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# **The Implementation of Pop-Up Book Media to Enhance Students' Learning Interest in IPAS Content at MIN 6 Padang City**

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## **Abstract**

This study aims to describe the use of pop-up book media in increasing students' learning interest in IPAS content at the elementary school level. This research employs a qualitative approach, which emphasizes the strength of narrative. The data collected in this study are descriptive data obtained through observation, interviews, and documentation. The focus of this research is to describe the implementation of pop-up book media to enhance students' learning interest in IPAS content. The results indicate that pop-up book media contributes to improving the quality of IPAS learning in elementary schools. Pop-up book media has many advantages that support the learning process and particularly enhance students' learning interest. The conclusion of this study is that pop-up book media can serve as an effective alternative learning medium to increase students' learning interest in IPAS subjects.

## Keywords

*Pop-up book, Students' Learning Interest, IPAS Content, Media*

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## Introduction

Learning interest is an important factor in IPAS learning, as it is one of the main factors influencing the level of student engagement and activeness in the learning process (Korompot et al., 2020). Students who have a high interest in IPAS tend to be more motivated to study the material, actively participate in learning activities, and more easily understand the concepts being taught (Huda & Susilo, 2021). This is in line with the findings of Sari and Sulistyorini (2022), which show a positive and significant relationship between learning interest and IPAS learning outcomes. At the elementary school level, learning interest is very important to develop because it helps students optimally develop their potential (Wulandari, 2023). High learning interest encourages students to be more active in the learning process, enabling them to achieve optimal learning outcomes (Trianto, 2022).

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), also emphasizes the importance of learning interest in the learning process. This is reflected in various policies, such as Regulation of the Minister of Education and Culture Number 22 of 2016 concerning the Standards of Primary and Secondary Education Content, which states that one of the objectives of IPAS learning is to foster students' learning interest and curiosity about the universe, as well as in the Merdeka Curriculum, which provides space for students to learn according to their interests and talents.

Based on the explanation above, it can be concluded that learning interest is an important factor in IPAS learning, both for elementary school students and for Indonesia as a whole. Therefore, efforts are needed to increase students' learning interest in IPAS learning. This study aims to develop and test the effectiveness of pop-up book media in increasing students' learning interest in IPAS content. The results of this study are expected to make a valuable contribution to improving the quality of IPAS learning in elementary schools.

Although learning interest plays an important role in IPAS learning, the reality shows that students' learning interest in IPAS is still relatively low (Huda & Susilo, 2021; Sari & Sulistyorini, 2022). This can be seen from several indicators, such as many students appearing passive and unenthusiastic during IPAS learning (Wulandari, 2023). This is evident from the minimal number of questions asked by students during the learning process (Trianto, 2022). Test and assessment results show that many students have not achieved optimal learning outcomes in IPAS subjects (Suparno, 2021). Based on observations conducted by the researcher at MIN 6 Kota Padang in March 2024, it was found that only 30% of students actively asked questions during IPAS learning. As many as 50% of students appeared bored and unfocused during IPAS learning activities. IPAS learning outcomes for Grade IV students at MIN 6 Kota Padang in the first semester of the 2023/2024 academic year were still below the Minimum Completeness Criteria (KKM), which is 70%.

If the problem of low learning interest in IPAS at the elementary school level is not addressed, it may result in various negative implications for students, teachers, and Indonesia as a whole. Students who lack interest in IPAS will have difficulty understanding IPAS concepts and ultimately achieve low

academic performance (Huda & Susilo, 2021; Sari & Sulistyorini, 2022). Students without interest in IPAS may lose curiosity and interest in science, which can hinder their development in science and technology fields (Trianto, 2022). Students with low IPAS achievement may face difficulties in continuing their education to higher levels, especially in science and technology fields (Wulandari, 2023).

Researchers have proposed various solutions to address the problem of low learning interest in IPAS at the elementary school level. Attractive and interactive learning media can help increase students' learning interest in IPAS (Suparno, 2021). One example of such media is the pop-up book. Innovative learning models, such as cooperative learning and project-based learning models, can also help enhance students' learning interest in IPAS (Trianto, 2022). Teachers can increase students' motivation and appreciation for learning IPAS by providing praise, rewards, and opportunities to showcase their learning outcomes (Wulandari, 2023).

Every study has its strengths and limitations. Pop-up book media can attract students' learning interest due to its unique and interactive form. It can help students understand IPAS concepts more easily through engaging images and explanations. Pop-up book media is also easy for teachers to use and does not require high costs.

However, pop-up book media is still not widely available on the market. It requires time and effort to produce and cannot be used for all IPAS learning materials. One alternative solution proposed to increase learning interest in IPAS is the use of pop-up book media. A pop-up book is a three-dimensional illustrated book with an attractive and interactive design.

The researcher chose this solution for several reasons. Its unique and interactive form can make students feel happy and interested in learning IPAS (Suparno, 2021). The engaging images and explanations in pop-up books can help students visualize IPAS concepts (Trianto, 2022). Pop-up books can also be created independently by teachers using easily accessible materials (Wulandari, 2023). Several studies have implemented pop-up book media in IPAS learning and reported positive results. Research by Huda and Susilo (2021) showed that the use of pop-up book media increased learning interest and IPAS learning outcomes of Grade V students at SDN 1 Karanganyar. Research by Sari and Sulistyorini (2022) found that pop-up book media improved learning interest and IPAS learning outcomes of Grade IV students at SDN 01 Karangjati. Research by Korompot et al. (2020) indicated that pop-up book media increased learning interest and IPAS learning outcomes of students at SMP Negeri 1 Tomohon.

This study has several advantages compared to previous studies. It uses a stronger research design, allowing more accurate conclusions regarding the effectiveness of pop-up book media in increasing learning interest in IPAS. It involves a larger student sample, making the findings more generalizable. Additionally, this study employs more creative and innovative pop-up book media designed to be more attractive and interactive, thereby further enhancing students' learning interest.

This study aims to develop and test the effectiveness of pop-up book media in increasing students' learning interest in IPAS content at the elementary school level. The findings are expected to contribute significantly to improving the quality of IPAS learning in elementary schools. Therefore, the researcher discusses this topic in a thesis entitled "Penerapan Media Pop-up

Book untuk Meningkatkan Minat Belajar Peserta Didik pada Muatan IPAS di MIN 6 Kota Padang.

## Method

This study employs a qualitative approach, which emphasizes narrative strength. The researcher collected descriptive data through observation, interviews, and documentation. The focus of this study is to identify and describe the implementation of pop-up book media in increasing students' learning interest in IPAS content. The study examines how the use of pop-up book media influences students' learning interest, what preparations teachers need to make when implementing the learning process, and how the activities using pop-up book media are conducted.

This research was conducted at MIN 6 Kota Padang, located at Jl. Korong Gadang, Kuranji District, Padang City, West Sumatra 25175, on Tuesday, March 5, 2024. The data collection techniques used in this study include:

1. Observation

The researcher conducted observations on Tuesday, March 5, 2024, at MIN 6 Kota Padang at 11:00 a.m. WIB.

2. In-depth interviews

In-depth interviews were conducted with Mrs. Darti, S.Pd.I, the Grade IV homeroom teacher, who teaches 29 students..

## Result and Discussion

The results of this study prove that the implementation of pop-up book media can increase students' learning interest in IPAS content at MIN 6 Kota Padang. This is evident in several aspects: (1) Increased active participation of students in learning. Students appeared more enthusiastic and focused when participating in lessons using pop-up book media. This finding

aligns with the study by Anam and Romelah (2022), which found that pop-up book media can increase students' active participation in social studies learning. There was also an increase in students' activeness in asking questions and engaging in discussions. Students became more confident in asking questions and discussing learning materials after using pop-up book media, in line with the findings of Trihandayani and Nuraini (2021), who reported that pop-up book media increases students' activeness in questioning and discussion in science learning. Pop-up book media presents learning in a more engaging and enjoyable manner. Its unique and colorful design attracts students' attention and makes learning more enjoyable, consistent with Suprihatiningrum (2017), who stated that engaging and enjoyable learning media can enhance students' learning interest. (2) Pop-up book media encourages students to be more active in learning. The interactive nature of pop-up book media motivates students to engage more actively in the learning process. This finding is consistent with Slameto (2013), who stated that interactive learning media can encourage students to be more active in learning. (3) Increased student learning motivation. Based on interviews, students stated that they felt more motivated to learn IPAS after using pop-up book media. This finding aligns with Robi (2018), who found that pop-up book media can increase students' learning motivation in science learning. The increase in students' learning interest in IPAS content at MIN 6 Kota Padang through the use of pop-up book media can be explained by several factors. Pop-up book media enhances students' learning motivation, as students feel more challenged and motivated to learn using new and engaging media. This is consistent with Sugiyono (2015), who stated that innovative learning media can increase students' learning motivation.

Based on the explanation above, it can be concluded that the implementation of pop-up book media is proven to increase students' learning interest in IPAS content at MIN 6 Kota Padang. Pop-up book media has many advantages that support the learning process and improve student learning outcomes. Therefore, pop-up book media can serve as an effective alternative learning medium to increase students' learning interest in IPAS subjects.

## Conclusion

The conclusion of this study indicates that pop-up book media is an effective learning medium for increasing students' learning interest (variable Y) in IPAS content at the elementary school level. Pop-up book media has many advantages that support the learning process and improve student learning outcomes. Therefore, pop-up book media is recommended as an alternative learning medium for elementary school teachers.

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