



IMPLEMENTATION OF COOPERATIVE LEARNING MODEL USING POP UP BOOK MEDIA TO IMPROVE LEARNING INTEREST OF GRADE IIV STUDENTS IN THE MATERIAL "MY INDONESIA IS RICH IN CULTURE" AT LALANGON 1 ELEMENTARY SCHOOL

Achmad Suparto¹, Rusmaniyah², Nur Azizah³, Sutriyani⁴, Mim Sultan fayi' anazieh⁵

^{1,3,4,5} Universitas PGRI Sumenep, Indonesia;

² SDN Lalangon 1 Sumenep, Indonesia

achmad_suparto@stkipppgrisumenep.ac.id, Rusmaniyah1968@gmail.com,

iza043026@gmail.com, sutriyani.triya130103@gmail.com, sultanfayik123@gmail.com

+6287880880093

*Corresponding Author: Achmad Suparto, achmad_suparto@stkipppgrisumenep.ac.id

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Abstract

This study aims to describe the implementation of a cooperative learning model assisted by Pop-Up Book media and to analyze the improvement in learning interest and learning outcomes of fourth-grade students on the topic Indonesiaku Kaya Budaya at SDN Lalangon 1. The research employed a Classroom Action Research (CAR) approach conducted in three cycles, each consisting of the stages of planning, implementation, observation, and reflection. The research subjects were the teachers and fourth-grade students of the 2025/2026 academic year. Data were collected through observation, interviews, documentation, and learning achievement tests. The data were analyzed using data reduction, data display, and conclusion drawing techniques, with triangulation applied to ensure validity. The results indicate that the quality of instructional implementation improved consistently in each cycle. The average percentage of teacher activity increased from 80.01% to 98.61%, while student activity increased from 81.02% to 99.17%. Students' learning interest showed a significant improvement, rising from 75.00% in Cycle I to 97.23% in Cycle III. This improvement had a positive impact on learning outcomes, as reflected in the increase of the mean score from 63.08 to 94.03 and the rise in learning

mastery, which reached 96% by the end of the final cycle. These findings demonstrate that the integration of a cooperative learning model with Pop-Up Book media is effective in fostering interactive, contextual, and meaningful learning, as well as in optimizing students' cognitive, affective, and social engagement in elementary school settings.

INTRODUCTION

Student interest in learning is a key factor influencing the quality of the learning process in elementary schools, including in Indonesian cultural materials, which are rich in local and national values. Interest in learning not only reflects students' level of interest in the learning material but also directly influences cognitive processes and active engagement in learning activities (Yuliana et al., 2025) . "*Indonesiaku Kaya Budaya*" (*My Indonesia is Rich in Culture*) material contains broad and diverse content, so effective learning strategies are needed to enable students to understand and appreciate cultural richness holistically (Muttaqin et al., 2024). However, in practice, learning is often textual and less engaging for lower-grade elementary school students, resulting in low student interest (Nurhasanah, L., Hasanah, E., & Marwiji, 2025) .

The cooperative learning model is an approach that involves students in small groups to learn together and help each other achieve learning goals (Alwi et al., 2023) . This approach has been shown to increase social interaction, a sense of responsibility, and active involvement in learning (Najicha et al., 2025). Learning media plays a strategic role in supporting the implementation of effective learning models (Wulandari et al., 2024) . Engaging and contextually relevant media will help students overcome boredom, improve focus, and provide a more meaningful learning experience (David & Weinstein, 2024) .

Pop-Up Books are three-dimensional learning media that combine visual, kinesthetic, and textual aspects to stimulate various student learning styles. This media provides students with the opportunity to explore material interactively, which in turn can increase learning interest (Kamal et al., 2024) . Various studies have shown that the use of *Pop-Up Books* can increase student learning interest and motivation due to their attractive appearance and the direct experience they provide in the learning process (Ramadhan & Nasution, 2024)s.Fourth-grade elementary school students are in the concrete operational cognitive development phase, so they really need concrete and contextual learning stimuli (Susanto, AH, & Wulandari, 2024) . *Pop-Up-Book* media that is visually lively and cooperative groups can stimulate social interaction and is very suitable for the learning characteristics of students in this age range (Putri, ORA et al, 2025).

Although there is a lot of research on *Pop-Up Books* and cooperative learning models in various subjects (mathematics, science, and Indonesian), studies

specifically combining the two approaches on Indonesian cultural content (Indonesiaku Kaya Budaya) are still very limited. This opens up a strong and scientifically relevant research space.

SDN Lalangon 1 was chosen as the research context due to the challenges in increasing students' interest in learning cultural materials, as well as the need for an innovative learning approach that can facilitate students' in-depth appreciation of Indonesia's cultural richness. This research is expected to contribute not only to the theoretical aspects of learning, but also to the practice of teachers in elementary schools in designing more interactive, contextual, and meaningful learning through the integration of cooperative learning models and *Pop-Up-Book media*. By considering the description of the problem above, the researcher wants to conduct classroom action research which aims to: (1) Describe the steps for implementing the cooperative learning model with *Pop-up media Book* on material My Indonesia is Rich in Culture For increase interest Study student.

METHODS

This research is classroom action research that is carried out collaboratively with Teacher class. Procedure study referring to in (Arikunto, 2021) which consists of four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. This classroom action research prioritizes three cycles with fivetime meeting. Study This implemented in Public Elementary School Lalangon 1 from February until April 2026. Subject study is teachers and students of grade IV of SD Negeri Lalangon 1 for the 2025/2026 academic year.

The data used in this study are qualitative data in the form of the results of observations and interviews with teachers and students in the implementation of science learning on the material My Indonesia is Rich in Culture by applying a cooperative learning model with *pop-up book media*, and quantitative data in the form of results Study on learning IPAS student class IV Elementary School Negeri Lalangon 1. The data sources in this study were fourth-grade students, fourth-grade teachers, and documents. Data collection techniques used non-test techniques including observation, interviews, and document analysis, as well as test techniques, namely learning outcome tests. Data collection tools used were observation and interview sheets and evaluation questions. The data validity test used was the source triangulation technique and techniques referring to (Sugiyono, 2019). The data analysis technique used was data reduction, which is a *sensitive thinking process* that requires a lot of intelligence and depth as well as breadth of *insight*. The presentation of data obtained from this study will be displayed in the form of tables and descriptions or explanations, and drawing conclusions which is the process of drawing the core or main points. from something discussion in form description Which short, congested, And meaningful (Sugiyono, 2019). The aspects measured in

this study were the application of the cooperative learning model with *Pop up book* media , increased interest in learning outcomes after implementing the cooperative learning model *with pop up book* media with a completion percentage of 85%.

RESULT AND DISCUSSION

The application of a cooperative learning model with *pop-up book media* is a pedagogical innovation that combines a social approach and the use of visual media to strengthen student learning processes (Raffa, 2019). The cooperative learning model itself is based on the principle of cooperation between students in small groups to achieve common learning goals, so that each member is responsible both individually and as a group in achieving optimal learning outcomes (Hasanah, Z., & Himami, 2021) . When combined with *pop-up book media* , which contains interactive elements in the form of three-dimensional shapes and concrete illustrations, learning activities become more interesting and encourage active student involvement in compiling and experiencing learning concepts visually and kinesthetically (Aziz et al., 2025) .

Table 1. Comparison Between cycles Results Implementation Model Cooperative Learning with *Pop Up Book* Media towards Teachers and Students

No	Syntax	Teacher			Student		
		S1 (%)	S2 (%)	S3 (%)	S1 (%)	S2 (%)	S3 (%)
1	Conveying goals and motivation	69.15	93.32	96.65	73.35	92.5	96.65
2	Presenting information	85.85	95	100	87.50	99.15	100
3	Organizing groups	78.34	92.48	96.65	83.31	92.6	100
4	Guiding the group	79.99	92.49	98.33	75.83	91.66	98.33
5	evaluation	84.16	95.83	100	76.66	98.33	100
6	Giving appreciation	82.60	96.25	100	89.48	97.27	100
	Average	80.01	94.23	98.61	81.02	95.24	99.17

Based on the analyzed observation results table, it can be seen that the learning process in cycles I, II, and III continues to experience consistent improvement. The average teacher activity in cycle I was 80.01%, increasing to 94.23% in cycle II, and increasing again to 98.61% in cycle III. This shows that from cycle I to cycle II there was an increase of 14.22%, while from cycle II to cycle III it increased by 4.38%. This increase indicates that teachers are increasingly optimal in implementing each step of learning, starting from conveying objectives, organizing groups, guiding discussions, to providing evaluation and appreciation.

A similar increase was also seen in student activity throughout the learning process. Average student activity in cycle I was 81.02%, then increased to 95.24%

in cycle II, and reached 99.17% in cycle III. Thus, there was an increase of 14.22% from cycle I to cycle II, and an increase of 3.93% from cycle II to cycle III. These data indicate that student engagement in cooperative learning is increasingly active and participatory in each cycle.

Overall, the increase in average teacher and student activity in each cycle reflects the increasing effectiveness of the cooperative learning model. Improvements made in each cycle's reflections have had a positive impact on the quality of learning and student engagement. (Irawati, H, 2025) . Thus, it can be concluded that the applied learning strategy is able to improve the quality of the learning process gradually and continuously until it reaches the very good category in cycle III.

Interest in learning is the tendency of students to show strong interest and attention towards learning activities, which arises from a sense of liking, need, and desire to understand a material more deeply (Harefa et al., 2023) . Interest in learning acts as an internal drive that makes students actively involved in the learning process without any coercion (Iliza & Hanif, 2025) . With a high interest in learning, students tend to be more focused, enthusiastic, and willing to exert optimal effort in participating in each learning activity (Arrosyad et al., 2024) . Therefore, interest in learning functions as an important factor that influences student involvement, participation, and the quality of learning outcomes (Wahdi et al., 2024)

Table 2. Comparison Between cycles Results Observation Interest Study Student

No	Steps	Student		
		S1 (%)	S2 (%)	S3 (%)
1	The existence of interest in learning activities	73.62	80.57	100
2	There is a high level of attention and curiosity	69.45	83.35	97.20
3	There is interest in the goals and benefits of learning	83.33	91.65	94.45
4	Perseverance in finish task	73.60	97.25	100
5	Environment Which conducive	75	90.63	95.85
6	Involvement in activity Which interesting	75	94.78	95.85
	Average	75	89.71	97.23

Based on the table above, it can be seen that student learning interest in cycles I, II, and III continued to increase gradually. The average student learning interest in cycle I was 75.00%, then increased to 89.71% in cycle II, and again to 97.23% in cycle III. These data indicate a consistent increase in each cycle of learning implementation.

Observations of student learning interest from cycle I to cycle II showed an increase of 14.71%, while from cycle II to cycle III it increased by 7.52%. This

increase indicates that the implemented learning strategies were able to foster student interest, attention, and active involvement in the learning process. Overall, the average increase in student learning interest in each cycle indicates that the learning activities had a positive and significant impact. With the very high achievement in cycle III, it can be concluded that the learning implemented was effective in continuously increasing student learning interest.

Learning outcomes are the result of a person's learning process and are related to changes in the individual who is learning, such as knowledge, understanding, attitudes, behavior, skills, and abilities (Nurrita, 2018) .

Table 3. Comparison Results Study Student Cycle I, Cycle II, Cycle III

Mark	Cycle I		Cycle II		Cycle III
	P1	P2	P1	P2	P1
96- 100	3.84	-	46.15	38.46	38.46
92- 95	3.84	19.23	-	-	26.69
88- 91	7.69	-	30.76	26.92	19.23
84- 87	15.38	-	-	-	11.53
80- 83	11.53	38.46	11.53	23.07	-
76- 79	-	-	-	-	-
72- 75	3.84	-	-	-	3.84
68- 71	3.84	26.92	-	7.69	-
64- 67	11.53	-	-	-	-
<60	38.46	7.69	11.53	3.84	-
Mark Highest	100	90	100	100	100
Mark Lowest	30	30	30	40	75
Average	63.08	73.46	75.96	88.07	94.03
Completed	11	15	23	23	25
Not yet Completed	15	11	3	3	1

Based on table in on, can known that results Study IPAS cycle I, II, And III Keep going experience improvement. Results Study Science and Technology from cycle I to cycle II experienced an increase of 38.47% and cycle II to cycle III by 7.69%.

Cooperative learning model with *pop up book* media able to increase students' interest in learning (Azzahra, F., & Nurjumiati, 2024) . The use of *pop-up book media* It has an attractive and realistic appearance, so that students are interested in participating in learning activities and understand the material more easily. This is also stated by (Kamal et al., 2024) that cooperative learning model *Pop -up books* offer many advantages because they combine student collaboration with a visual, engaging, and interactive learning experience. Through cooperative learning, students learn to discuss, help each other, exchange ideas, and develop social skills and shared responsibility in achieving learning objectives. Meanwhile, the use of *pop-up books* featuring three-dimensional images, attractive colors, and elements of

movement can increase students' attention, motivation, and memory of the material being studied (Raffa, 2019). The combination of the two creates a more active, enjoyable, and less monotonous classroom atmosphere, enabling students to not only cognitively understand concepts but also emotionally and socially engage in the learning process.

Increased student learning outcomes after implementing the cooperative learning model with media *pop-up book* with step: (1) conveying objectives and motivating students by introducing interesting *pop up book media*, so that students are more enthusiastic and have a clear direction in learning, which has an impact on increasing focus and readiness to learn (Sari, IP, & Jariah, 2025), (2) presenting information in the form of material delivered with the help of *pop ups* visual and interactive books, so that students can more easily understand concepts and their memory improves, which contributes to better learning outcomes (Fiqriyah et al., 2025), (3) organizing groups by dividing students into small groups to discuss and work together using *pop up books*, so that there is an exchange of ideas and deeper understanding between group members in line with opinion (Agustin, 2023) which put forward that cooperative learning model process-oriented and emphasizes active student involvement in solving problems problem Which There is in form question And solved through group work, (4) evaluation to measure student understanding after learning, and the results show an increase in grades because students have learned actively and collaboratively. This is in line with the opinion of (Amiruddin, 2019) who said that the advantages of the cooperative learning model One of them is that students will have the ability to communicate scientifically in discussion activities or presentations of problem-solving results. Which done in group, And (5) Giving appreciation to individuals and groups for their participation and work results, thereby increasing learning motivation and encouraging students to continue achieving better results. This is supported by the opinion of (Gusmaningsih et al., 2023) who stated that in the analysis and evaluation steps of the problem-solving process, teachers help students to reflect and evaluate their investigations.

Obstacles in implementing cooperative learning models with *pop-up books* can be minimized starting from the stage of conveying objectives and motivation. At this stage, teachers need to explain the rules for media use, time allocation, and the importance of cooperation so that students focus not only on the uniqueness of *pop-up books* but also on learning objectives. Clear motivation helps students be more disciplined and focused, thus reducing potential obstacles to classroom management (Mustikaati et al., 2025). information presentation stage, obstacles such as time constraints and media distractions can be overcome by delivering material in a structured and focused manner. Teachers can direct students' attention to important sections of *the pop-up book* and provide brief but clear

explanations, so that the media truly functions as a support for students' understanding, not simply as visual entertainment (Metros, 2008) .

Next, during the group organization stage, addressing differences in student abilities and character can be achieved by dividing students into heterogeneous groups and assigning specific roles to each member. With the right organization, more active students can help less confident students, resulting in more balanced and effective collaboration.

During the group guidance stage, teachers play a crucial role in addressing issues such as uneven participation and difficulty understanding the material. Teachers can monitor discussions, provide additional guidance, and ensure each student uses *the pop-up book* wisely and responsibly. Intensive guidance also helps maintain the condition of the media to prevent damage. evaluation and appreciation stages are a solution to ensure the entire process is running effectively. Evaluation helps teachers determine the extent to which obstacles have been resolved and whether student learning outcomes have improved. Meanwhile, (Amalia et al., 2025) suggest that giving appreciation to groups that work well together and maintain media properly will foster motivation, responsibility, and a positive attitude in subsequent learning.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of classroom action research conducted in three cycles, it can be concluded that the implementation of the cooperative learning model assisted by *Pop Up Book media* on the material My Indonesia is Rich in Culture at SDN Lalangon 1 effectively improves the quality of the learning process, learning interest, and learning outcomes of fourth grade students. The systematic implementation of cooperative syntax and the use of concrete interactive visual media have been proven to be able to increase teacher and student activities to the very good category, foster interest, attention, and active involvement of students significantly, and encourage an increase in the average learning outcomes and classical completeness consistently in each cycle. These findings confirm that the integration of the cooperative approach and *Pop Up Book media* is a relevant, contextual, and effective pedagogical strategy in optimizing culture-based science learning at the elementary school level.

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