

Pop-up book media integrated Islamic values and Pancasila to foster motivation and care

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Abstract: This study aims to motivate students in learning and instill an attitude of environmental care integrated with Islamic values and Pancasila. The research and Development (R&D) method used the ADDIE model, a type of research method pre-experimental design (nondesign) one group pretest-posttest with non-parametric. The subjects of the study were 21 fourth grade students of MIN 4 Madiun. Data collection techniques consisted of observations, interviews, documentation, and questionnaires. The data then analyzed quantitatively. The results shows that *first*, a product has been produced with an ADDIE development model in the form of a Pop-up book Media integrated with Islam and Pancasila values. *Second*, eligibility results have been obtained from several experts, including material experts, got an average of 95.5%, and language validation scores obtained 88.6%. Media validation received a score of 95.4%, teacher response 88.3%, and student response to media got a score of 95.8%. So it can be concluded that this Pop-up book media is worth using. *Third*, there is a positive influence on students after using Pop-up book media.

Keywords: *teaching media, visual media, pop-up book, integration of islamic values and pancasila, motivation, care for the environment*

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INTRODUCTION

Learning is said to be successful if it meets three aspects, namely learning effectiveness, learning efficiency, and learning attractiveness (Muzayanati, Maemonah, & Puspitasari, 2022). Learning can be said to be effective if it has a tendency where likes and dislikes about an object, interest or desire of the heart (Azzizah & Nugraheni, 2022). In addition, learning can be said to be efficient if the implementation of education is carried out according to a predetermined time. Attraction itself can be interpreted as a force that makes someone interested or likes an object or special attention that makes us feel comfortable (Wijoyo, Sunarsi, & Indrawan 2021).

The three aspects above if applied properly in learning activities then learning can be said to be successful. However, in learning activities there are still those who only apply 2 or 1 aspect, due to various obstacles faced by teachers, one of which is the tools or media used. As for the results of the researchers' interviews during learning activities, teachers rarely display images through LCD projectors. In addition, if the teacher cannot display images or videos through the teacher's projector using printed photos, but the printed images pasted on the blackboard also have shortcomings, the back students cannot see clearly the pictures pasted by the teacher.

Another way used by teachers to deliver learning activities is using whiteboard media and using the lecture method. From the above problems that make students less enthusiastic

about participating in learning activities is the lack of media that helps or supports learning activities. This can be strengthened by Anik Wahyuni's research that when observing teacher learning using the lecture method and not always using the media, this makes students less enthusiastic in learning activities. So researchers use Pop-up book media to increase student interest and the results of their research that the media used can increase student interest in learning (Wahyuni, Patonah, & Mudzanatum, 2023).

Media is something that is used to support the learning process, especially in this independent curriculum teachers are free to express themselves to teach. One of them uses interesting media that keeps students enthusiastic and enthusiastic in learning. Especially now that many schools have used or implemented an independent curriculum. This independent curriculum prioritizes student projects, where students explore more both indoors and outdoors, students are given the opportunity to find and teachers as reinforcement and guide students (Ministry of Education, Culture, Research, and Technology Education Standard, Curriculum, and Assessment Agency, 2022). So for activities carried out in class, they can use a variety of interesting media, which allows students to explore, collaborate and find something they have not gotten before.

The attractiveness of this media is very necessary where students are more enthusiastic in participating in learning activities both in the classroom and outside the school, in addition to the existence of interesting media that can succeed and support learning activities (Hijjah & Bahri, 2021). Apart from the attractiveness, the use of learning media must also be adjusted to the learning to be carried out so that the objectives can be conveyed properly. One of them is by using visual-based pop-up book media (Firmadani, 2020).

This pop-up book media is in the form of a book in which there are three-dimensional images that can make students more enthusiastic or interested in reading books. Basically, the use of visual media such as Pop-up books has a good effect on the learning process because this media is interesting (Firman & Julianto, 2021). Pop-up book media used in learning activities are usually more general in nature and such media are common. However, in this development, researchers want learning media that not only students are happy and enthusiastic but also can know and learn to share character values in the pop-up book (Firman & Julianto, 2021). The hope is that it can provide motivation to students and apply these character values in everyday life.

Caring for the environment is one of the characters that can be developed, where students are given responsibility for the surrounding environment. The realization of environmental care needs to be realized because MIN 4 Madiun school is an Adiwiyata school. However, there are still some students who do not care about the environment, including there are still students who litter out of place and lack of awareness of students caring for plants in school. Therefore, from the results of these observations, it is necessary to realize environmental care for students.

This embodiment can be developed by integrating with verses Al-Quran and Hadist. The integration of Islam values in the world of education has its own advantages which in its application emphasizes character values for students. So that learning objectives are achieved in learning not only general, it will be more memorable if there are plus points in it and character values in the verses of the Quran. In addition, this pop-up book media also integrates with the values of Pancasila which is adapted to the latest curriculum, namely the independent curriculum. As well as the material is integrated with Islamic values, where in the material there

will be additions to the verses of the Quran and Hadith and the cultivation of what character values can be taken in the material to have a good impact on students (Fitria, 2022).

The integration of Islam and Pancasila values is very good if applied in Madrasah, but for science material in the school has not integrated Islamic values and Pancasila. The teacher teaches according to the material in the book, the teacher does not add or integrate with other material. If the science material is integrated with Islamic values and Pancasila, students not only learn about the basic science of science but also character values that can be taken from the material learned, as well as the character of caring for the environment, affection for Hewan and Tumbuhan, gratitude.

Some of the problems that make teachers have not integrated science with Islamic values are the teacher's ability to integrate Islamic values, the limitations of the media used, or the teaching materials themselves (Fajrin & Muqowim, 2020). Teaching materials are an important part where the teaching materials are used to support the learning process. Teaching material is material that is commonly used during learning activities where to keep the learning process. The material can be written or not (Annisa & Fitria, 2021).

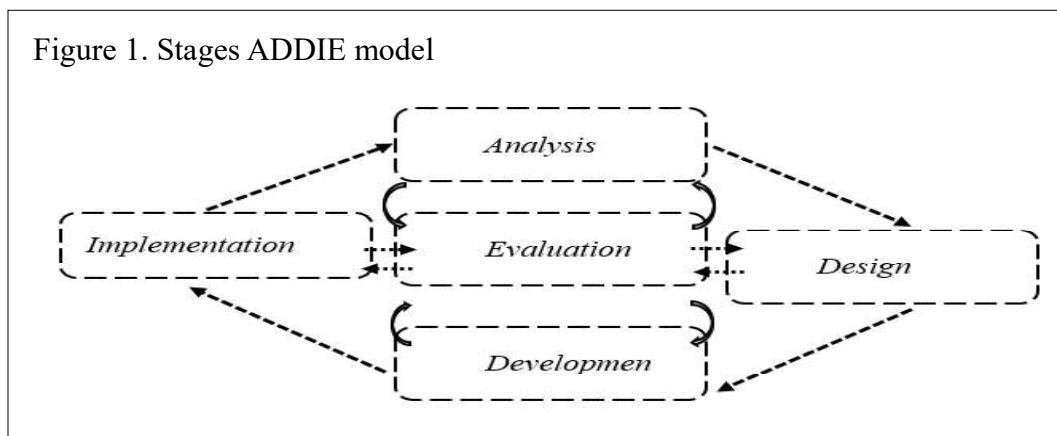
Various background problems exist in this study For the research to run smoothly and remain focused on what will be researched, it is necessary to limit space, namely focusing on the media used in learning science plant material sources of life on earth integrated values Islam and Pancasila in class IV with Pop-up book media which will be held at the Ibtidaiyah madrasah in MIN 4 Madiun. So the researcher took the title "Development of Pop-up Book Media Integrated Islamic Values and Pancasila to Foster Motivation and Care for the Material Environment of The Source of Life on Earth".

METHOD

This research uses the Research and Development (R&D) method using the ADDIE model, a type of pre-experimental design (nondesign) research method one group pretest-posttest with non-parametric. The study subjects were 21 fourth grade students of MIN 4 Madi. Data collection techniques consist of observations, interviews, documentation, and questionnaires. Data analysis techniques validity and reliability test, normality test, homogeneity test, sign test and Wilcoxon signed-rank test with the help of SPSS calculation version 23 For Windows.

This research development procedure uses the ADDIE model. The research steps using the ADDIE model. *First*, analyze. this analysis is carried out to obtain a theoretical basis that supports the development to be carried out. The analysis is divided into 2, namely work analysis and needs analysis. Work analysis clarifies basic problems faced in the learning process (Sugiyono, 2017). Needs Analysis is carried out where related to the product to be developed by knowing the problem by collecting various data through observation, interviews, and documentation described in the background. *Second*, design. To carry out development, it is necessary to have a design to be carried out (Sugiyono, 2017).

The preparation of materials and class IV science materials is adjusted to the independent curriculum book. In addition, there is material development by integrating with the values of Islam and Pancasila. Designing books using the Canva application, researchers choose the appropriate images, writing, and colors at this stage. In addition, m compile product design and compile or make product assessment instruments in this stage. This research instrument uses questionnaires addressed to material experts, media experts, and linguists.



In addition to making product instruments, it also makes motivational questionnaires for learning and caring for the environment and is validated by instrument experts. *Third*, development. At this stage of development, the design that has been carried out produces products as development for learning, for example, media in the form of pop-up books, evaluation sheets, etc. (Sugono, 2017). In addition, there will be revisions under the results of the validation carried out. *Fourth*, Implementation is carried out after validity tests to validators such as media experts, material experts, linguists, and instrument validity tests; after that, only conduct field tests.

This implementation will be carried out at MIN 4 Madiun with a total of 21 students. This implementation is carried out by teachers. This product trial aims to determine how teachers and students respond after using pop-up book media and media feasibility tests based on teacher and student assessments. *Fifth*, evaluation This evaluation stage is carried out after four steps have been carried out (Rayanto & Sugiyanti, 2020).

This stage aims to see whether the learning system using the media is successful and under the desired goals. This evaluation is given to determine student attitudes, increase competence, and also the benefits obtained by the school. In addition, at this stage, find out the feasibility and success of the pop up-book media used.

FINDINGS AND DISCUSSION

Pop-up book media development procedure. Steps in designing Pop-up book learning media integrated with Islamic values and Pancasila. *First*, the step of preparing the material is to synchronize between the material and various images in the developed Pop-up book (Table 1). The material contained in the Pop-up Book is integrated with Islamic Values and Pancasila as shown in Table 2.

The second step is to create a design, and researchers make a design using a laptop using the Canva Pro application. *First*, create, cover, part of the preface. Instructions for using a

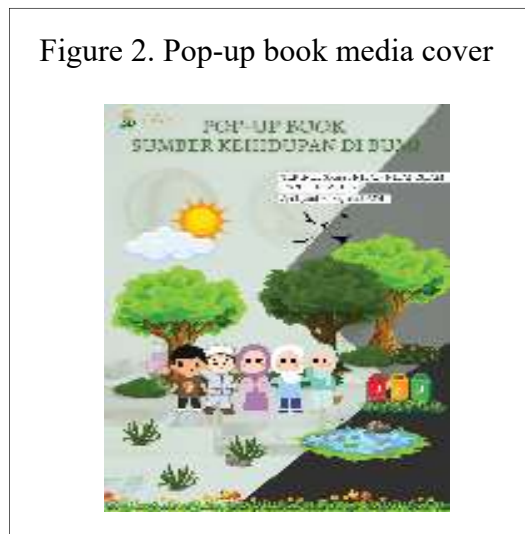
Table 1

Integration material development

IPA	Islam values	Pancasila Values
<ul style="list-style-type: none"> • Plant Parts of roots, stems, leaves of flowers, and fruits • Photosynthesis • Plant Breeding 	The integration of Islamic values emphasizes the Islamic Faith and Ihsan	The values of Pancasila are precepts 1-5

Table 2
IPA integration material

Theme	Description
Plant parts	<ul style="list-style-type: none"> • Roots, the function of roots, one of which is a part of the plant is associated with a belief. Instilling a strong belief with the binding of the Qur'anic verse surah An-Nahl verse 5 that Allah Almighty is the one and only one. In addition, this belief is explained in the first Pancasila precept regarding the one and only godhead. • The stem, the part of the plant is associated with carrying out its sharia as Allah's command to pray 5 times this is found in surah Hud verse 114. If it is associated with one of the functions of the rod is to circulate, and transport substances. Just as if we perform prayers can circulate positive things into our bodies, such as tranquility. If it is associated with the Pancasila precepts, it is included in the first Pancasila precept of obligation in carrying out worship. • Leaves, plant parts leaves are more of a process, associated with habits or habits. To get good habits must also go through good habits; for example, when going to perform prayers, we are encouraged to perform ablution. So in, this section integrates with the Qur'anic verse surah Al-Maidah verse 6 regarding wudu and hadith regarding wudu if it is related to the precepts of Pancasila regarding obeying the rules of entry to the second precept of just and civilized humanity. • Flowers and fruits, these plant parts are the result of various processes that have been passed if they are associated with Islamic values regarding prayers that are done well; for example carrying out prayers on time, will have a good impact also by respecting time; there is a disciplined attitude, this can be associated with the Qur'anic verse Q.S Nisa verse 103. If it is associated with the precepts of Pancasila, it is related to the second precept, which contains the value of moral awareness and behavior on one's self-awareness.
Photosynthesis	In the photosynthetic section, Islamic values that can be taken regarding gratitude are associated with the Qur'anic verse surah Al-Baqarah verse 152. In comparison, the Pancasila precepts regarding cooperation between plant parts during the photosynthesis process are related to the 3 rd precept regarding unity.
Plant breeding	in this section the integration of Islamic values regarding the attitude of helping as for the Qur'anic verse surah Al-Maidah verse 2. Plant development is inseparable from various assistance, both human animals, nature itself such as wind, water etc. The attitude of helping is found in the 2 nd precept.
The wisdom of caring for the environment	This section contains reflections on material that has been studied about plant parts, photosynthesis, and plant breeding. And invites readers to always protect the environment. The material can be attributed to surah Al-Baqarah verse 11 that Allah does not like those who do mischief.



Pop-up book, and table of contents as one example of a cover image used in Pop-up book media development. How to make this design has three stages, as for the stages as shown in the Table 3.

Table 3
Stages of design pop-up book

Design 1	Design 2	Design 3	Information
			The picture beside is the design stage regarding

The picture in the Table 3 is one example of the design stages before printing. The design was done three times and was done carefully. The writing adjustment on the image must be appropriate so that when printed, the image or writing is in sync or appropriate, and nothing is too oversized or small. The third step is to print the finished design sheets. After that, researchers assembled the sheets into a 3D book. As for the image after being assembled into Pop-up book media (Figure 3 and 4). In the last stage, researchers gave a cover to the book A4 size and added a middle part of 3.5 cm. The front and back covers using A4 size 21cm x 29.7cm. In this stage, it is done manually.

Media eligibility pop-up book. To determine the feasibility of me, the researcher validates it first. Material expert validation is carried out by material experts with the intention of knowing the suitability of the material's content to be developed, namely about the material that exists in the source of life on earth. Based on the data in Table 4, the researchers calculated the percentage of material feasibility on the theme of plant sources of life on earth using the formula (1).

Figure 3. Pop-up book sheet

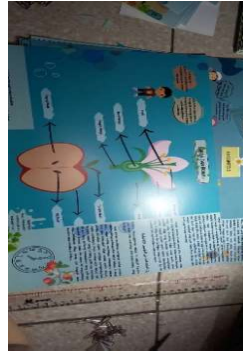


Figure 4. Pop-up book series

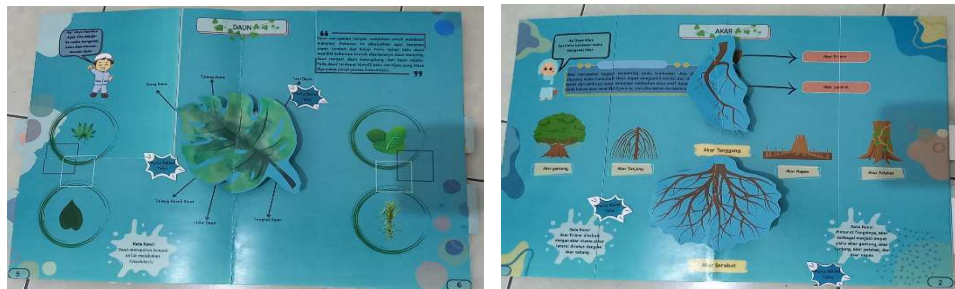


Table 4
Material validator assessment

Statement	1	2	3	4	5	6	7	8	9	10	11	12	Total
Validator 1	4	4	4	4	4	4	3	4	4	4	4	4	43
Validator 2	4	4	4	3	3	4	4	3	4	4	4	4	41

$$NP = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\% \quad (1)$$

$$NP1 = \frac{43}{44} \times 100\% \\ = 97.72 \%$$

$$NP2 = \frac{41}{44} \times 100\% \\ = 93.18 \%$$

From the data above, an average can be taken about the results of material validation carried out by the first and second validators as for the average results:

$$R = \frac{NP1 + NP2}{2}$$

$$R = \frac{98 + 93}{2} = 95.5$$

The validation results from material experts show that the material in the pop-up book can be said to be “Very Feasible” so that the material can be tested in the field. Language validation pop-up book media integrated islamic values and pancasila; language validation on pop-up book med is carried out by linguists to know the suitability of the language of the material to be developed, namely about the material that exists in the source of life on earth (Table 5).

Table 5
Language validator assessment

Statement	1	2	3	4	5	6	7	8	9	10	11	Total
Validators	3	4	4	4	3	4	4	4	3	3	3	39

$$NP = \frac{39}{44} \times 100\%$$

$$= 88.6$$

Media validation on pop-up book media is carried out by media experts to know the feasibility of the media to be developed. Then the percentage of eligibility from the first validation can be written with the formula:

$$NP = \frac{42}{44} \times 100\%$$

$$= 95.4$$

Table 6
Validator assessment

Statement	1	2	3	4	5	6	7	8	9	10	11	Total
Validators	3	3	4	4	4	4	4	4	4	4	4	42

The validation results from media experts show that pop-up book media can be said to be “Very Feasible” so that the media can be teste in the field. In addition to material expert validation, researchers conducted a media assessment with teacher and student responses.

Table 7
Teacher’s response

Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Validators	3	3	4	4	3	4	4	3	4	4	3	3	3	4	4	53

The score obtained from Master

$$NP = \frac{53}{60} \times 100\% = 88.3$$

From the validation results of the teacher’s response to the pop-up book media, it can be said to be “Very Feasible” so that he me can be used in learning activities. In addition to teachers, researchers also looked at how students responded after using pop-up book media. Table 8 is the result of the average response of 21 students. From the validation results of student responses to pop-up book media, it can be said to be “Very Feasible” so that the media can be used in learning activities.

Table 8
Student response

Statement	1	2	3	4	5	6	7	8	9	10	11	12	Total
Validators	4	4	4	3	3	4	4	4	4	4	4	4	46

$$NP = \frac{46}{48} \times 100\% = 95.8$$

The influence of Pop-up book Media integrates Islamic values and Pancasila to foster motivation and environmental care attitudes. Before further testing, researchers conducted validation tests on the statement items given by previous students, along with a table of validity and reliability of motivation and environmental care.

Table 9
Validity of motivation questionnaire trial

Learning Motivation Questionnaire			
Statement Item No.	r _{calculate}	R _{Table}	Validation
1	0,463	0,433	Valid
2	0.469	0,433	Valid
3	0.781	0,433	Valid
4	0.780	0,433	Valid
5	0.560	0,433	Valid
6	0.718	0,433	Valid
7	0.718	0,433	Valid
8	0,511	0,433	Valid
9	0,921	0,433	Valid
10	0,939	0,433	Valid
11	0,939	0,433	Valid
12	0,733	0,433	Valid
13	0,799	0,433	Valid
14	0,689	0,433	Valid
15	0,769	0,433	Valid

Table 10
Environmental care questionnaire trial validation

Environmental Care Questionnaire			
Statement Item No.	$r_{\text{calculate}}$	r_{table}	Validation
1	0,802	0,433	Valid
2	0,824	0,433	Valid
3	0,756	0,433	Valid
4	0,985	0,433	Valid
5	0,773	0,433	Valid
6	0,853	0,433	Valid
7	0,732	0,433	Valid
8	0,770	0,433	Valid
9	0,837	0,433	Valid
10	0,770	0,433	Valid
11	0,780	0,433	Valid
12	0,829	0,433	Valid
13	0,846	0,433	Valid
14	0,798	0,433	Valid

Table 10 stated that the question items are valid where $r_{\text{is calculated}} > r_{\text{Table}}$, and then the instrument used can be said to be valid. In addition, researchers also tested the reliability of these questions. The result of reliability test of motivation questionnaire is $0.910 > 0.05$. If Cronbach's alpha value $>$ the level of significance, it can be said to be reliable data. The result of environmental care questionnaire reliability test is 0.959 . It can be said to be reliable data. After testing variability and reliability, researchers collected data with normality and homogeneity tests. The table of normality and homogeneity of motivation and care for the environment.

The basis for decision making is where the data can be said to be normal if the significance value is > 0.05 , then the residual value is normally distributed, and vice versa if the significance value is < 0.05 , then the residual value is not normally distributed. The data above shows that the residual value is not normally distributed because, based on the normality test of motivation questionnaire results, it is known that the value of $0.000 < 0.05$ is significant; it can be concluded that the data is not normally distributed.

The basis for decision making is where the data can be said to be homogeneous if the significance value is > 0.05 , then the distribution of data is homogeneous and vice versa if the significance value is < 0.05 , then the data distribution is not homogeneous. The data motivation homogeneity test shows that the questionnaire data is not homogeneous.

The basis for decision making is where the data can be said to be normal if the significance value is > 0.05 , then the residual value is normally distributed and vice versa if the significance value is < 0.05 , then the residual value is not normally distributed. The data above shows that the residual value is not normally distributed because, based on the environmental care questionnaire normality test results, it is known that the value of $0.000 < 0.05$ is significant; it can be concluded that the data is not normally distributed.

The basis for decision-making is where the data can be said to be homogeneous if the significance value is >0.05 , then the distribution of data is homogeneous and vice versa if the significance value is < 0.05 , then the data distribution is not homogeneous. The environmental care homogeneity test shows that the questionnaire data is not homogeneous. Because the above data is abnormal, the researchers used non-parametric calculations using the sign and Wilcoxon signed-rank tests. The data above shows that the data is abnormal and unreliable, so researchers use non-parametric to see the effect by using homogeneity tests, sign tests, and tests Wilcoxon signed-rank with the help of SPSS version 23 For Windows calculations.

The sign test motivation test shows that the negative differences post-test is smaller than the pretest. Positive differences indicate that the post-test is greater than the pretest. Ties show that the posttest = pretest score and a total of 21.

H_0 : There is no difference between the pretest and posttest by students towards the media pop-up book. H_1 : There is a difference between the pretest and posttest by students against the media pop-up book. Significance using 5% (0.05). The result of the table above exact 0.02 means smaller than 0.05; it can be concluded that there is a positive difference after using pop-up book media.

Negative ranks to see the decrease from pretest to posttest where there is no decrease in the data above. Positive Ranks to see an increase from pretest to posttest where the mean rank increase is 5.50 while the sum of rank is 55.00. Ties values that have similarities between pretest and posttest scores are 11. Conclusions have increased from the pretest and posttest

See whether the hypothesis is accepted or rejected. Whether there is an influence of pop-up book media on the motivation of fourth grade students if $\text{sig} < 0.05$, then the hypothesis is accepted and vice versa if $\text{sig} > 0.05$, then the hypothesis is rejected. The result is 0.005, it can be concluded that there is an influence after using pop-up book media on student motivation.

The environmental care sign test shows that the negative differences post-test is smaller than the pretest. Positive Differences indicate that the post-test is greater than the pretest. Ties show that the posttest equals the pretest score and a total of 21.

H_0 : There is no difference between the pretest and posttest by students towards the media pop-up book. H_1 : There is a difference between the pretest and posttest by students against the media pop-up book. Significance using 5% 0.05. The result of the table above exact 0.008 means smaller than 0.05, it can be concluded that there is a positive difference after using pop-up book media.

Negative ranks to see the decrease from pretest to posttest where there is no decrease in the data above. Positive ranks to see an increase from pretest to posttest, where the increase in mean rank is 4.50 while the sum of rank is 36.00. Ties values that have similarities between pretest and posttest values with a nominal value of 13. The conclusion is that there is an increase in pretest and posttest.

See whether the hypothesis is accepted or rejected. Whether there is an influence of pop-up book media on the motivation of fourth grade students if $\text{sig} < 0.05$, then the hypothesis is accepted and vice versa if $\text{sig} > 0.05$, then the hypothesis is rejected. The result of the test is 0.008. It can be concluded that there is an influence after the use of Pop-up book media on student motivation which is $0.008 < 0.05$.

Discussion. Pop-up book media development integrated Islamic values developed to analyze various steps of visual pop-up book development integrated Islamic values and Pancasila, the feasibility of developing visual media pop-up book integrated Islamic values

and Pancasila, influence Visual media pop-up book integrated values Islam and Pancasila to foster student motivation and attitude to care for the environment plant material source of life on earth fourth grade Madrasah Ibtidaiyah.

Media can be interpreted as a communication or technology that carries information from a source to another person or receiver (Muzayanati, Prastowo, & Triwulandari, 2022). This pop-up book media is in 3D form besides that, this pop-up book media is a book whose appearance can move through rolled paper material, folding, wheels, and rotation (Umam *et al.*, 2019). Daryanto visual media props that can be enjoyed using the sense of vision (Fitriah, 2018). As for the steps to develop pop-up book media integrated with Islamic values and Pancasila: The first step is to prepare the material, and then synchronize between the material and various images that will be contained in the Pop-up book Developed. The second step is to create a design, and researchers make a design using a laptop using the Canva Pro application. First create, Cover, part preface, Instructions for use Pop-up book, and table of contents.

Followed by making the contents in the media, including the material of plant parts and their functions, photosynthesis, and plant breeding. This way of creating a design has 3 stages: designing colours and done carefully. The writing adjustment on the image must be appropriate so that when printed, the image or writing is in sync or appropriate and nothing is too oversized or small. This stage can be seen in the results section of Table 1 table. Stages of Creating Pop-up book designs. In the last stage, researchers gave a cover to the book A4 size and added a middle part of 3.5 cm, and the front, and back covers using A4 size 21cm x 29.7cm. In this stage, it is done manually.

To find out the feasibility of a media, researchers validate the media with several validators. The validators used to validate media include material, languagersand . After the experts agree, the researcher implements it in the school or conducts experiments using the media. The feasibility results obtained from material validators are, language validators 88.6%, media validators 95.4%. From these results, that the media is suitable for use and can be implemented in schools, as for the results of teacher and student responses after using pop-up book media integrated with Islamic values and Pancasila. As for the scores obtained, the teacher's response was 88.3%, the student's response was 95.8%. The data above shows that this pop-up book media is interesting and makes students happy; this is reinforced by the results of previous research that pop-up book media as a visual medium in interesting and varied learning can make children happy and confident (Hulub, Zaman, & Permana, 2022).

After testing the media used, he looked at the influence of pop-up book media integrated with Islamic values and Pancasila to foster motivation and care for the environment. According to Wikel in the puspitasari, learning motivation is all the effort that exists within oneself that causes learning activities and guarantees the lag of learning activities. Sardiman explained that learning motivation is all the driving forces within students that cause learning activities that ensure the continuity of learning activities (Fu'adah, 2022). From the explanation of these two opinions that this motivation is very necessary so that the learning process runs well and smoothly.

Caring for the environment is creating a community that cares and provides solutions to the existing environment. As well as growing or shaping the behavior of an individual who is friendly to the environment (Munawaroh, Abroto, Nugraheni, & Carlian, 2022). The cares about this environment to shape the character of students to be responsible for the

surrounding environment. Morals are absolute things in humans (Pratama & Dewi, 2021). Environmental care character education is an attitude and action that must be possessed to strive for the improvement and management of the environment properly for the sustainability of life on earth so that the process of preserving the surrounding environment and continuing to maintain and provide benefits for living things in it (Yuniawatika *et al.*, 2021).

The influence of this media can be seen from various sign tests and Wilcoxon signed-rank tests. And the results show that there is a flow after the use of pop-up book media integrated with Islamic values and Pancasila. As for the motivational sign test score of $0.02 < 0.05$, it can be concluded that there is a positive difference after using Pop-up book media. The sign test score (sign test) caring for the environment $0.008 < 0.05$ shows a positive difference after using Pop-up book media. In addition, to strengthen the data that the media has a positive influence on students, the Wilcoxon signed-rank motivation test is carried out with the results of $0.005 < 0.05$, then the hypothesis is accepted. Wilcoxon signed-rank test score Environment with results of $0.008 < 0.05$ from these two data can be said to have a positive influence after using the media.

CONCLUSION

Based on the results of research and development of Visual Media Pop-up Book integrated Islamic values and Pancasila to foster student motivation and caring attitude about plant material sources of life on Earth Class IV Madrasah Ibtidaiyah, it can be concluded that:

The resulting product is in the form of visual media in the form of an integrated Pop-up book of Islamic values and Pancasila for the contents of the book, including book cover, foreword, instructions for using pop-up book, table of contents, concept map, Islamic scientists of botany and zoology, plant parts (roots, stems, leaves, flowers, and fruits), photosynthesis process, body breeding, wisdom care for the environment, and bibliography.

This research uses the RnD Method of the ADDIE development model, which uses 5 stages: analyze, design, develop, implement, and evaluate. In addition, from the feasibility results of various experts, namely material experts, linguists, and media experts, this Pop-up book media is suitable for learning activities.

The influence of media to foster student learning motivation and environmental care attitudes. There is an influence after treatment using pop-up book media to foster student motivation seen from non-parametric tests, namely the sign and Wilcoxon signed-rank tests. There is an influence after treatment by using Pop-up book media to foster students' environmental care attitudes seen from non-parametric tests, namely the sign and Wilcoxon signed-rank tests.

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