Improving Student Participation trough Pop-Up Book Media

Ita Faradila(1), Agung Dwi Bahtiar El Rizaq(2)
(1), (2), Institut Agama Islam Negeri Madura,
(1) itafaradila74@gmail.com, (2) elrizaq@iainmadura.ac.id.

Article Info	Abstract
	This study aims to explore the use of three-dimensional learning media, particularly pop-up books, in enhancing the learning participation of seventh-grade students at MTs Tarbiyatus Shibyan, Sumber Badung. The research employs a Classroom Action Research (CAR) methodology, conducted in two cycles, each comprising four stages: planning, action, observation, and reflection. Data collection techniques include observation, questionnaires, interviews, and documentation. The findings indicate a significant increase in student participation after implementing three-dimensional learning media, with the average participation rate rising from 44% to 65%. These results contribute to the development of theories related to effective teaching methods that foster active student engagement. This research was conducted during the first semester of the 2023/2024 academic year at MTs Tarbiyatus Shibyan, Sumber Badung, Pamekasan, involving 31 seventh-grade students. It is expected that these findings will serve as a reference for future researchers interested in similar topics and contribute to improving the quality of learning in schools.

Introduction

Student participation is crucial in learning because it fosters active engagement, critical thinking, and deeper understanding of the subject matter (Dwivedi et al. 2019). When students participate, they not only absorb information but also apply, analyze, and synthesize knowledge, making learning more meaningful and long-lasting. Participation encourages collaboration, communication, and confidence, helping students develop essential skills for academic and professional success. Moreover, an interactive learning environment promotes motivation and curiosity, ensuring that students take ownership of their learning process (de Lijster et al. 2016). By voicing their thoughts and engaging in discussions, students also contribute to a dynamic and inclusive classroom culture that benefits everyone.

Education is a deliberate effort to create an active learning environment, fostering students' potential development to address changes driven by scientific and technological advancements. Quality education is crucial in producing intelligent and competitive individuals in the global era. Education constitutes a lifelong growth and development process, resulting from interactions between individuals, social environments, and physical surroundings, commencing from birth (Burbules, Fan, and Repp 2020).

Thus, Indonesia's national education aims to enlighten the nation and develop holistic Indonesian individuals, characterized by faith, morality, noble character, knowledge, skills, physical and spiritual well-being, strong personality, independence, social responsibility, and national pride. To achieve this, enhancing teacher quality is crucial. Improving teachers' instructional capabilities should be prioritized. Teaching transcends mere knowledge transfer; it involves facilitating understanding, application, and student engagement. This can be realized by creating interactive, innovative, creative, effective, and enjoyable learning environments, motivating students to participate actively, ask questions, express ideas, and enthusiastically engage in learning (Thoyib, Subandi, and Harsoyo 2021).

However, unknowingly, many students, particularly those at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung Pamekasan, exhibit low participation in learning due to inadequate teaching methods, models, and media. This issue is compounded by inconsistencies between teachers' educational backgrounds and assigned subjects. For instance, Ibu Fatim, an IPS teacher at MTs Tarbiyatus Shibyan Sumber Papan, revealed in an interview that despite being an Islamic law graduate, she teaches social sciences, contributing to low student engagement. This phenomenon is widespread, as several teachers lack relevant educational backgrounds, resorting to traditional lecture methods and textbook-based instruction (Ogata et al. 2018). Consequently, students become disengaged, bored, and unenthusiastic about learning.

This is also supported by previous research conducted by (Muhlisin et al. 2016) with the study titled "Differences in Effectiveness Between Lecture Method and Video Media in Enhancing Knowledge of Nursing Practicum Learning." The study concluded that learning using video media shows significantly different results compared to the lecture method. Class learning processes yield better knowledge outcomes when using video-assisted learning media. Another study was conducted by (Bustami, Syafruddin, and Afriani 2018) titled "The Use of Lecture Method in Teaching Expository Text Writing to Grade VII-B Students at SMP Negeri 5 Kediri." The study concluded that in teaching expository text writing, teachers use the lecture method to convey the structure of texts and types of expository texts. During the learning process using this method, students were initially enthusiastic because they only needed to listen and had no other activities. However, over time, the lecture method made the learning process tend to be boring, as evidenced by some students becoming sleepy and engaging in personal conversations.

Therefore, teachers play an important role in improving the quality of education. The success of a nation's education can be seen from the success of teachers in developing students' potential. According to Usman, the role of the teacher includes being a classroom manager, facilitator, demonstrator, mediator, and evaluator. As a classroom manager, teachers must be able to create an

atmosphere that encourages student participation so that the learning activities can succeed. Therefore, in teaching and learning activities, teachers are expected to position themselves more as facilitators, giving students the opportunity to actively engage in exploring and solving problems related to the concepts being learned. One of the successes of a teacher in teaching depends on their ability to create a pleasant classroom atmosphere and deliver the material effectively. When a teacher can do this, student participation in learning will be successful (Rahmi and Darmawan 2018).

Verner, Massarwe, and Bshouty (2019) stated that participation in the context of learning refers to the active involvement of students in the teaching and learning process. The higher the level of student participation, the greater their chance of gaining a better understanding. Student participation is crucial in the classroom learning process. According to Taniredja, student participation involves the mental and emotional engagement of students in group situations that encourage the development of their thinking and feelings to achieve satisfactory learning outcomes. Participation can motivate students to follow the learning process well, and it can shape students to be always active, making them aware that knowledge can be obtained through hard work. As student participation in learning increases, so will their learning achievements. Since increased learning participation is a desired goal in the learning process, the role of the teacher is very important in achieving this. Learning participation can be enhanced by the teacher creating a pleasant classroom atmosphere and using appropriate learning media. The teacher plays a key role in creating a pleasant and positive classroom atmosphere because when the classroom environment is comfortable, students will feel more relaxed in participating and interacting with the teacher and their classmates. Relevant and engaging learning media can also increase student learning participation.

With this background, this study aims to describe the use of three-dimensional learning media in increasing the learning participation of seventh-grade students at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung. Through this research, it is expected that the use of three-dimensional learning

media can be proven to have a positive impact on increasing student learning participation. The findings of this study are expected to contribute to the development of theories related to effective learning methods and serve as a reference for other researchers interested in similar topics.

Method

In this study, the research type uses a classroom action research (CAR) approach. According to Kemmis and Mc Taggart, since the actions are carried out on students during the classroom learning process, this research is categorized as classroom action research (CAR) (Prihantoro and Hidayat 2019). The reason CAR is chosen is because this study aims to solve problems and improve the learning process that occurs in the classroom. The researcher uses three-dimensional learning media in the form of a pop-up book, which is expected to increase student learning participation during classroom sessions.

Classroom action research (CAR) was conducted at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung Pamekasan. The subjects of the study were 31 seventh-grade students, consisting of 17 boys and 14 girls. The selection of seventh-grade students as research subjects was based on observations and interviews with social studies teachers, which indicated that during social studies lessons, the participation level of seventh-grade students was the lowest. This study was conducted in 2 cycles with a total of 6 meetings. Each cycle consisted of 4 main stages: planning, action, observation, and reflection, where the implementation process of classroom action research referred to the opinions of Kemmis and Taggart (Kemmis and Mc. Taggart 1988).

The data collection procedures in this study involved several techniques, including: Observation: Conducted to monitor the implementation of learning with three-dimensional learning media and to observe student learning participation. Questionnaire: Given to students to measure their level of learning participation before and after the use of three-dimensional learning media. Interview: Conducted with social studies teachers to obtain their views on the use of three-dimensional learning media in increasing student learning participation.

Documentation: Used to collect data related to the implementation of learning and student learning participation.

The research results will be analyzed qualitatively and quantitatively to evaluate the effectiveness of using three-dimensional learning media in increasing student learning participation. With a comprehensive approach and data collection techniques, this study aims to provide a clear picture of the impact of using three-dimensional learning media in the context of increasing student learning participation at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung.

Result and Discussion

In the classroom action research (CAR) conducted, there are four main stages that are carried out in each cycle: planning, action, observation, and reflection. Here is a detailed discussion of these stages from cycles 1 and 2:

Cycle 1:

Planning: Planning was carried out from November 15-17, 2023, which included determining the research topic, namely the material "Potential Natural Resources in Indonesia" for the seventh grade in the odd semester. The researcher and the teacher prepared the teaching module to be used in the research and designed the observation format regarding the learning activities of the teacher and students.

Action: Conducted in 3 meetings on November 18, 2023, November 20, 2023, and November 25, 2023. The learning activities were carried out according to the teaching module, using three-dimensional learning media in the form of a pop-up book.

Observation: Observations were made during the social studies learning activities using observation sheets prepared by the researcher to monitor student and teacher activities. The student observation sheet was used to determine student learning participation with three-dimensional learning media, while the teacher observation sheet was used to observe the teacher during the learning process.

Reflection: The results of student observations and teacher observation sheets were used as evaluation materials to determine whether the set criteria

were met. Reflection was conducted to evaluate the success of the actions taken and to determine improvement steps for the next cycle.

Table 1. Analysis Results of Increased Learning Participation in Cycle 1

cycle 1	average	category
Teacher Observation Results	2,8	Fairly Good
Student Observation Results	48%	Fairly Good
Student Learning Participation	44%	Fairly Good

Based on the results of cycle 1, there is an evaluation of student learning participation recorded through teacher and student observation sheets: From the teacher observation results, it can be seen that the implementation of learning using three-dimensional learning media in the form of a pop-up book in cycle 1 showed a fairly good category with an average implementation score of 2.8. Meanwhile, from the student observation results, the learning participation of 31 students showed a fairly good category with a percentage of 48%. Thus, student learning participation in cycle 1 is assessed as fairly good based on the observations conducted through teacher and student observation sheets.

Cycle 2:

Planning: Determining the research topic, which is the material "Causes of Changes in Natural Resource Potential" for seventh grade in the odd semester. The researcher and the teacher prepared the teaching module to be used in the research, and designed the observation format regarding the learning activities of the teacher and students. Planning was carried out from November 24-26, 2023.

Action: Conducted in 3 meetings on November 27, 2023, December 2, 2023, and December 4, 2023. Actions were taken according to the established learning plan.

Observation: Observations were made to monitor the activities of students and teachers during the learning process using three-dimensional learning media.

Observation sheets were used to evaluate student learning participation and teacher performance.

Reflection: The results of observations and evaluations were used to formulate conclusions from the actions taken. Reflection was conducted to evaluate the effectiveness of the actions and to determine improvement steps for the next cycle.

Table 2. Analysis Results of Increased Learning Participation in Cycle 2

cycle 2	average	category
Teacher Observation Results	3,5	Good
Student Observation Results	75%	Good
Student Learning Participation	65%	Good

Thus, the research shows a significant increase in student learning participation after the implementation of three-dimensional learning media in the form of a pop-up book. In the first cycle, the teacher observation analysis indicated a fairly good category with a score of 2.8, while student observation reached 48% (fairly good) and the learning participation questionnaire averaged 44% (fairly good). In the second cycle, the teacher observation results improved to 3.5 (good), student observation reached 75% (good), and the learning participation questionnaire averaged 65% (good). This indicates that the use of three-dimensional learning media successfully increased student learning participation.

Learning media play an important role in the learning process. (Nurseto 2011)explains that learning media are anything that can be used to convey messages from the sender to the receiver. Based on this, (Arsyad 2013) concludes that learning media are tools that can be used in the process of delivering material from the source (teacher) to the receiver (student) to facilitate the achievement of learning objectives. Pop-up learning media are three-dimensional books with movable elements that, when opened, display images that can move or change and visualize the material being taught in the classroom. Pop-up media can transform teaching material into more engaging stories, making it easier for students to understand. The presence of pop-up media also attracts readers to continue turning the pages. Thus, using three-dimensional learning media in the form of

pop-up books creates a pleasant learning atmosphere, encouraging students to participate in the learning process, such as paying attention, asking questions, listening, moving, solving problems, and being enthusiastic.

This is supported by the theory of Multimodality (Lähdesmäki 2022), which states that people learn more effectively when information is presented through various modes, such as visual, auditory, and kinesthetic. Pop-up books offer a multimodal learning experience by combining text, images, and 3D elements that students can manipulate. This can attract students' attention and increase their participation in the learning process. Therefore, based on this, the researcher uses pop-up books to increase student learning participation.

Pop-up media can transform teaching material into more engaging stories, making it easier for students to understand. The presence of pop-up media also attracts readers to continue turning the pages. This occurs because if students enjoy a subject, they will pay more attention to it, resulting in a better understanding of the subject and leading to optimal learning outcomes. Therefore, the researcher believes that pop-up media can increase student participation in social studies. Pop-up books, when used in learning, also have many advantages. (Garreta-Domingo et al. 2018) stated that the advantages of pop-up books include providing a special experience to students through activities such as sliding, opening, and folding parts of the content presented in the pop-up book.

Thus, learning using pop-up books has an impact on students, allowing them to interact with the material or stories within the pop-up books. Students can become active participants through observation or touch, rather than just reading the stories or materials presented. A pop-up book is a book that surprises students, arousing their curiosity about the continuation of the story or material presented, thus encouraging them to read more enthusiastically (Maulana, Dian, and Jahari 2019). (Wibowo and Wahono 2017) stated that using pop-up books is useful for conveying abstract concepts and showing concrete images related to the taught material, which can enhance learning participation.

Student learning participation is a fundamental issue that must be understood, recognized, and improved by every teacher in the learning process. B.

Suryosubroto stated that participation is the mental, emotional, and physical involvement of members in initiating activities launched by the organization and supporting the achievement of goals. Therefore, it can be concluded that learning participation is the willingness to participate in activities involving physical and mental elements in the learning process, such as observing, speaking, listening, motor activities, mental activities, and emotional engagement. To enhance student learning participation, the use of learning media, namely pop-up books, is necessary. These pop-up books provide an attractive and enjoyable effect, encouraging students to participate in activities such as observing, asking questions, listening, motor activities, mental activities, and emotional engagement.

Furthermore, in the affective domain, participation includes willingness, readiness to pay attention, and engage in activities (Dwi Bahtiar El Rizaq 2021). For example, complying with rules and participating in class or school activities. The activities referred to are those related to learning activities. Students are required to be always active in the learning process. Relating to this, Sardiman states that the principle of learning is action. The action referred to here is to change behavior or, in other words, to carry out an activity. There is no learning without activity. That is why activity is a very important principle in learning.

Teachers must realize that activeness requires the direct involvement of students in learning (Elrizaq 2021). Students should be positioned as subjects of learning, not objects. The learning process in the classroom should be student-centered. One of the assumptions put forward by Wina Sanjaya regarding the need for learning to be oriented towards student activities is the assumption about students as subjects of education, namely: 1) students are not miniature humans, but individuals in the developmental stage; 2) each person has differences in abilities; 3) students are essentially active, creative, and dynamic individuals in facing their environment; 4) students have the motivation to fulfill their needs. These assumptions illustrate that students are subjects with potential. The learning process should be directed towards developing all the potential possessed by students.

From the various definitions of participation and activeness above, it can be concluded that learning participation is the willingness to take part in an activity that involves both physical (bodily) and mental (psychological) elements in the learning process. Thus, the discussion of the research results shows that three-dimensional learning media, particularly pop-up books, have a positive impact on increasing student learning participation. With direct interaction with the learning material through engaging media, students become more active and involved in the learning process. This aligns with learning theories that emphasize the importance of direct experience and student engagement in learning.

These findings contribute to the development of theories related to effective teaching methods for increasing student participation. Additionally, the results of this study can serve as a reference for other researchers interested in the use of three-dimensional learning media in the context of enhancing student participation. Thus, the use of three-dimensional learning media, such as pop-up books, can be considered an effective alternative to increase student participation at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung.

Conclusion

Based on the results of the research conducted, it can be concluded that the use of three-dimensional learning media, in the form of pop-up books, is effective in increasing the learning participation of seventh grade students at MTs Tarbiyatus Shibyan Sumber Papan Larangan Badung. Through a classroom action research (CAR) approach with 2 cycles involving observation, questionnaires, interviews, and documentation, a significant increase in student learning participation was found after the implementation of this learning media.

The analysis of the data shows that student participation increased from the first cycle to the second cycle, with a significant improvement in the good category. Teacher observations, student observations, and learning participation questionnaires also showed consistent improvements in both cycles. This confirms that the use of three-dimensional learning media in the form of pop-up books can have a positive impact on increasing student engagement in the learning process.

Thus, the recommendation to use three-dimensional learning media, such as pop-up books, can be considered as an effective strategy to increase student participation. Moreover, the findings from this study can serve as a basis for developing more innovative and engaging teaching methods in the future. This conclusion provides an important contribution to the efforts to enhance the quality of learning and student participation in educational institutions.

Suggestion

Based on the research findings, several recommendations are proposed to enhance learning quality. Social Studies teachers should continuously innovate in designing engaging lessons, explore various three-dimensional learning media beyond pop-up books, and participate in training to improve teaching quality. Students are encouraged to actively engage in the learning process, utilize three-dimensional media effectively, and increase their motivation. Future researchers should explore different methods and media to further enhance student participation and examine the long-term impact of such tools on academic achievement. Educational institutions should support teachers in developing innovative teaching strategies and provide necessary facilities for three-dimensional learning media. By implementing these recommendations, student participation and overall learning quality can be continuously improved through collaboration among teachers, students, researchers, and educational institutions.

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