learning can optimize student learning interest by 40% and encourage more active classroom discussions (Handayani, 2021). With a Deep Learning approach, students not only memorize the stories of the Prophets Zacharias (AS), Yunus (AS), and Yahya (AS), but also connect these exemplary values to the realities of everyday life. Therefore, the results of this needs analysis provide a strong foundation for the development of deep learning-based

pop-up book media as an innovative solution to optimize the quality of Islamic Religious Education teaching in elementary schools, while strengthening students' internalization of the exemplary values of the prophets.

Character education not only helps students develop good character but can also promote academic success. Therefore, character values are crucial as a foundation for creating a prosperous and civilized society. These observations became the primary reason for developing the Pop-Up Book media to instill the exemplary values of the prophets. As stated in the graduate profile, the exemplary values of the prophets should be instilled in students from an early age: 1) faith and devotion to God Almighty, 2) independence, 3) cooperation, 4) citizenship, and 5) communication skills (Mustaghfirin & Zaman, 2025). This is crucial because student development requires the instillation of these exemplary values from an early age.

2. Determining Objectives (Formulation of CP, ATP, TP)

Learning objectives for instilling the exemplary values of the prophets are determined by examining the ATP (Learning Objective Flow), CP (Learning Outcomes), and the learning objectives of the historical material, namely the stories of the prophets Zacharias (peace be upon him), Jonah (peace be upon him), and Yahya (peace be upon him).

b). Development Stage Results

1. Material Development

The material presented to students is a method for instilling the exemplary values of the prophets through Pop-Up Books. This medium allows students to play and interact, enabling them to understand the character values taught by the prophets. The material used for students is the Exemplary Values of the Prophets. The Pop-Up Books contain stories and narratives presented in a visual format, containing moral values consistent with the stories (Lestari, 2018). The supporting components of the stories are then presented in an engaging three-dimensional format. The graduate profile for the Exemplary Values of the Prophets material includes: 1) faith and devotion to God Almighty, 2) independence, 3) collaboration, 4) citizenship, and 5) communication. The Pop-Up Books contain moral values that students can apply, based on the Exemplary Values of the Prophets, to their daily lives. The material in the following Pop-Up Books meets the criteria for the Merdeka curriculum regarding Graduate Profiles.

Character education that instills the exemplary values of the prophets requires media that can support the learning process. For example, books that can capture students' attention during the learning process. This approach will encourage students to feel enthusiastic and motivated in the learning process, thereby instilling the exemplary values taught by the prophets.

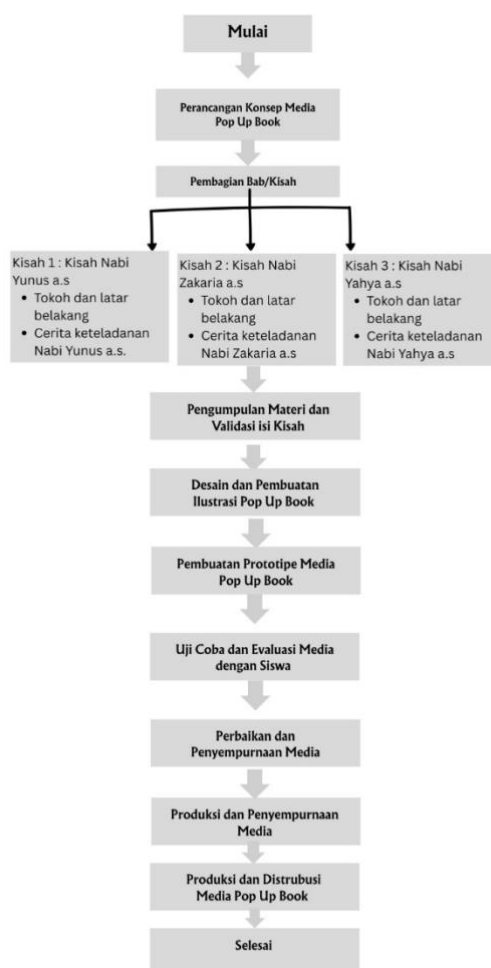
2. Pop-Up Book Design

The following Pop-Up Book media measures 26cm x 17cm x 7cm. In creating this Pop-Up Book, a 3D design was used, and all additional elements were aligned with the subsection on the exemplary values of the prophets in character education for students. According to teaching materials offer several benefits, including (1) standardizing the delivery method, (2) making learning clearer and more engaging, (3) making learning stages more interactive, (4) saving energy and time, and (5) optimizing the quality of learning outcomes. Therefore, teaching materials have a significant impact on classroom learning, attracting student interest and optimizing learning motivation.

Teaching and learning activities in elementary schools require devices that can support learning, such as visual aids or other media. The media used during the learning phase must be able to immerse students in their world, thus stimulating their motivation during the learning phase in the classroom.

a) Flowchart

In developing the Pop-Up Book media, the flowchart design consists of the following activities: designing the Pop-Up Book concept, dividing the chapters/stories into sections, collecting materials and validating the story content, designing and creating Pop-Up Book illustrations, creating a Pop-Up Book prototype, testing and evaluating the media with students, improving and refining the media, producing and refining the media, producing and distributing the Pop-Up Book, and completing the process. The Pop-Up Book media flowchart design can be seen in Figure 4.1 below.



b) Story Board

The outline of the media content that has been prepared serves as the basis for designing the Pop Up Book media, complete with the media script (storyboard). Authors should discuss the results and how they can be interpreted from the perspective of previous studies and of the working hypotheses (Hariani, 2018). The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted (Nabila et al., 2021). The following components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

3. Preparation of Evaluation Instruments

The evaluation instruments for the pre-test and post-test are as follows.

LEMBAR LATIHAN AKHIR BAB 10

Kisah Nabi Yunus a.s.

A. Isian singkat
1. Doa Nabi Yunus a.s. dalam perut ikan terdapat dalam Alquran surat ayat
2. Ikan yang menelan Nabi Yunus a.s. adalah ikan....
3. Tiga sifat keteladanan Nabi Yunus a.s yang harus di contoh yaitu
1).....
2).....
3).....
4. Tiga kegelapan yang dialami Nabi Yunus a.s. yaitu:
1) Kegelapan.....
2) Kegelapan.....
3) Kegelapan.....

LEMBAR LATIHAN AKHIR BAB 10

Kisah Nabi Zakaria a.s.

B. Isian singkat
1. Tiga sifat keteladanan Nabi Zakaria a.s. yaitu:
1).....
2).....
3).....
2. Nama anak Nabi Zakaria a.s. adalah.....
3. Kehamilan istri Nabi Zakaria a.s. ditandai dengan mulutnya tidak bisa berbicara selama..... hari.
4. Nama istri Nabi Zakaria a.s. adalah.....

LEMBAR LATIHAN AKHIR BAB 10

Kisah Nabi Yahya a.s.

C. Isian singkat
1. Tiga sifat keteladanan Nabi Yahya a.s. yaitu:
1).....
2).....
3).....
2. Nama ayah Nabi Yahya a.s. adalah.....
3. Nama raja yang dilarang Nabi Yahya a.s. menikahi anak tirinya yaitu raja.....
4. Nama anak tiri raja yang dilarang Nabi Yahya a.s. untuk dinikahi adalah.....

4. Product Prototype Creation

After completing the content development, the next stage was prototype creation. A draft instilling the exemplary values of the prophets was created and enriched with material on these exemplary values. Researchers created three stories for one product in the form of a Pop-Up Book. The result of this entire development process was the first prototype.

The prepared materials were transformed into narratives, then the layout and content of each material were designed. Each material referred to the Learning Outcomes (CP) and Learning Objectives (TP) in the Independent Curriculum. Illustrations were aligned with the content used. The product production phase followed the previously developed design. During the development phase, preparations for self-evaluation and expert review were conducted. Instruments were prepared to evaluate the Pop-Up Book media, including validation of the media design and validation of the content/materials.

The researchers conducted a self-evaluation on the results of prototype 1. During the development phase, evaluation tools were developed to evaluate the Pop-Up Book, which aims to instill the exemplary values of the prophets. This assessment examined the book design, material or content aspects, and formative assessment sheets used to evaluate student learning outcomes related to the use of Pop-Up Books. The assessment tools consisted of documents to validate the media design and the material or content. The results of the first prototype were then subjected to an expert review process conducted by two validators.

In prototype 1, developed by the author, the author received assistance from experts, specifically media and content experts, to provide input and recommendations regarding the feasibility of the product designed in prototype 1. This product will then be used in the next phase for testing with students. For the first prototype, the researcher received feedback from experts who explained that the size of the product produced in this prototype was too small and the content structured in prototype 1 was too dense, resulting in the layout of activities on each page of the Pop-Up Book appearing disorganized. Taking various factors into consideration, along with the opinions and recommendations from the experts, the researcher developed a second prototype to optimize the first prototype. This prototype, which received input and comments from media and content experts, will then be applied in the evaluation phase.

B. Discussion

This phase aimed to assess the practicality of using Pop-Up Book media on a larger scale, encompassing all 24 students in grade II C. The field trial was conducted on August 25, 2025, at SD Negeri 05 Indralaya, Ogan Ilir Regency. The time allocation for this phase was 6 x 35 minutes (one meeting). Prototype 3 was conducted by teachers and students learning together using Pop-Up Book media using a Deep Learning approach. Through the Pop-Up Book learning medium with a Deep Learning approach, students were divided into four groups of six students each.

This phase involved the entire class of 24 students to determine the effectiveness of Pop-Up Book media and the Deep Learning approach in a real-life learning situation. Significant improvements in understanding of the Tarikh material were observed. Students were able to recall the story line well and understand the exemplary values of each prophet. Students' affective aspects developed, with many expressing a desire to emulate the repentance of Prophet Yunus (peace be upon him), the patience of Prophet Zakaria (peace be upon him), and the courage of Prophet Yahya (peace be upon him). Student enthusiasm remained high, despite the large-scale learning. This media was very helpful in conveying historical material previously considered abstract or difficult to explain. Evaluation of learning outcomes showed that the majority of students achieved or even exceeded the Minimum Competency (KKM), both in cognitive and affective aspects. A sound classical strategy is needed to

ensure learning using the Deep Learning approach continues despite the large number of students, as well as reflective questioning skills and the ability to adapt to diverse student responses (Suharti, 2021).

After the field test trial, the evaluation stage, which used test-based evaluation, was completed. Next, researchers disseminated the results of the Pop-Up Book media development using the Deep Learning approach to three schools: SD Negeri 08 Indralaya, SD Negeri 11 Indralaya, and SD Negeri 24 Indralaya.

At SD Negeri 08, pre- and post-tests were administered. Story 1: Pre-test score of 26.90, post-test score of 77.75, story 1's N-Gain is 0.70, categorized as high. Story 2: Pre-test score of 13.85, post-test score of 75.90, story 2's N-Gain is 0.72, categorized as high. Story 3: Pre-test score of 15.20, post-test score of 77.50, story 3's N-Gain is 0.73, categorized as high. The average N-Gain at SD Negeri 08 Indralaya is 0.72, categorized as high. Therefore, it can be concluded that the use of Pop-Up Books with the Deep Learning approach is categorized as a high learning improvement for students.

Then, at SD Negeri 11, pre-tests and post-tests were also conducted. Story 1: Pre-test score of 19.64, post-test score of 76.27, story 1's N-Gain is 0.70, categorized as high. Story 2: Pre-test score of 22.73, post-test score of 88.41, N-Gain of story 2 is 0.85, categorized as high. Story 3: Pre-test score of 17.95, post-test score of 88.64, N-Gain of story 3 is 0.86, categorized as high. The average N-Gain at SD Negeri 11 Indralaya is 0.81, categorized as high. It can be concluded that the use of Pop-Up Books with the Deep Learning approach has a high category of learning improvement for students.

Subsequently, at SD Negeri 24, researchers also conducted dissemination. During the dissemination, pre-tests and post-tests were conducted. Story 1: Pre-test score of 42.33, post-test score of 89.33, N-Gain of story 1 is 0.82, categorized as high. Story 2: Pre-test score of 20.50, post-test score of 88.67, N-Gain of story 2 is 0.86, categorized as high. Story 3: The pre-test score was 29.50, and the post-test score was 95.33. The N-Gain for Story 3 was 0.93, categorized as high. The average N-Gain at SD Negeri 24 Indralaya was 0.87, categorized as high. Dissemination at SD Negeri 24 Indralaya concluded that the use of Pop-Up Books with the Deep Learning approach resulted in high learning outcomes for students.

The purpose of this dissemination was to integrate the development of Pop-Up Book media with the Deep Learning approach in learning the exemplary stories of the prophets through engaging visual and kinesthetic media, while also measuring its effectiveness on student learning processes and outcomes. Dissemination of learning was conducted in three elementary schools: SD Negeri 08 Indralaya, SD Negeri 11 Indralaya, and SD Negeri 24 Indralaya. The Deep Learning Approach is one of the currently relevant approaches that encourages active student engagement, emphasizing in-depth understanding, interconnectedness between concepts, and critical thinking skills. Based on the results of observations, teacher interviews, and assessments of student learning outcomes during the activities, the learning conducted showed a high category in terms of student engagement, conceptual understanding, and reflection skills. This High Category is characterized by students being able to relate the material to personal experiences, increased question and answer activities and discussions between students, the ability to re-explain the material in their own words, increased interest in the material due to interactive media, and increased Improved learning outcomes based on formative tests. Critical thinking skills and conceptual understanding can be seen when students actively ask and answer questions, connecting book content to real-life topics. Collaboration and emotional engagement are also evident in the collaborative effort to understand the contents of the Pop-Up Book. Students are enthusiastic and demonstrate empathy for the story, as well as the ability to reflect and draw conclusions.

The product in question is learning media. The Rowntree development model consists of three stages: the Planning Stage, the Development Stage, and the Evaluation Stage. The Rowntree development model focuses more on the product to be developed, with easy-to-follow research steps

and clear media design. In other words, this model is very practical for use in creating a product development. Before product development begins, researchers conduct planning through a needs analysis based on student development and moral development indicators.

According to learning media are physical means for conveying learning content or materials, such as books, films, videos, and so on. Pop-Up Book media has elements that support the delivery of learning materials and can be used by both teachers and students. This can attract students' interest in learning, particularly in instilling the exemplary values of the prophets. This study used the Tessmer evaluation model with five stages: 1) self-evaluation, 2) expert review, 3) one-on-one evaluation, 4) small group evaluation, and 5) field testing (Tessmer, 1993).

The research planning stage involved a needs analysis for student development. The needs and development analysis was conducted at three elementary schools in Ogan Ilir: SD Negeri 05 Indralaya, SD Negeri 11 Indralaya, and SD Negeri 08 Indralaya. The Pop-Up Book media for instilling the exemplary values of the prophets in elementary schools significantly contributed to the school's learning, particularly in instilling the exemplary values of the prophets. The target school for this phase was SD Negeri 05 Indralaya. Interviews were conducted to obtain information about the learning media used to instill the exemplary values of the prophets, student potential, and the school's potential. The data obtained through interviews are described as follows: (a) Learning at SD Negeri 05 Indralaya uses the Merdeka curriculum; (b) the only media used to instill the exemplary values of the prophets is schoolbooks; (c) the lack of supporting learning media results in students being less motivated during learning. This study developed a Pop-Up Book medium for instilling the exemplary values of the prophets, as it was not yet available at SD Negeri 05 Indralaya, in accordance with the objectives of the character education curriculum (Waluyo, 2021). Furthermore, the researcher developed a product by creating materials for instilling the exemplary values of the prophets. The materials provided to students included activities for instilling the exemplary values of the prophets, aligned with their developmental needs.

The materials provided to students focused on character values. The material in this Pop Up Book media meets the criteria according to the Merdeka curriculum on character education and is very helpful in accordance with the content of the character education curriculum, namely the instillation of character values listed in the eight graduate profiles, including: 1) faith and piety towards God Almighty, 2) independence, 3) collaboration, 4) Citizenship, 5) Communication (Wati, 2016). These character values are contained in each Pop Up Book (Indah, 2019). The material used in the Pop Up Book where on each page of the Pop Up Book has activities that can be done by students to instill the exemplary values of the prophets that students can understand from the application of each page on the Pop Up Book page. After determining the material used, the researcher created a Pop Up Book learning media design. The size used for making the Pop Up Book is 26cm x 17cm with a thickness of 7cm, using three colorful dimensions to beautify the appearance. Learning to instill the exemplary values of the prophets in students is given through Pop Up Book media by applying the content on each Pop Up Book sheet to be played by students, in which there are good character values and students should understand so that students can do them in their daily lives through habituation. In this study, the planning stage the researcher conducted a needs analysis by interviewing at SD Negeri 05 Indralaya. During the interview phase, the researcher directly observed the situation in the field regarding the instillation of the exemplary values of the prophets in elementary school students. This included the lack of varied learning materials for instilling character values. This is despite the fact that instilling character values is fundamental to student development, which students can understand as behaviors that they can apply in their daily lives. There is limited learning media that supports the instillation of the exemplary values of the prophets. The learning process focuses solely on the teacher, tends to be passive. The learning media are used repeatedly, making students easily bored (Shabrina

et al., 2025). The learning method is always the same, resulting in students being disinterested and lacking focus because the teacher always uses a lecture method (Najaha & Eko, 2016).

Therefore, a Pop-Up Book is needed for instilling the exemplary values of the prophets. It can present enjoyable learning for students, so they are more interested and can learn independently. Students can be directly involved in applying the Pop-Up Book game, each page of which contains learning about the instillation of the exemplary values of the prophets and can be directly applied in students' daily activities. Therefore, researchers developed a Pop-Up Book to instill the exemplary values of the prophets, comprising character values based on the character education curriculum. This book can be applied in an attractive, easy-to-use and practical Pop-Up Book, thanks to its flexibility (portability), ease of understanding, and enjoyment.

The developed Pop-Up Book was then self-evaluated by the researchers using assessment criteria determined by the researchers themselves. The results were: 1) easy for students to use, 2) harmless to students, 3) attractive color combinations, 5) appropriate size, and 6) appropriate to students' developmental characteristics.

Next, the researchers provided evaluation tools. Before using the evaluation tools, they consulted with the supervising lecturer. The result of the development phase was prototype 1. The developed Pop-Up Book was then validated by experts (expert review). This expert review aimed to determine the validity of the Pop-Up Book material and design. For this Pop-Up Book, expert validation included validation of the content and design. The designed prototype 1 was then consulted with the supervising lecturer and validated by experts.

The results of prototype 1, which underwent a feasibility test during the expert review stage conducted by two experts: a content or material expert and a product design expert, yielded several suggestions and comments. Among them were the small size of the product produced in prototype 1, which made it less effective when the Pop-Up Book display was too small, and its suitability for application to character values was not perfect. Therefore, prototype 2 was created to achieve product perfection, which could then be continued with one-to-one evaluation trials. The one-to-one evaluation trial was conducted on six students, and a small group evaluation was conducted on 12 students. The field test trial was conducted on 24 students. The results of each evaluation stage align with Tessmer's formative evaluation model . that examines media validity from both media experts and material experts. The validity of the Pop-Up Book media includes validation of the media and content or material for instilling the exemplary values of the prophets.

According to the students' level of moral development, the Pop-Up media The field test evaluation phase also involved the implementation of prototype 2. The field test phase was conducted to assess the practicality of prototype 2. Prototype 2 was tested on 24 students at SD Negeri 05 Indralaya. During this phase, the researcher explained the learning material using Pop-Up Books using a Deep Learning approach. Students then discussed the contents of the Pop-Up Books in their groups. This enabled students to consciously engage in moral activities based on the character values developed in the Pop-Up Books, which were intended to instill these values. During the field test evaluation phase, students underwent formative evaluations using pre-tests and post-tests. The N-Gain value from the field test evaluation phase was 0.80, which is considered high, as it met the learning indicators.

The test parameters for instilling the exemplary values of the prophets in the learning process through Pop-Up Books and Deep Learning techniques indicate that the use of Pop-Up Books is in the high category for improving student learning outcomes. In line with Iffah's (2014) research, which aimed to evaluate a product, both educational tools and game media, the product's user understanding and feasibility were assessed based on the results of individual assessments, small group assessments, and field trials.

The Pop-Up Book media for instilling the exemplary values of the prophets proved beneficial. After individual evaluations, small group evaluations, and field trials, several students expressed interest in reusing the Pop-Up Book learning media. In addition to instilling the exemplary values of the prophets, the Pop-Up Book also aims to: 1) increase faith and piety in God Almighty, 2) encourage independence, 3) facilitate collaboration, 4) build civic awareness, and 5) improve communication skills. Therefore, the Pop-Up Book media can be considered aligned with the objectives and appropriate for elementary school students. A weakness of this media for instilling the exemplary values of the prophets is that it is time-consuming to create.

The researcher encountered an obstacle during the study process: not all students wanted to participate in learning about the exemplary values of the prophets using the Pop-Up Book media (Rahmawati, 2015). However, the researcher only needed six students for the individual evaluation stage, twelve students for the small group evaluation stage, and twenty-four students in the actual class in the field test stage. Sourced through the explanation and analysis of study data, it was found that the Pop Up Book media that uses the Deep learning approach to instill the exemplary values of the prophets that have been created shows a high level of validity both in material parameters and media parameters as well as its practicality in using the Pop Up Book media to instill the exemplary values of the prophets (Fullan, 2018). All of this was revealed from the results of testing carried out through the one-to-one evaluation phase, small group evaluation, and field test, so that this media can be used as a teaching medium in the process of learning the exemplary values of the prophets to elementary school students.

4. CONCLUSION

This study concludes that the development of Pop-Up Book learning media using a Deep Learning approach has successfully achieved its objective of producing media that is valid, practical, and effective in improving student learning activities. The main findings indicate that the product has been validated as very valid by both material and media experts, each obtaining a score of 88, and shows high effectiveness based on N-Gain results from one-on-one, small group, and field testing stages, all categorized as high. In addition, the media is considered practical and easy for students to use in the learning process. Therefore, it is recommended that teachers utilize this Pop-Up Book media as an innovative learning tool in the classroom, and future researchers are encouraged to develop similar media with different subject materials to further enhance the quality of learning.

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