IDEAS

Implementation of Smart Pop Up Book Media to Improve Read-Write Literacy in Children

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Abstract

Literacy improvement is a crucial task that is carried out in both schools and homes, or lingkungan. This is how the government was informed through the national literary festival. Using interactive media can help with literary event execution. Currently, children are becoming more interested in contemporary media or games like smartphones, tablets, and other devices of that nature. However, if children are not aware of their peers' sex, a variety of media might be harmful to them. Due to this, educators conducted media savvy pop-up book evaluations to promote early literacy in children. The purpose of this paper is to understand how to create a media smart pop-up book program for teaching children to read. Based on the mosque, this study was conducted on children aged 7 to 12 in Buntu Batu, Kecamatan Bastem, Kabupaten Luwu, and Sulawesi Selatan. The current study used a kualitatif deskriptif design for qualitative research. The study's findings are based on the development of young children's language literacy, which can improve when using media such as smart pop-up books during instruction. In light of this, it is evident that media smart pop-up books may be used to teach young children and assist them in developing their reading abilities.
Keywords: literacy, reading-writing literacy, learning media, pop up books

Introduction

At this time, technology development is accelerating quickly. Many previously manual processes are now moving toward computerized ones. At this time, children's games are also transitioning to contemporary video games with a digital base. With a variety of easy-to-use, practical, and always connected online technologies over the internet, children are more interested in playing digital games. The aforementioned game is connected to devices like smartphones, tablets, and other similar devices. The same situation is described by adults who are frequently more excited and who give their children smartphones or tablets.

However, a child who uses a smartphone without adult supervision might have detrimental effects on their development. In terms of social perception, allowing a child to use a smartphone continuously without adult supervision might

cause them to become less socially integrated. Another potential problem is a child who lacks discipline and who has trouble understanding their own identity (constrained). When communicating with another person, the child's acuity begins to wane. Emotional instability in a child is also a possibility.

In learning activities, educators need to choose appropriate learning media and games. The selected learning media and games must be safe, educative, appropriate to children's development, and in accordance with the times. One aspect that needs to be applied to children from an early age is literacy skills. Early literacy instruction will benefit a child's development since it makes it simpler for them to interact with people and communicate. Children will also be open to learning new things and developing their creativity and critical thinking skills.

Education must focus on the three pillars of knowledge, skills, and personal qualities. In connection with this, the six types of literacy that must be practiced and designated as the core of education are (1) literacy literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6)) cultural literacy and citizenship. Next, the skills that are prioritized and made the focus of education include being critical, creative, communicative, and collaborative. Finally, religiousness, integrity, manliness, nationalism, and gotong royong need to be acknowledged as core characteristics of education (Saryono, 2017).

In-class literary discussion requires a variety of writing skills, but media-based classroom discussion is especially important. Arsyad (2017) states that the purpose of educational media is to convey lessons to students. The media in question was constructed using sturdy materials to be able to elicit interest and respect from students while they are learning. As a result, the single characteristic of educational media as a sender of advice to the recipient.

One particular media that may be used in literary education is the media smart pop-up book. The media smart pop-up book is a perceptual tool with three dimensions that shows one object as more interesting and clearer In this way, a child becomes more eager to learn and is able to stimulate their creativity and imagination. An infant's awareness of a situation will also become more accurate.

Literacy skills are essential for every child to possess. Literacy will increase a person's capacity to acquire important information in a variety of fields, including politics, economics, and the teaching of foreign languages. Implementation of the generator of literacy must begin immediately. Gerakan Literasi Nasional (GLN) is the leading authority in advancing siswa's participation in literate initiatives from the dawn of time (Abidin, 2015).

Currently, the government continues to promote literacy programs in schools. The government designed various literacy programs, starting with the national literacy movement, the school literacy movement, and the community literacy movement. These programs were designed by the government because literacy skills are very important for children to master from an early age. One of the schools currently implementing the school literacy movement is Pertiwi Kindergarten Wonorejo 02 Kec. Talun Kab. Blitar. In implementing the literacy movement at school, teachers at Pertiwi Kindergarten Wonorejo 02 must prepare various models and learning media that are appropriate for children's literacy development. Teachers also have to prepare a variety of interesting learning media,

in accordance with the times, safe, and educative.

Based on these problems, researchers offer educative and attractive literacy learning media for early childhood, namely smart pop-up book media. This learning media is able to stimulate children's imagination and creativity. This learning media is in the form of three dimensions to describe an object to be more real so that it can increase children's curiosity, make it easier for children to know the shape of objects, and increase children's vocabulary.

Based on the results of the research that has been done, it shows that pop up book media has a positive effect on learning. Research conducted by Devi and Maisaroh (2017) states that the developed wayang popup book learning media can be used in learning and has a positive effect on improving student achievement. The same thing was stated by Ahmadi et al (2018) in his research which showed a significant difference between student learning outcomes before using popup book media and after using it.

Methods

This research was conducted on children aged 7-12 years based on the mosque literacy movement in Buntu Batu Village, Bastem District, Luwu Regency, South Sulawesi Province, Indonesia. This study uses a descriptive qualitative research design. Data collection techniques using observation, interviews, and documentation. Data analysis used an interactive model of qualitative descriptive analysis which included data reduction, data presentation, and drawing conclusions. The validity of the data is done through triangulation, namely triangulation of techniques and sources.

At the data reduction stage, data selection or data selection, focusing, simplification, and transformation of the raw data contained in the field notes are carried out. At the data presentation stage, activities are carried out assembling various information or data in a detailed and systematic manner so that it is easy to understand. At the verification stage, conclusions are drawn based on the results of data reduction and data presentation. The data that has been selected, classified, and analyzed are interpreted, then conclusions are drawn. The interactive data analysis technique model used is according to the following figure.
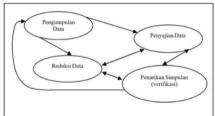

Figure 1 Interactive Analysis Model (Miles and Huberman, 1992)

Findings & Discussion

Based on the data analysis that has been done, the research results can be described as follows. Media smart pop-up book is an educational media that can stimulate children's imagination and creativity. This learning media is adapted to the characteristics of children aged 7-12 years, especially with regard to children's language acquisition. This media is implemented as a learning media that trains children's literacy. This media is also used to familiarize children with literacy.

The smart pop-up book learning media is in the form of book-shaped media in which there are three-dimensional visual elements. This learning media raises interactive motion when opened. This media consists of the cover and the contents of the book. On the cover is made with the title of the book and an attractive image that illustrates the visualization of the contents of the book. The content section is in the form of three-dimensional visualization in the form of pictures of animals and plants. This book also includes writing explaining the visualization of these three-dimensional images. The theme of the story in this media is "Pop Up Kebun" which contains plants, flowers, animals in the garden.

This smart pop-up book media is designed to fulfill various functions, namely the function of attention to attract children's attention in participating in learning. This media is also designed to fulfill affective functions that can be observed when children enjoy reading material in the media. Finally, this media is designed to fulfill a compensatory function, namely that children can more easily understand the contents of a book.

Popup book learning media is media in the form of books that contain three-dimensional (3D) visual elements and allow for interactive motion elements (Sholikhah, 2017). Students will be more enthusiastic in learning/reading on pop up book media because it has three-dimensional components with interactive movements. Students get positive things and new experiences when participating in learning using pop up book media (Khoiriyah and Sari, 2018). 3D media has several important functions in learning media, namely (1) the function of attention to attract students' attention; (2) the affective function is visible from the enjoyment of students when reading/learning; and (2) a compensatory function to assist students in understanding reading content (Septian and Tampubolon, 2015).

In carrying out learning using this popup book media, researchers used a random lottery model for students. Students who won the lottery tried to use this learning media by observing three-dimensional images, mentioning what images appeared, and starting to read the descriptions of the pictures in front of their friends. Each student does this randomly.

The results of this study indicate that students are very enthusiastic and interested while participating in learning using smart popup book media. Every page that is opened, is able to cause surprises to students. This causes students' curiosity to appear every time they open one page of a book and want to open the next page of the book. During the learning process, students are actively involved. In pop-up book media, the display of images is made attractive which contains the material/stories conveyed. Pop up books are designed to give surprises so that readers will be interested when they open page after page of the book. The element of surprise can also arouse the reader's curiosity (Khoirotun et al 2014). Pop up

books can be presented using various techniques, namely (a) transformations, which are pop ups arranged vertically, (b) peepshow, which are pop ups made by stacking paper to create an illusion of depth and perspective, (3) pull-tabs, namely pop ups made with sliding paper so that they can be pulled or pushed to cause movement in the image. The advantages of popup book media in learning give a concrete impression of the material presented. Students can be actively involved in learning, are interesting to students and can give a positive impression so that learning material can be remembered longer and learning becomes more meaningful (Safri et al, 2017). According to Piaget's theory of cognitive development, kindergarten students enter the concrete operational stage of development. Students still need concrete objects to complete logical tasks (Ibda, 2015). Popup book learning media plays a role in concretizing abstract objects.

The development of students in aspects of language development, especially their literacy skills, has increased well. this can be seen from the presence of students who dare to express their opinions related to the contents of the book, even though these children are usually classified as shy children. In learning, the educator reads the contents of the reading while the child listens to it. Based on the results of observations, children can compose simple sentences based on what they hear from the educator's explanation. When the child is asked to continue the story in the smart popup book media, it appears that the child can continue it well.

Based on the results of the assessment and evaluation in the implementation of smart popup book media, almost all learning indicators were achieved. Achievements in children's language development include the ability to name three-dimensional images in the smart popup book media, including pictures of animals, flowers, and gardens. Children are also able to continue the contents of the story when the teacher reads it. Children are also able to understand the contents of the stories in the smart pop up book media.

The child's capacity for basic literacy skills has been reached thanks to the use of media-smart pop-up books in instruction. When school is in session and the student has mastered the skills of developing a lasting calendar, understanding the content of the book, and negotiating the price of the textbook, the student may raise this issue through sikap and response. An infant can ask questions that are answered by the teacher about the story in the media smart pop-up book. Additionally, after being read by the teacher, the child was able to continue the passage in a smart pop-up book and communicate in a clear and concise manner.

Conclusion

Smart pop-up book learning media has successfully been implemented in reading instruction for children aged 7 to 12 years. Media smart popup book can improve children's language development, specifically in relation to reading or writing fluency. It is anticipated that the results of this study will serve as a reference for future research specifically on the topic of implementing literacy programs for young children starting in infancy.

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