

Optimizing Pop Up Book Media for Students of Teacher Training and Education at Faculty of Teacher Training and Education FKIP UNTAN

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Abstract: Educators individually or jointly develop and improve the quality of their profession. This is part of the code of ethics that must be developed for all educators because of the great influence of educators on the results of their education. The design used is qualitative. Based on the expert's opinion, it can be concluded that descriptive research is research that presents everything based on the collected facts, whether it is an activity, event, symptom systematically and as it is. There are three main problems formulated in this study, namely how to prepare materials and tools, design and produce Pop-Up Book media for students majoring in basic education, Faculty of Teacher Training and Education FKIP UNTAN. Optimizing the preparation of materials and tools for designing Pop-Up Book media for students of Faculty of Teacher Training and Education, it means that the ability of students to prepare the materials and tools needed is 4.87 with a good category. The results of the Pop-Up Book media design for students majoring in Faculty of Teacher Training and Education, FKIP UNTAN. It is interpreted as the ability to produce products as well as being able to present 4.75 media with good category.

Keyword: FKIP UNTAN, Book Media, Pop-Up

1. Introduction

Educators individually or jointly develop and improve the quality of their profession. This is part of the code of ethics that must be developed for all educators because of the great influence of educators on the results of their education. Even classroom management and learning implementation need to obtain a deep understanding the characteristics of their education in order to avoid being misled.

Elementary school is a period of concrete operational development with an age range of 6-12 years where at this time according to Jean Peaget children learn to be in situations as concrete or real as possible. In the age of 6-12, the tasks of children's biosocial development during the school period are: 1. Learn alacrity; 2. Learn to be right; 3. Learn to get along with peers; 4. Learn basic knowledge and skills; 5. Learn the norms of daily life; 6. Learn your heart; 7. Self-study; 8. Learn to be social (Fudyartanta, 2011: 181-188)

When the eight developmental tasks traced, it requires adult guidance in this case parents and educators. Especially equip them with basic skills as provisions in the future. Therefore, in order to harmonize children's development and the curriculum used today,

it is necessary to use various methods and treatments provided by educators in order to upgrade the abilities of their students.

The curriculum 2013 based on thematic learning has been revised several times to make it easier for educators to understand the essence of the curriculum. Thematic learning is learning using themes to link material from several subjects to provide meaningful experiences for children.

Thematic learning emphasizes more on the application of the concept of learning while doing something (learning by doing). Therefore, teachers need to plan or design learning experiences that will affect the meaningfulness of student learning. Learning by doing requires media so the concept of learning material is more real, not only a word.

So far, textbooks have become one of the learning resources as well as learning media, because they are considered practical and easy to carry everywhere, but sometimes teachers also using teaching aids. Based on the experience of educators in the area, they have difficulty in preparing multifunctional media so that it requires its own time and is quite time-consuming and energy-consuming.

So far, textbooks have become one of the learning resources as well as learning media, because they are considered practical and easy to carry everywhere, but sometimes teachers also use teaching aids. Based on the experience of educators in the field, they have difficulty in preparing multifunctional media so that it requires consuming special and quite time.

In addition, the thematic learning textbook material, even though there are still many lack that should help but actually makes it difficult for educators because it must be modified again by educators to strengthen the material, especially with the appearance of the textbooks being less attractive.

To overcome these problems requires interactive learning media to support students to learn thematic learning. One of the things that the teacher can design is to make a PopUp Book, this media is unique and is able to make children's imaginations more real. According to Dzuanda (2011: 1) Pop Up Book is a book that has moving parts or has 3-dimensional elements and provides an interesting visualization of stories, starting from the display of images that can move when the page is opened.

In order to provide a solution to these problems, it is necessary to carry out further research with the title "Optimizing the Design of Pop-Up Book Media for Students of the Education Department, FKIP UNTAN." with the design of learning media, it is hoped that can increase the creativity and innovation of prospective educators.

2. Literature Review

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. According to Sadiman (2003: 6) Media is an intermediary or delivery of messages from the sender to the recipient. Learning media are everything that is used to distribute messages (learning materials), so that they can stimulate students' attention, interests, thoughts and feelings in learning activities to achieve certain learning goals. Prastati (2001: 3) explains the meaning of media is anything that can channel information from information sources to recipients of information. According to Arsyad

(2002: 4) if the media carries messages or teaching then the media is called teaching media.

Yudha Munadi (2013: 54-57) groups the media in learning into four major groups based on the involvement of the senses, namely: (1) Audio Media Media that only involves the sense of hearing and is only able to manipulate the ability of sound alone. Messages received from audio media are in the form of verbal messages, namely spoken language or words and nonverbal messages such as sounds, which include types of audio media, namely radio programs and recorded media programs. (2) Visual Media Media that only involves the sense of sight. Included in this media are verbal print media, graphic print media, and non-print visual print media. (3) Audio-visual media Media that involves the senses of sight and hearing at the same time in one process, for example: films, documentaries, dramas, and others. (4) Multimedia Multimedia involves various senses in a learning process. Included in this media are everything that provides direct experience through computers and the internet, it can also be through the experience of doing and being involved.

2.1. The function of learning media is as follows.

Changing the emphasis of formal education, namely from education that emphasizes academic instruction to education that emphasizes the needs of students' lives. Generating learning motivation in students because: (1) In general, educational learning media is something new for students. (2) The use of educative learning media gives students greater freedom than traditional learning methods. (3) Learning media is more concrete and easy to understand. (4) Allows students to do something and know more. Provide clarity. Provide stimulation. From this understanding, it can be concluded that learning media are intermediaries to convey messages to stimulate students' attention, interests, thoughts and feelings in learning activities to achieve certain learning objectives.

Media Pop Up Book Media Pop Up Book is a media in the form of a book that has elements of 3 dimensions and motion. The material in the Pop Up Book is presented in the form of embossed, colored images and some parts can move or change shape. According to Dzuanda (2011: 1) Pop Up Book is a book that has moving parts or has 3-dimensional elements and provides an interesting visualization of stories, starting from the display of images that can move when the page is opened.

Types of Pop Up techniques, as follows. (1) Transformations, which is a form of display consisting of pieces of Pop Up arranged vertically. (2) Volvelles, which is a form of display that uses circle elements in its manufacture. (3) Peepshow, which is a display composed of a series of stacks of paper stacked together to create the illusion of depth and perspective. (4) Pull-tabs, i.e. a sliding paper tab or shape is pulled and pushed to show a new picture movement. (5) Carousel, which is a technique that is supported by ropes, ribbons or buttons which when opened and folded back form a complex object. (6) Box and cylinder, namely the movement of a cube or tube that moves up from the middle of the page when the page is opened.

Various kinds of techniques are used that can be used as the basis for making Pop Up Books, so in this study the researchers used various techniques according to their needs.

The specifications for the Pop Up Book design steps are as follows. (1) Pop Up Book in accordance with the material that can be Pop Up even in the form of a theme according to the 2013 curriculum. (2) Pop Up Book contains concepts about events, my environment, energy sources and others. (3) Pop Up Book is designed with a three-dimensional shape that can move when the page is opened. (4) Delivery of Pop Up Book materials using stories. (5) Pop Up Book can be used independently or in groups. (6) Systematics of Pop Up Book, including: a. front cover b. Foreword c. Instructions for use Pop Up Book d. Mind Map e. Subject matter f. Pop Up Book evaluation questions

The Pop Up Book material itself uses duplex paper, cardboard, and other ornaments with a size of 60 cm x 47 cm. In order to provide an assessment of the results of the Pop Up Book design, it can meet aspects of material, language and images as well as aspects of story presentati

3. Research Methods

The design used is qualitative. The qualitative approach uses descriptive research. According to Dantes (2012: 51), descriptive research is defined as a study that seeks to systematically describe a phenomenon/event according to what it is. According to Jamal Ma'mur Asmani (2011: 192) descriptive method is research that seeks to describe a symptom, event, event that is happening at the present time. Meanwhile, according to Hadari Nawawi (2007: 67) says that "Descriptive method can be interpreted as a problem solving procedure investigated by describing / describing the state of the subject / object of research (a person, institution, community, etc.) at the present time based on the facts. as it appears, or as it is". This type of research is descriptive, the aim is to describe the analysis of the content of the material contained in the curriculum and Pop Up Book media in social studies learning materials in elementary schools.

Based on the expert's opinion, it can be concluded that descriptive research is research that presents everything based on the collected facts, whether it is an activity, event, symptom systematically and as it is. The subjects involved in this study were second and sixth semester students in the Department of Basic Education, Faculty of Teacher Training and Education, UNTAN. A qualitative approach with descriptive research type aims to optimize learning media in elementary schools that can be used by teachers in learning and designing Pop Up Book learning media. The variables, indicators, and types of measurement instruments are as follows.

Table 4.1 Variables, indicators, and types of research measurement instruments

No.	Variabel	Indikator	Pengukuran
1.	Pop-Up Book Media	1. Types of media commonly used by teachers in learning in elementary schools 2. How teachers get media in learning in SD Observation Sheet	Observation sheet
2.	Needs analysis	1. The reason for the need for learning Pop Up Book media	Observation sheet

No.	Variabel	Indikator	Pengukuran
		2. Learning resources that suitable for Pop-Up Book media	
3.	Material analysis in elementary school	1. Attitude, willingness, and interest 2. Social science thinking/skills 3. Representational skills 4. Knowledge and understanding	Observation sheet
4.	Assessment of the results of the Pop-Up Book media design	1. Observation rubric 2. Assessment guidelines	Observation sheet

Data collection techniques used are observation and documentation. (1) Observation The observation technique was carried out using a structured observation sheet in accordance with the process and results of the Pop-Up Book media design. (2) Documentation This documentation analysis is based on relevant documents according to research needs so that the documents obtained become strong evidence, such as: curriculum and research photos

The data analysis technique in this study uses a checklist matrix technique. Matthew B. Miles A. Michael Huberman (termah Tjetjep Rohendi Rohidi, 1992: 164) says that the checklist matrix is a format for analyzing field data that can be combined into an index or summative scale.

Data analysis in this study was carried out during direct interactive data collection, namely the technique used was the analysis used by Miles and Huberman (2007: 20). components of the data analysis through the following activity steps: 1. Data collection; 2. Data reduction; 3. Data display; 4. Drawing Conclusions and Verification.

4. Research Results and Discussion

4.1. Research Results

There are three main problems formulated in this study, namely how to prepare materials and tools, design and produce Pop-Up Book media for students majoring in basic education, Faculty of Teacher Training and Education FKIP UNTAN. The three problems developed throughout the research and became the starting material for the formation of theories that were built from data. The results of the study can be described by the authors as follows.

First, the preparation of materials and tools for designing Pop-Up Book media based on observation sheets with aspects of paper quality (duplex), cardboard and other ornaments. On average, students prepared all tools and materials according to the instructions except for one group who mistakenly bought paper, in this case for the preparation of tools and materials, it was 4.87 in very good category.

Second, designing Pop-Up Book media for students majoring in Faculty of Teacher Training and Education University FKIP UNTAN with the following aspects: material the written language used, pictures and presentation methods are in a good category.

Third, the results of the Pop-Up Book media design for students majoring in Faculty of Teacher Training and Education at FKIP UNTAN with the aspects described in the observation sheet, namely: material, language and images as well as the presentation method of 4.75 with a very good category. For recapitulation can be seen in the table below.

Table 4.1. Pop Up Book Preparation Recapitulation

Aspect	Indicator	Alternative choices				
		SB	B	C	K	SK
A. Tools	1. Scissors	√				
	2. Fox glue	√				
	3. Cutter knife	√				
	4. Ruler		√			
B. material	1. Duplex Paper and Cardboard	√				
	2. Origami Paper	√				
	3. Natural and artificial shyntetic	√				
	4. Supporting text and pictures	√				
average: 39/8= 4,87						

Table 4.2 Pop Up Book Design Recapitulation

Aspect	Indicator	Alternative choices				
		5	4	3	2	1
A. Material	1. The material presented appropriate with the SK and KD Curriculum 2013	√				
	2. Material appropriate with reality (contextual)		√			
	3. Materials for developing natural science	√				
	4. Matching to theme	√				
B. languages and images	5. Compatibility with storyline	√				
	6. Image illustration suitability	√				
	7. Conformity dialogue with events	√				
	8. The language is easy for children to understand	√				
C. Serving method	9. Coherent presentation of material	√				
	10. Illustration according to the material		√			
	11. Increasing children's motivation	√				
	12. Easy to use for teachers and students	√				
average: 57/12 = 4,75						

5. Discussion

Based on the results of the research for the three issues that were in attention, the researchers presented one by one from the findings, namely: First, the preparation of materials and tools for designing Pop-Up Book media for students of the Basic Education Department as a whole has prepared tools and materials together with their group team according to the directions, except for one group who bought the wrong paper. The various ornaments that they design and which are ready to be used are in accordance with the thematic learning themes that have been determined.

Second, the ability to design Pop-Up Book media for students majoring in Faculty of Teacher Training and Education FKIP UNTAN with the following aspects: material, written language, pictures and presentation methods are in the good category. Based on the design on process in each group.

Third, the results of the Pop-Up Book media design for students majoring in Faculty of Teacher Training and Education FKIP UNTAN with aspects, namely: material, language and images as well as presentation methods with good categories. Based on the results of the POP Up Book which was designed by students according to the thematic concepts and when presenting the POP Up Book media, they were able to present the results of the design according to the creativity of the group team.

These findings contributed to the optimization of the POP UP Book media for students majoring in Faculty of Teacher Training and Education at FKIP UNTAN. Increase their insight to be creative and think productively as a provision for future educators, so that wherever they are, hopefully they can make the best contribution to society, especially education in West Kalimantan.

6. Conclusion

Based on the results of research and discussion, it can be concluded that the optimization of Pop Up Book media for students majoring in Faculty of Teacher Training and Education at FKIP UNTAN is as follows. (1) Optimizing the preparation of materials and tools for designing Pop-Up Book media for students of Faculty of Teacher Training and Education, it means that the ability of students to prepare the materials and tools needed is 4.87 with a good category. (2) The ability to design Pop-Up Book media for students majoring in Faculty of Teacher Training and Education, FKIP UNTAN. It is interpreted that the ability related to the suitability of the theme with the resulting product, language and images is 4.6 in the good category. (3) The results of the Pop-Up Book media design for students majoring in Faculty of Teacher Training and Education, FKIP UNTAN. It is interpreted as the ability to produce products as well as being able to present 4.75 media with good category.

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