Volume 4 Number 1 (2026)
January – June 2026
Page: 821-831

EDUJAVARE: International Journal of Educational Research
ISSN: 3031-2884
https://edujavare.com/index.php/edujavare
DOI: 10.70610/edujavare.v4i01.1483

Development of Interactive PopUp Book Media to Increase the Interest in Learning SKI of MTs Students

Silvia Alvinatus Saadah[1], Muhammad Sugianto[2], Abd. Hannan[3]
[1] Universitas Islam Zainul Hasan Genggong, Indonesia; silviaalvinatus@gmail.com
[2] Universitas Islam Zainul Hasan Genggong, Indonesia; sugiantomuhammad1976@gmail.com
[3] Universitas Islam Zainul Hasan Genggong, Indonesia; ahfas1966@gmail.com

Article history Submitted: 2026/04/11; Revised: 2026/05/18; Accepted: 2026/06/23

Abstract

Education is an important aspect of human life that plays a role in shaping the quality of human resources. This study aimed to develop an interactive Pop Up Book learning media on the Khulafaur Rasyidin material, determine its feasibility, and examine its effectiveness in increasing students' learning interest. This research employed the Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects were 17 seventh-grade students of MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo. Data were collected through observation, interviews, documentation, questionnaires, and learning achievement tests. The results showed that the developed Pop Up Book media obtained a validation score of 100% from both material and media experts, indicating a very feasible category. Student responses reached 79%, which was categorized as good. Furthermore, the average pretest score increased from 65 to 79 in the posttest. The N-Gain score was 0.40, which falls into the moderate category. These findings indicate that the developed Pop Up Book media is feasible and sufficiently effective in improving students' learning interest and learning outcomes in Islamic Cultural History learning.

Keywords ADDIE, Islamic Cultural History, Learning Interest, Learning Media, Pop Up Book

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INTRODUCTION

Education is one of the important aspects of human life that plays a role in shaping the quality of human resources. (Sanga and Wangdra 2023) Through education, students not only gain knowledge, but also develop skills, attitudes, and values that can be applied in daily life. (Nurjadid, Ruslan, and Nasaruddin 2025) In the educational process, learning activities are the main core that determines the success of students in understanding the material taught.

Therefore, teachers are required to be able to create an effective, innovative, and fun learning process so that learning goals can be achieved optimally. (Miftah and Syamsurijal 2024)

The success of the learning process is influenced by various factors, one of which is the use of learning media. Learning media has an important role as a tool in conveying material so that it is easier for students to understand. (Miftah and Syamsurijal 2024) The proper use of media can help increase students' attention, motivation, and interest in learning during the learning process. In addition, learning media is also able to create a more active and interactive learning atmosphere so that students do not easily feel bored when participating in classroom learning. With interesting learning media, students can focus more on receiving material and more easily understand the content of learning delivered by the teacher. (Ayshara and Kamil 2025)

In the current era of technological and information development, teachers are required to be more creative in choosing and developing learning media according to the characteristics of students. Technological developments provide many opportunities for teachers to create innovations in learning so that the teaching and learning process becomes more effective and interesting. (Sari and Munir 2024) However, in reality, there are still many learning processes that take place conventionally with the dominance of lecture methods and limited use of media. This condition causes students to tend to be passive and less interested in learning. As a result, students' interest in learning becomes low and has an impact on the lack of optimal understanding of the learning material. (Ningtyas and Pradikto 2025)

Interest in learning is one of the important factors that affect the success of students in the learning process. (Furqon 2024) Students who have a high interest in learning tend to be more active, enthusiastic, and focused in following learning. On the other hand, low interest in learning can cause students to pay less attention to the material delivered by the teacher, easily feel bored, and lack enthusiasm in learning. (Hidayati et al. 2022) Learning interest is also closely related to students' motivation in participating in learning activities in the classroom. The higher the student's interest in learning, the greater the students' attention and involvement in the learning process. Therefore, efforts are needed that teachers can make to increase students' interest in learning, one of which is through the use of interesting and innovative learning media.

One of the subjects that requires interesting learning media is Islamic Cultural History (SKI). SKI subjects are part of Islamic Religious Education which studies the history of the development of Islam, Islamic figures, and exemplary values that can be applied in daily life. (Naililmuna and others 2025) Through SKI learning, students are expected not only to understand historical events, but also to be able to emulate the attitudes and behaviors of Islamic figures in daily life. (Mutia 2025) By studying Islamic history, students are expected to have a broader insight into Islam and be able to take lessons from every historical event studied. (Suseno, Vebrianto, and Anwar 2025)

However, in its implementation, SKI learning is often considered a boring subject by some students. The narrative material and the large number of readings make students less interested in participating in learning. In addition, the continuous use of lecture methods without the support of interesting learning media causes students to quickly feel bored during the learning process. This condition has an impact on the low interest of students in SKI subjects. When students are less interested in learning, the process of delivering material becomes less effective and learning goals are difficult to achieve optimally. (Laila et al. 2025)

Based on the results of observations conducted at MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo, it is known that the SKI learning process is still dominated by lecture methods with the use of media limited to package books and whiteboards. Students look less active during learning and tend to be less focused when the teacher explains the material. In addition, the low interest in reading students also causes the understanding of Khulafaur Rasyidin material to be less optimal. Some students only listen to the teacher's explanations without showing active involvement in learning. This condition shows that the learning process still requires learning media innovations that are able to attract attention and increase students' interest in learning.

One of the learning media that can be used to increase students' interest in learning is the Pop Up Book media. Pop Up Book is a media in the form of a three-dimensional book that has an attractive and interactive visual appearance. (Aziz et al. 2025) This medium is designed with a combination of images, colors, and shapes that can move or appear when the page is opened. This display is able to attract the attention of students so that the learning process becomes more fun and not monotonous. In addition, the use of visual media in the form of three dimensions can help students understand the material more concretely than just through verbal explanations from teachers.

The use of Pop Up Book media in learning has several advantages. In addition to being able to increase students' attention, this media can also help students understand the material through the visualization of attractive images. (Kamal et al. 2024) Pop Up Book media can create a more interactive learning atmosphere because students not only read the material, but can also see directly the visual forms contained in the media. Thus, the use of this media is expected to increase students' interest in learning in SKI subjects, especially in Khulafaur Rasyidin's material. (Yudiana et al. 2024)

Several previous studies have shown that the use of interactive learning media has a positive influence on the learning process. Research conducted by Wulandari and Pratiwi shows that Pop Up Book media is able to increase students' attention and involvement during the learning process. The use of interesting visual media makes students more focused and enthusiastic in participating in learning activities in the classroom. The research shows that innovative learning media can help create a more active and enjoyable learning atmosphere. (Wulandari, Koeswanti, and Giarti 2019)

In addition, Rahmawati's research explains that interactive visual media can help create a more interesting and enjoyable learning atmosphere. (Sulaiman et al., 2018) The use of

creative learning media is able to encourage students to be more active in participating in learning and increase their motivation to learn. The research shows that interesting learning media has a great influence on student engagement during the learning process.

Other research conducted by Sari and Hidayat also shows that three-dimensional learning media has a positive influence on students' learning interests. Visually appealing learning media can help students understand the material more easily and provide a more concrete learning experience. The results of the study show that the use of innovative learning media can help improve the quality of learning in the classroom and make students more active in following the learning process.(Susilowati et al., 2025)

Based on some of these previous studies, it can be seen that the use of visual and interactive learning media has an important role in increasing student involvement in the learning process. (Berly, 2023) However, some previous research still focused on the use of Pop Up Book media to improve learning outcomes or student attention in general, while the development of Pop Up Book media which specifically contains Khulafaur Rasyidin material in the subject of Islamic Cultural History (SKI) to increase the learning interest of grade VII MTs students is still not widely studied. Therefore, this research has a novelty in the development of interactive Pop Up Book media that is tailored to the characteristics of SKI material and student needs, so that it is expected to be able to create more interesting, interactive learning, and increase student interest and involvement in the learning process.

Based on this description, this study aims to develop interactive Pop Up Book learning media on Khulafaur Rasyidin's material, determine the feasibility level of the developed media, and determine the effectiveness of the use of Pop Up Book media in increasing the learning interest of grade VII students of MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo.

METHODS

This research uses the Research and Development (R&D) method with the ADDIE development model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation.(Andi Rustandi & Rismayanti, 2021) The ADDIE model was chosen because it has systematic stages in developing learning media according to the needs of students. This research was carried out at MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo with the research subject of 17 students in grade VII.

This research focuses on the development of interactive learning media in the form of Pop Up Books in the subject of Islamic Cultural History (SKI) material Khulafaur Rasyidin to increase students' interest in learning. Media development is carried out through the stages of needs analysis, product design, media development, trials, and evaluation. The research instruments used include material expert validation sheets, media expert validation sheets, student learning interest questionnaires, and pretest and posttest tests.

Data collection techniques are carried out through observation, interviews, documentation, questionnaires, and tests. Observation and interviews were used to find out

learning conditions and media needs, while questionnaires were used to find out the feasibility of media and students' learning interests after the use of Pop Up Book media. The pretest and posttest tests were used to determine the increase of students' understanding of the Khulafaur Rasyidin's material.

The research data was analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis was carried out by calculating the percentage of expert validation results and students' learning interests using the formula:

$$P = \frac{Jumlah\ skor\ hasil\ pengumpulan\ data}{Jumlah\ skor\ kriteria} \times 100\%$$

Description:

P= Percentage of eligibility

The percentage results are then categorized based on assessment criteria to determine the level of media feasibility and student learning interest. Qualitative analysis is used to describe the results of observations, interviews, and suggestions from validators as material for improving learning media.

FINDINGS AND DISCUSSION

This research aims to develop Pop Up Book learning media on Khulafaur Rasyidin material and find out the effectiveness of its use in increasing the learning interest of grade VII students of MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo. Media development is carried out using the ADDIE model which consists of Analysis, Design, Development, Implementation, and Evaluation stages. This development model is used to produce learning media that is systematic, feasible, and in accordance with the needs of students in the SKI learning process.

In the analysis stage, the researcher conducted observations and interviews with teachers of Islamic Cultural History (SKI) subjects to find out the learning conditions, media needs, and characteristics of grade VII students of MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo. Based on the results of observations and interviews, it is known that the SKI learning process is still dominated by the lecture method with the use of learning media that is limited to package books and whiteboards. This condition causes some students to be less active, less interested, and easily bored during the learning process.

In addition, the Khulafaur Rasyidin material which has many descriptions of history and important events makes students need a more interesting and easy-to-understand presentation of material. The delivery of material that only uses text and verbal explanations causes students to be less interested in reading and less actively involved in the learning process. In fact, students' interest in learning can increase if learning is supported by media that is able to attract attention, build curiosity, and provide a more enjoyable learning experience.

Based on the results of the needs analysis, it is known that the development of visual and interactive learning media is needed. Therefore, the researcher developed a Pop Up Book media on Khulafaur Rasyidin material which combines elements of images, colors, and three-

dimensional shapes. This media is expected to be able to help students understand the material more easily and increase students' attention, interest, and involvement in SKI learning.

At the design stage, the researcher designed a Pop Up Book learning media of Khulafaur Rasyidin material for grade VII MTs students based on the results of a needs analysis. The media is designed with a three-dimensional (3D) visual concept that combines character illustrations, supporting images, colors, and systematic text layouts in order to attract attention and increase students' interest in learning the subject of Islamic Cultural History.

Media design is done using the Adobe Photoshop application to process images, illustrations, and visual elements, while CorelDRAW is used to compose text, titles, and media layouts to make it look neater and more attractive. The media design is adjusted to the characteristics of grade VII students and the nuances of Islamic history material through the selection of colors and illustrations that support the delivery of the material.

The Pop Up Book media developed consists of several parts, namely the cover, table of contents, learning achievements and objectives, instructions for use, concept map, presentation of Khulafaur Rashidin's material, glossary, and other supporting sections. The preparation of the material is carried out systematically by combining visual elements and text so that students can understand the material more easily and have a more interesting and interactive learning experience.

The media design that has been made is then used as a basis in the development stage, namely the process of product creation and media validation by material experts and media experts.



Figure 1. Media Pop Up Book Material by Khulafaur Rasyidin

In the development stage, the Pop Up Book media design that has been made at the design stage is then developed into a real product. The media is printed using AP260 paper and assembled according to the pre-arranged design. After the product is completed, a validation process is carried out by material experts and media experts to determine the level of feasibility of the media before it is applied in learning.

The validation assessment is calculated using the formula:

$$\frac{\sum X}{\sum Xi} \times 100\% =$$

Description:

P = Percentage of eligibility

ΣX = Total score obtained

ΣXi= Maximum total score

The validation of the material expert was carried out by Mrs. Mamluatun Ni'mah, M.Pd. as a SKI material expert. This validation aims to assess the suitability of the material content, the accuracy of the concept, the use of language, the presentation of the material, and the suitability of the learning objectives. Based on the results of the assessment of the material expert validator, a score of 40 out of a maximum score of 40 was obtained with a percentage of 100%. These results show that Pop Up Book media is included in the "Very Feasible" category for use in learning.

Furthermore, the validation of media experts was carried out by Mr. Ahmad Makki Hasan, S.Hum., M.Pd. as a learning media expert. This validation aims to assess aspects of display design, visual quality, readability of text, use of color, and ease of use of media. Based on the results of the validation of media experts, a score of 40 out of a maximum score of 40 was obtained with a percentage of 100%. These results show that Pop Up Book media is included in the category "Very Feasible" to be used as a learning medium.

Based on the results of validation by material experts and media experts, the Pop Up Book media is declared suitable for use in learning. However, before the implementation stage, revisions are carried out based on suggestions and input from validators. Revisions from media experts include the addition of learning objectives, instructions for the use of media, table of contents, developer profiles, and flyers to support media display and information. Meanwhile, revisions from material experts include adjusting the material to learning outcomes, improving learning indicators, adding concept maps, and adding a glossary to help students understand important terms in the Khulafaur Rashidin's material. After improvements have been made according to the input of the validator, the Pop Up Book media is declared ready to be used at the implementation stage in SKI learning

At the implementation stage, the Pop Up Book learning media that has been declared feasible by material experts and media experts is then applied in the SKI learning process in grade VII students of MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo. The implementation stage is carried out to find out the implementation of the use of media and students' learning interests after using the Pop Up Book media.

Before learning activities using Pop Up Book media, students are given a pretest to find out their initial abilities in Khulafaur Rasyidin's material. Furthermore, learning is carried out using the Pop Up Book media that has been developed. The teacher conveys the learning objectives, introduces the media to the students, then students are given the opportunity to observe, read, and understand the material through the three-dimensional visual display contained in the media.

During the learning process, students show better interest and engagement. Students were seen active in observing the media, reading material, answering questions, and participating in discussions related to Khulafaur Rasyidin's material. The display of images, colors, and three-dimensional elements on the media helps to create a more interesting learning atmosphere so that students are more focused and enthusiastic about learning.

At the end of the lesson, activities were carried out to strengthen the material through an educational snake and ladder game using dice. Students answer questions according to the number where the pawn stops on the game board. Evaluation questions are provided through the Wordwall application which contains questions about Khulafaur Rasyidin's material. This activity aims to strengthen students' understanding of the material while creating more active and enjoyable learning.

After the learning activities are completed, students are given a learning interest questionnaire to find out students' interest, attention, pleasure, and involvement while using the Pop Up Book media. In addition, learning evaluations are carried out to determine students' understanding of the material that has been learned.

The results of the implementation show that the use of Pop Up Book media provides a more interactive and enjoyable learning experience for students. The presentation of material through images, colors, and three-dimensional elements is able to attract students' attention and support the increase of interest in learning through active involvement during the learning process.



Figure 1. The Process of Media Implementation in SKI Learning

At the evaluation stage, an assessment was carried out on the use of Pop Up Book learning media that has been applied to the learning of SKI Khulafaur Rasyidin material in grade VII MTs Miftahul Ulum Jrebeng Kulon Kedopok Probolinggo. The evaluation stage aims to find out the level of student interest in learning after using the Pop Up Book media and to find out the effectiveness of the media based on improving student learning outcomes.

The measurement of student learning interest was carried out through a questionnaire given after the learning process using Pop Up Book media. The questionnaire contains several indicators of learning interest, including student attention, interest in learning, pleasure in participating in learning activities, and student involvement during the learning process.

Table 1. Student Interest in Learning Survey Results

Yes	Assessment aspects	Percentage
1	Students' learning interests after using Pop Up Book media	79%
2	Category	Good

Based on the results of the student learning interest questionnaire, a percentage of 79% was obtained with the category "Good". These results show that the use of Pop Up Book media is able to attract attention and increase students' interest in participating in SKI learning. The presentation of material through three-dimensional images, colors, and shapes provides a more engaging learning experience so that students are more active and engaged during the learning process.

In addition to measuring students' interest in learning, the evaluation stage was also carried out through pretest and posttest results to determine changes in student understanding after using the Pop Up Book media.

Table 2. Pretest and Posttest Results

Yes	Test Type	Average Score	Remarks
1	Prerest	65	Initial capabilities before the use of Media Pop Up Book
2	Posttest	79	After the use of Pop Up Book media

Based on the table, it is known that there is an increase in the average score of students from 65 in the pretest results to 79 in the posttest results after using the Pop Up Book media. This shows that the use of the developed learning media can help students understand the Khulafaur Rasyidin material better.

To determine the level of effectiveness of learning media, an analysis was carried out using N-Gain which is used to measure the improvement of student learning outcomes more specifically. The formula for N Gain Score:

$$N - Gain = \frac{Skor\ \ Posttest - Skor\ Pretest}{Skor\ Maksimum - Skor\ Pretest}$$

Description:

Posttest Score= Post-learning score

Pretest score = Pretest score

Maximum score = Maximum score

Low = 0 ≥30

Medium = 0.30 ≤ 0 <0.70

Height = 0≥ 0.70

Based on the results of the pretest and posttest scores, the N-Gain calculation is carried out as follows:

$$N - Gain = \frac{79 - 65}{100 - 65} = 0{,}40$$

Based on the results of the calculation, an N-Gain value of 0.40 was obtained which is included in the medium category. This shows that the use of Pop Up Book media in Khulafaur Rasyidin material is able to improve student learning outcomes. The comparison of the average pretest score of 65 and the posttest of 79 shows an increase in student understanding after participating in learning using the developed media. Thus, the Pop Up Book media can be stated to be quite effective in supporting the SKI learning process.

CONCLUSION

Based on the results of research and development, the Pop Up Book learning media on Khulafaur Rasyidin material was successfully developed using the ADDIE model. The results of the validation of material experts and media experts obtained a percentage of 100% with the category "Very Feasible ", so that the media was declared suitable for use in SKI learning.

The results of the implementation show that the Pop Up Book media is able to attract attention and increase student engagement . This is shown through the results of the student learning interest questionnaire which obtained a percentage of 79% with the "Good" category. In addition, there was an increase in student learning outcomes based on the average pretest score of 65 to 79 in the posttest with an N-Gain value of 0.40 in the medium category. Thus, Pop Up Book media can be used as an alternative to SKI learning media that supports increasing students' interest in learning and understanding.

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