

Improving Learning Outcomes Through Digital Pop-Up Book Media in Pancasila Education Subjects Cultural Diversity Materials in Grade III of SDS IT Al-Yunusi Rimbo Ulu Tebo

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ABSTRACT

This research is motivated by the low learning outcomes of grade III students in the Pancasila Education subject of cultural diversity material, which is shown by the difficulty of understanding the concept, low activeness, and limited ability to analyze Indonesian cultural information. This condition is influenced by learning that is still dominated by lecture methods and the use of less varied media, so that abstract material has not been understood optimally. This research aims to improve student learning outcomes through the application of digital Pop-Up Book media. The method used is the Kemmis and McTaggart model Class Action Research which is carried out in two cycles, each including planning, implementation of actions, observation, and reflection, with 23 research subjects. Data is collected through observation, tests, and documentation, then analyzed descriptively, qualitatively, and quantitatively. The results of the study showed that the average achievement of students increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle. Thus, the digital Pop-Up Book media has proven to be effective in improving students' learning outcomes in learning Pancasila Education material on cultural diversity.

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar peserta didik kelas III pada mata pelajaran Pendidikan Pancasila materi keberagaman suku budaya, yang ditunjukkan oleh kesulitan memahami konsep, rendahnya keaktifan, dan terbatasnya kemampuan menganalisis informasi budaya Indonesia. Kondisi tersebut dipengaruhi oleh pembelajaran yang masih didominasi metode ceramah dan penggunaan media yang kurang variatif, sehingga materi yang bersifat abstrak belum dipahami secara optimal. Penelitian ini bertujuan meningkatkan hasil belajar peserta didik melalui penerapan media Pop-Up Book digital. Metode yang digunakan adalah Penelitian Tindakan Kelas model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, masing-masing meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi, dengan subjek penelitian sebanyak 23 peserta didik. Data dikumpulkan melalui observasi, tes, dan dokumentasi, lalu dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa rata-rata capaian peserta didik meningkat dari 55 persen pada pra-siklus menjadi 74 persen pada siklus I dan 86 persen pada siklus II. Dengan demikian, media Pop-Up Book digital terbukti efektif meningkatkan hasil belajar peserta didik pada pembelajaran Pendidikan Pancasila materi keberagaman suku budaya.

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1. Introduction

Pancasila education in elementary schools occupies a strategic position because it not only transmits civic knowledge, but also instills values, attitudes, and awareness of living in diversity from an early age. This position is important because the elementary school phase is the stage of initial character formation that determines the development of students' civic virtue and civic culture in broader social life [1]. The ideal learning goals of Pancasila Education include the cognitive dimension and the implementation of values, so that the success of learning must be seen from the understanding of concepts as well as the appreciation of the meaning of diversity [2]. Cultural diversity materials require the ability to recognize tribes, traditional houses, traditional clothing, regional songs, dances, traditional musical instruments, and an attitude of respecting differences in daily life. Thus, Pancasila Education learning requires a pedagogical approach that is able to connect factual knowledge with meaningful learning experiences for students.

Learning outcomes in cultural diversity materials are still an important issue because elementary school students' understanding of the material has not developed optimally [3]. This condition occurs because diversity materials are broad, abstract, and require the ability to recognize cultural symbols from various regions, while lower class students tend to learn more easily through concrete and visual experiences. Before the action was taken, many students were not able to recognize, distinguish, and explain various forms of regional culture properly, so that the mastery of the material had not reached the expected target. Pre-cycle data showed that material comprehension only reached 57 percent, learning activity 52 percent, simple analytical skills 48 percent, and learning outcomes 57 percent, with an overall average of 55 percent. Therefore, the low learning outcomes cannot be separated from the need for a more concrete, interesting, and consistent learning strategy in accordance with the developmental characteristics of elementary school students.

Learning media is an important component in

overcoming low learning outcomes because it serves to bridge abstract material to be easier for students to understand [4]. The reason is that learning that is still dominated by lecture methods with limited media use tends to reduce students' attention, participation, and motivation to learn, especially in materials that are rich in visual elements such as Indonesian cultural diversity. Students quickly feel bored, have difficulty understanding the material, and show low learning interaction when learning is not supported by concrete, visual, and interactive media [5]. On the other hand, elementary school students are easier to understand the material if the information is presented in a clear and attractive visual form, so that learning media has a direct influence on the quality of the learning process [6]. Thus, media optimization is not just a complement to learning, but an important prerequisite to increase student engagement and learning outcomes more effectively.

Digital Pop-Up Book media is relevant to use in learning Pancasila Education because it combines three-dimensional visual power, interactivity, and ease of presentation through digital devices [7]. This relevance is important because cultural diversity materials require students to observe the form, characteristics, and cultural differences in a concrete way, while digital media allows for the presentation of cultural objects that are more lively, interesting, and easily accessible in classroom learning [8]. Digital Pop-Up Book media is displayed through Smart TV to present traditional houses, traditional clothing, regional dances, regional songs, and other cultural elements in a visual-interactive manner, so that students get a more real and meaningful learning experience [9]. This media helps increase attention, active participation, material understanding, and the ability to identify cultures from various regions of Indonesia. Therefore, the digital Pop-Up Book deserves to be positioned as a pedagogical innovation that answers the needs of contextual learning in Pancasila Education in elementary schools.

This state of the art study shows that the use of pop-up media, both in physical and digital form, has been widely studied as a means of increasing student

motivation, activeness, and learning outcomes. However, recent developments have led to the need for technological integration so that media is not only visually appealing, but also able to adapt to the learning character of the digital age in primary schools [10]. Most previous research still focused on physical pop-up books, while digital-based pop-up media began to be seen more in line with technological advances and interactive learning needs. Empirical evidence shows that after the implementation of digital Pop-Up Book media, average student achievement increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle. Thus, this research is in the latest trend of digital learning media development that emphasizes the effectiveness of visual-interactive to improve the learning outcomes of elementary school students.

The gap in this research lies in the inadequate study that specifically examines the effectiveness of digital Pop-Up Book media in learning Pancasila Education, especially the material on ethnic diversity in grade III of integrated Islamic elementary schools. Previous studies have generally focused on two trends: the use of physical pop-up books or the application of similar media in subjects other than Pancasila Education. As a result, few studies have systematically answered the following four aspects: the suitability of digital media with the character of diversity material, its effectiveness in the context of low grades, its implementation through Class Action Research, and its impact on students' analytical abilities. The differentiation of this research seems firm because it departs from the real problem at SDS IT Al-Yunusi, namely low understanding, activeness, and cultural analysis, and then tests digital solutions gradually in a cycle of measurable and contextual actions on the learning needs of the school. This gap has not been answered by conventional learning practices or intervention-based research.

The novelty of this research lies in the application of digital Pop-Up Book media in learning Pancasila Education on cultural diversity materials through the design of Classroom Action Research that is

implementive, cyclical, and oriented towards gradual learning improvement in grade III SDS IT Al-Yunusi Rimbo Ulu Tebo. Unlike previous research which generally still relies on physical pop-up books, this study uses a digital format that is broadcast through Smart TV so that it presents a more visual, interactive, and appropriate learning experience in accordance with the elementary school technology ecosystem. Another novelty appears to be the focus on integrating the introduction of Indonesian cultural symbols with the internalization of the value of respecting differences in the framework of Pancasila Education. In the context of implementing PTK, this study is also new because it tests media innovations directly to answer real classroom problems, which is evidenced by the increase in simple analytical skills from 48 percent to 82 percent and improving comprehension, activeness, accuracy of assignments, and learning outcomes.

This research aims to analyze and improve student learning outcomes through the application of digital Pop-Up Book media in the subject of Pancasila Education material on cultural diversity in grade III SDS IT Al-Yunusi. This goal was formulated because there are real problems in the form of low understanding of the material, active learning, accuracy in doing assignments, simple analytical skills, and the achievement of student learning outcomes before action is taken. Empirically, the initial condition of students is at an average of 55 percent, so actions are needed that are able to improve the learning process while gradually improving results until they exceed the set success indicators. Based on this basis, the formulation of the research problem can be stated as follows: how the application of digital Pop-Up Book media can improve students' learning outcomes on the material of cultural diversity in learning Pancasila Education in grade III of SDS IT Al-Yunusi. Thus, this research is directed to produce measurable, contextual, and relevant evidence of learning improvement for the development of basic education practices

2. Method

The research uses the Classroom Action

Research (PTK) approach because the main goal is to improve the learning process and outcomes of students directly in the classroom. The selection of PTK is relevant because the problems studied arise in daily learning practices, namely the low learning outcomes in the material of cultural diversity in the subject of Pancasila Education [11]. Therefore, improvement actions are carried out systematically through repeated learning cycles. This approach allows teachers to assess the effectiveness of digital Pop-Up Book media in the real-world context of grade III learning. In line with the character of PTK, research is oriented towards continuous improvement through reflection on the actions that have been taken. Thus, this method is appropriately used to test and improve the quality of learning while producing measurable, contextual, and learning changes that are in accordance with the needs of students at SDS IT Al-Yunusi.

The PTK model used refers to the Kemmis and McTaggart spirals, which include the stages of planning, executing actions, observation, and reflection in two mutually continuous cycles. In cycle I, the action was focused on introducing the material through the screening of a digital Pop-Up Book assisted by Smart TV, structured explanations of traditional houses, traditional clothing, regional songs, and cultural identification exercises through LKPD. The results of the observation of the first cycle were then reflected to assess the weaknesses of learning, especially in the activeness, accuracy of tasks, and analytical abilities of students who were not optimal. Based on this reflection, cycle II is directed at improving strategies, such as strengthening question and answer interactions, assistance during discussions, providing more concrete examples, and more directed analytical assignments. The increase in results from an average of 55 percent in pre-cycle to 74 percent in cycle I and 86 percent in cycle II shows a substantive and very convincing inter-cycle change.

Data analysis was carried out in a descriptive, qualitative and quantitative manner to describe changes in the learning process and learning outcomes of students from pre-cycle to cycle II.

Quantitative data was obtained through learning outcome tests prepared based on indicators of material understanding, while qualitative data was collected through study activity observation sheets, field notes, and documentation of the learning process. Observation instruments are directed to assess material understanding, learning activity, accuracy in doing assignments, and simple analytical skills, while test instruments are used to measure individual learning outcomes. Indicators of operational success are determined when most students reach the good category and the average class shows a significant improvement in each indicator. In this study, achievement increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle, so that the actions were considered effective, relevant, and in line with the goal of learning improvement that was very significant

3. Results and Discussion

The application of digital Pop-Up Book media in learning Pancasila Education materials for cultural diversity shows that there is a gradual increase in student learning outcomes from pre-cycle, cycle I, to cycle II. In the pre-cycle stage, learning is still dominated by lecture methods and student participation is relatively low, so the understanding of the material is not optimal. After the action in cycle I, students began to show higher interest because the digital visual presentation was more concrete and interesting. A stronger improvement was seen in cycle II when students were more active in observing, answering questions, and completing assignments more appropriately. The data confirms that digital Pop-Up Book media is able to help students understand the concept of cultural diversity more easily, while increasing learning engagement. Thus, the results of the study show the effectiveness of media in improving learning processes and outcomes.

Overall, the improvement in learning outcomes is not only seen in the aspect of material understanding, but also in the activeness of learning, accuracy in doing assignments, and the ability to analyze simply. This shows that the digital Pop-Up Book media does

not only attract the attention of students, but also supports the formation of a more meaningful and structured learning experience [12]. In cycle II, most of the indicators have reached the very good category, so that learning actions can be declared successful. These findings reinforce that the use of visual, interactive, and appropriate media in accordance with the characteristics of elementary school students can be an effective solution in learning Pancasila Education. Thus, the results of the study support the importance of learning media innovation to improve the quality of learning of cultural diversity materials in grade III SDS IT Al-Yunusi.

Learning Outcomes Table

Stages	Material Understanding	Learning Activity	Accuracy in Performing Tasks	Simpl e Analy tical Abilit y	Learn ing Outcomes	Average
Pre - cycl e	57%	52%	61%	48%	57%	55%
Cycl e I	75%	72%	78%	70%	74%	74%
Cycl e II	88%	84%	90%	82%	87%	86%

Discussion

Theory

Learning media is an important means of helping students understand the material in a more concrete, interesting, and meaningful way [13]. This is relevant because elementary school learners tend to more easily capture information through visual stimuli and learning experiences that are close to their world. In the context of learning Pancasila Education, the right media is needed to bridge abstract material such as the diversity of cultural tribes to make it easier to understand. Previous studies have shown that the use of visual and interactive media can increase students' attention, participation, and learning outcomes. Based on this evidence, learning media not only functions as a tool, but also as a pedagogical strategy that determines the quality of the learning process. Thus, learning media theory is the main foundation in explaining why digital Pop-Up Books have the

potential to be effective in improving student learning outcomes.

Digital Pop-Up Book is a development of three-dimensional book media combined with digital technology so that it displays embossed images, dynamic visuals, and a more interactive learning experience [14]. The reason for the use of this media in this study is because the material of cultural diversity requires visual representations that are able to show the characteristics of traditional houses, traditional clothing, regional songs, dances, and other cultural elements more realistically. This media is displayed through Smart TV to provide a concrete and interesting learning experience for grade III students. The empirical evidence in the article shows that after the media was applied, students' material understanding and learning activity experienced a consistent increase from pre-cycle to cycle II. Therefore, the theory of digital Pop-Up Books is very relevant as a conceptual basis that explains the effectiveness of media in improving learning outcomes in Pancasila Education.

Learning outcomes are changes in abilities that include cognitive, affective, and psychomotor aspects after students follow the learning process [15]. In this study, the main focus is on cognitive learning outcomes shown through the ability to understand, recognize, classify, and explain the diversity of Indonesian cultural tribes. Learning outcome theory is important because it provides an objective measure of the success of learning actions carried out through the digital Pop-Up Book media [16]. The average learning outcomes of students increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle, which indicates a noticeable change after the intervention was given. Based on these findings, learning outcome theory strengthens the argument that the right learning media can encourage conceptual understanding and active involvement of students. Thus, this theory becomes an analytical framework that is very much aligned with the objectives, methods, and focus of the research.

The application of digital Pop-Up Book media in Pancasila Education learning shows that this media

can provide a more concrete and directed learning experience for grade III students [17]. This is important because the material on cultural diversity contains many visual concepts that will be easier to understand if presented through image representation, animation, and three-dimensional displays. In learning that was previously dominated by the lecture method, students tended to be passive and lacked focus, so that the understanding of the material was not optimal [18]. After digital media is implemented, it is easier for students to follow the learning flow because the appearance of the material is more attractive and in accordance with the learning characteristics of elementary school-age children. Thus, the application of this media can be understood as a relevant pedagogical step to answer the needs of meaningful and enjoyable learning.

The results of the implementation of the action show that the use of digital Pop-Up Books is able to increase students' attention and activeness during the learning process [19]. In the early stages, some students were still hesitant to answer questions, but after the media was broadcast through Smart TVs, they began to show more active responses. This condition occurs because visual media provides a stronger learning stimulus than verbal explanations alone. Learners not only see images, but also gain the opportunity to connect information with ongoing learning experiences. The evidence in the results of the study shows an increase in learning activity from pre-cycle to cycle I and increases again in cycle II. Therefore, this media functions not only as a tool, but as a spark for effective learning interactions.

In addition to increasing activeness, digital Pop-Up Book media also helps students understand the material on ethnic diversity in more depth [20]. This is important because material about traditional houses, traditional clothing, regional songs, and local culture requires clear visual recognition so that it is not perceived in the abstract. When teachers display media digitally, students can observe cultural forms from various regions in a more concrete way so that the identification process becomes easier. The data from the study showed that the indicators of material understanding increased significantly

from pre-cycle to cycle II. This increase shows that digital media is able to strengthen students' cognitive processes, especially in recognizing, distinguishing, and explaining elements of Indonesian cultural diversity. Thus, this media is effective in supporting the conceptual understanding that is the basis for the learning outcomes of Pancasila Education.

The effectiveness of digital Pop-Up Book media is also seen in the accuracy of students in doing learning assignments [21]. This is due to the presentation of material that is systematic, visual, and easy to understand, so that students can better grasp instructions. In previous learning, assignments were often completed without adequate understanding, but after the media was applied, students were better able to follow the teacher's directions and complete the LKPD more appropriately. Empirical evidence shows an increase in indicators of accuracy in performing tasks from pre-cycle to cycle I and cycle II. This improvement indicates that the media not only enhances learning, but also helps students organize information and complete tasks more independently. Therefore, digital Pop-Up Book media has a real contribution to shaping more structured learning skills.

Overall, the discussion of the results of the study emphasized that the digital Pop-Up Book media was effectively used to improve learning outcomes on cultural diversity materials in grade III of SDS IT Al-Yunusi. This success is characterized by increased material understanding, active learning, accuracy in doing assignments, and simple analytical skills from pre-cycle to cycle II. This pattern of improvement shows that learning that utilizes visual-interactive media can create a more interesting, participatory, and meaningful learning atmosphere. In the context of Pancasila Education, this finding strengthens the view that learning media needs to be adjusted to the character of the material and the stage of development of students. Thus, the implementation of digital Pop-Up Books not only supports the achievement of learning outcomes, but also strengthens the process of internalizing the value of diversity more effectively.

Indicator	Pre-cycle	Cycle I	Cycle II	Meaning of Discussion
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Understanding of the material	57%	75%	88%	Digital media makes it easier for students to recognize and explain cultural diversity.
Activeness of learning	52%	72%	84%	Visual displays increase student attention, response, and participation.
Precision in performing tasks	61%	78%	90%	Systematic presentation of materials helps students understand the instructions better.
Simple analytical ability	48%	70%	82%	The media supports a more directed thinking process in grouping cultural information.
Learning outcomes	57%	74%	87%	In general, digital Pop-Up Book media is effective in improving learning outcomes.

The application of digital Pop-Up Book media in the learning of Pancasila Education material on cultural diversity has been proven to improve the learning outcomes of grade III students of SDS IT Al-Yunusi gradually [20]. This is important because the learning objectives of Pancasila Education not only require mastery of concepts, but also the ability of students to understand the meaning of diversity and apply it in their daily attitudes. In the context of this study, students' initial learning outcomes are still low because learning is dominated by lectures and the media used is less varied. After the action is given, students gain a more concrete learning experience through digital embossed images, attractive visual displays, and explanations that are easier to follow. Empirical evidence shows that average learning outcomes increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle. Thus, this media is effective in improving students' learning outcomes consistently.

The increase in learning outcomes occurred because digital Pop-Up Books were able to change the learning process from abstract to more contextual and interactive. In the material on the diversity of cultural tribes, students need to recognize traditional houses, traditional clothing, regional songs, regional dances, and other cultural elements that require clear visualization so that they are easy to understand [22].

Digital media displayed through Smart TVs make students more focused on observing the material, easier to remember information, and more enthusiastic about learning. This condition is in line with the characteristics of elementary school-age children who are still at the stage of concrete thinking so that they need visual stimulus in understanding concepts. The data from the study showed that the most noticeable improvement occurred in the indicators of material understanding and simple analytical skills. Therefore, increased learning outcomes are not only final grades, but also show the development of the quality of students' thinking processes.

In addition to influencing understanding, this media also strengthens the active involvement of students during learning [23]. This can be seen from changes in more responsive learning behavior, such as daring to answer questions, expressing opinions, and completing tasks more independently. In early learning, some students tend to be passive and wait for the teacher's direction, but after the media is used, they begin to be more actively involved in class discussions. Observational evidence showed that learning activity increased from 52 percent in the pre-cycle to 72 percent in the first cycle and 84 percent in the second cycle. This improvement shows that digital Pop-Up Book media not only acts as a visual aid, but also as a driver of learning participation. Thus, students' learning outcomes increase because they are more intensely involved in the learning process.

The accuracy of students in doing assignments is also one of the important indicators that show the success of learning actions [24]. This is due to the presentation of material that is concise and easy to understand so that students can better grasp the teacher's instructions. In the pre-cycle stage, some students still have difficulty understanding the questions and often ask the teacher for help before completing the assignment. Once the media was applied, they showed better ability to read information, adjust answers, and complete LKPD as directed. The research data showed that the indicator of accuracy in doing tasks increased from 61 percent

to 78 percent in the first cycle and reached 90 percent in the second cycle. This fact proves that the right learning media can improve basic academic skills while strengthening overall learning outcomes.

The ability to analyze simple has also experienced a significant increase after the use of digital Pop-Up Books [25]. This is important because learning Pancasila Education on the diversity of cultural tribes does not stop at the introduction of facts, but must encourage students to distinguish, classify, and understand the relationship between cultural information. In the learning process, digital media makes it easier for students to connect images with regional origins, types of cultures, and the meaning of diversity [26]. Empirical evidence shows that the indicator of simple analytical ability rose from 48 percent in the pre-cycle to 70 percent in the first cycle and 82 percent in the second cycle. This improvement shows that visually and interactively designed media are able to better encourage the development of basic level thinking. Thus, students' learning outcomes not only increase in the memorization aspect, but also in simple reasoning skills that are relevant to the learning objectives.

Overall, the results of the study confirm that the use of digital Pop-Up Book media is effective in improving students' learning outcomes in Pancasila Education subjects of ethnic diversity and culture. This success is marked by an improvement in all observed indicators, namely material understanding, learning activity, accuracy in doing assignments, simple analytical skills, and final learning outcomes. The process of improvement that occurs gradually from pre-cycle to cycle II shows that learning media that is in accordance with the characteristics of the material and students can have a real impact on the quality of learning outcomes. In the context of learning in elementary schools, these findings reinforce the importance of digital media innovations that are not only visually appealing, but also support the achievement of academic competence. Thus, the formulation of the second problem is answered that digital Pop-Up Book media is able to significantly and consistently improve

student learning outcomes.

Indicator	Pre-cycle	Cycle I	Cycle II	Interpretasi
Understanding of the material	57%	75%	88%	Understanding of concepts increases because the material is presented concretely and visually.
Activeness of learning	52%	72%	84%	Digital media encourages active participation and response of students.
Precision in performing tasks	61%	78%	90%	Instructions become easier to understand so that tasks are done more precisely.
Simple analytical ability	48%	70%	82%	Media helps students group and connect cultural information.
Learning outcomes	57%	74%	87%	Learning outcomes increase consistently with each cycle.

The application of digital Pop-Up Book media in learning Pancasila Education on cultural diversity materials shows strong effectiveness in improving the quality of student learning outcomes [27]. This is important because the formulation of the third problem basically asks the extent to which the media is able to have a real impact on students' learning outcomes. In early learning, students still have difficulty understanding the concept of cultural diversity because the material is delivered verbally and is not supported by interesting media. After the action is applied, the three-dimensional visual display, animation, and more concrete presentation of the material make it easier for students to understand the content of the learning. The evidence of the results showed an increase in the average learning outcome from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle. Thus, digital Pop-Up Book media has proven to be effective in encouraging significant improvement in learning outcomes.

The effectiveness of the media occurs because the learning design used is able to adjust the development characteristics of elementary school students. At this age, children learn better through concrete objects, attractive images, and activities that involve direct visual attention [5]. Digital Pop-

Up Book media answers these needs by presenting traditional houses, traditional clothing, regional songs, and other cultural elements in a more lively and easy-to-observe form. This reason strengthens why students become more focused and do not get bored quickly during learning. The observation data showed that each indicator of learning outcomes increased gradually in each cycle. This fact confirms that the success of learning is not only influenced by the content of the material, but also by the suitability of the media with the learning needs of students. Therefore, this media has high pedagogical relevance in learning Pancasila Education.

The improvement in learning outcomes is also influenced by the increase in the active involvement of students in the learning process. When the media is displayed, students no longer only listen to the teacher's explanations, but also observe, respond, and discuss the content of the material directly [28]. These activities make it easier for them to connect visual information with the concepts they are learning. Empirical evidence shows that learning activity increased from 52 percent in the pre-cycle to 72 percent in the first cycle and 84 percent in the second cycle. This condition has implications for the quality of learning outcomes because active students tend to understand, remember, and apply learning materials more easily. Thus, digital Pop-Up Books not only improve the cognitive aspect, but also create a participatory learning atmosphere that supports the achievement of better learning outcomes.

In addition to activeness, the accuracy of students in completing learning tasks has also increased significantly [29]. This is due to the presentation of material that is concise, visual, and easy to understand so that students can quickly grasp the teacher's instructions. In pre-action learning, learners often show confusion in completing tasks, especially when asked to identify the type of culture and region of origin. Once digital media is used, they are better able to read information correctly and complete worksheets independently. The research data showed that the accuracy of doing tasks increased from 61 percent to 78 percent in cycle I and 90 percent in cycle II. These findings show that

effective learning media can improve basic learning skills that have a direct effect on students' final outcomes. Therefore, the improvement in learning outcomes can be understood as a result of a more directed and guided learning process.

The ability to analyze simple is also important evidence that this media contributes to the development of students' thinking. In Pancasila Education learning, a simple analysis is needed so that students not only know the culture, but also understand the relationship between cultural elements and the importance of respecting diversity [30]. Digital Pop-Up Book media makes it easier for students to group and differentiate information through a clear and attractive visual display. Observational evidence shows that simple analytical skills increased from 48 percent in the pre-cycle to 70 percent in the first cycle and 82 percent in the second cycle. This increase shows that digital media is able to facilitate the development of basic thinking skills that are part of learning outcomes. Thus, the effect of the media does not stop at the introduction of information, but also reinforces the simple reasoning process that is highly relevant to the learning objectives.

Overall, the results of the study prove that the digital Pop-Up Book media is effective in improving students' learning outcomes in the subject of Pancasila Education material on ethnic diversity and culture. This effectiveness can be seen from consistent improvements in all indicators, namely material understanding, learning activity, accuracy in doing assignments, simple analytical skills, and final learning outcomes. This achievement confirms that innovative, visual, and interactive learning media can be a real solution for learning that requires understanding concepts as well as internalizing values. In the context of this study, the answer to the formulation of the third problem is that digital Pop-Up Book media has proven to be effective, because it is able to improve the quality of the process as well as learning outcomes gradually and significantly. Therefore, this media deserves to be recommended as a relevant learning alternative for cultural diversity materials in elementary schools.

Indicator	Pre-cycle	Cycle I	Cycle II	Meaning of Results
Understanding of the material	57%	75%	88%	Digital media makes concepts easier to understand concretely.
Activeness of learning	52%	72%	84%	Students are more actively involved in the learning process.
Precision in performing tasks	61%	78%	90%	Instructions are clearer and tasks are more precisely completed.
Simple analytical ability	48%	70%	82%	Media helps students connect and group information.
Learning outcomes	57%	74%	87%	There was a significant and consistent increase in the final achievement.

Analysis

In general, the application of digital Pop-Up Book media in learning Pancasila Education materials for cultural diversity shows a consistent pattern of improvement, both in the learning process and student learning outcomes. Visual-interactive media is able to bridge abstract material into more concrete and easy to understand by grade III students. Elementary school-age children tend to need visual stimulation, engaging learning experiences, and media support that makes it easier for them to relate new information to previous knowledge. The results showed an increase in average achievement from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle, accompanied by an increase in material understanding, learning activity, accuracy in doing tasks, and simple analytical skills. Digital Pop-Up Book media is not only effective as an aid, but also functions as a pedagogical strategy that strengthens the quality of learning Pancasila Education as a whole.

The success of the action does not stand alone, but is influenced by the suitability between the character of the media, the character of the material, and the character of the students. The important point is that this digital media succeeds in optimizing learning because it visualizes cultural elements in real life through the display of embossed images and presentation through Smart TVs. Cultural ethnic

diversity material requires an introduction to the form, characteristics, and origin of culture which will be easier to understand if presented visually and systematically. The study showed that the indicator of active learning increased from 52 percent to 84 percent, the accuracy of doing tasks from 61 percent to 90 percent, and the ability to analyze simple from 48 percent to 82 percent. Digital Pop-Up Book media has a positive impact that not only improves the final result, but also improves the quality of the learning process, so it is very relevant to be used in learning Pancasila Education in elementary schools.

Comparison Table

Indicator	Pre-cycle	Cycle I	Cycle II	Pre-cycle to Cycle II Difference
Understanding of the material	57%	75%	88%	31%
Activeness of learning	52%	72%	84%	32%
Precision in performing tasks	61%	78%	90%	29%
Simple analytical ability	48%	70%	82%	34%
Learning outcomes	57%	74%	87%	30%
Average	55%	74%	86%	31%

This analysis confirms that digital Pop-Up Book media deserves to be positioned as an effective learning innovation, especially in materials that demand cultural visualization and strengthening conceptual understanding.

4. Conclusion

The conclusion of this study emphasizes that the application of digital Pop-Up Book media is effective in improving the learning outcomes of grade III students of SDS IT Al-Yunusi in the subject of Pancasila Education, material on ethnic diversity. This effectiveness occurs because this media is able to present material visually, concretely, and interactively, so that it is in accordance with the learning characteristics of elementary school students who are easier to understand information through interesting and directed experiences. Empirical evidence of the study shows that all indicators have increased from pre-cycle to cycle II, namely material comprehension from 57 percent to 88 percent, learning activity from 52 percent to 84 percent, accuracy in doing assignments from 61

percent to 90 percent, simple analytical ability from 48 percent to 82 percent, and learning outcomes from 57 percent to 87 percent. The average achievement also increased from 55 percent in the pre-cycle to 74 percent in the first cycle and 86 percent in the second cycle. Thus, the digital Pop-Up Book media not only improves the learning process, but is also proven to strengthen the quality of learning outcomes gradually, significantly, and relevant to the learning goals of Pancasila Education

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