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Designing Pop Up Book Media Using ADDIE Model to Enhance Understanding of Asmaul Husna in Akidah Akhlak for MI Students

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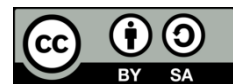
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Abstract

Objective: This study aims to develop and validate Pop Up Book learning media, as well as analyze its impact on student understanding. **Novelty:** Through the development of Pop Up Book learning media, this study shows how the use of media can effectively solve problems in the classroom. **Methods:** Using the ADDIE Research and Development (R&D) model, this study involved 18 fifth-grade students at MI Ciharalang as subjects. The data collection techniques used were questionnaires, tests, interviews, and documentation. Data analysis used description for qualitative data and statistics for quantitative data. **Results:** The validation results showed that this media was “suitable” for use, with positive assessments from experts. The average scores obtained from experts in media, language, materials, and teachers were 83.9%, 78.5%, 84%, and 94%, respectively. The results of the fifth-grade students' understanding at MI Ciharalang before using the Pop Up Book learning media obtained a percentage of 47.2%. After using the Pop Up Book media, the students' understanding obtained a percentage of 83.3%. **Conclusions:** The Pop-Up Book media proved to be effective and suitable for use as a practical solution to improve students' understanding of abstract Akidah Akhlak material. This study shows how media innovation can effectively solve problems in the classroom.

Keywords: Understanding, Akidah Akhlak, Pop Up Book.

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INTRODUCTION

Humans are pedagogical beings, because every individual has the potential to seek and discover truth (Tang, 2022). Allah SWT created humans differently from other creatures, humans have the ability to think. Islamic education is an important process that is needed so that the human mind can function properly. Through this educational process, humans learn to behave in accordance with Islamic teachings. One of the subjects that teaches proper behavior is Akidah Akhlak (Faith and Morals), which encourages students to have strong faith in Allah and to have morals as exemplified by the Prophet Muhammad SAW (G. Sari & Nazib, 2023).

Learning at the MI level in the subject of Akidah Akhlak directs students towards the ability to learn about the oneness of Allah SWT, knowing and memorizing the names of Allah, and making students have good behavior (akhlak mahmudah). The subject of akidah akhlak is very important to be taught to students well and interestingly so that it is easy to understand (Kusumawati, 2021).

Schools as educational institutions have an important task to facilitate students in gaining a good understanding (S, 2022). Understanding plays a role as the basis for achieving learning outcomes in learning activities. For this reason, in providing learning concepts to students, educators must provide real situations in the learning material being studied and foster thinking skills. According to Diana et al. (2020) understanding is the ability to explain a concept in one's own words, not just memorizing from textbooks. Akidah Akhlak learning has been taught using teacher-centered learning methods without the use of learning media. Learning media are tools used by teachers to convey material so that it can be understood by students (Wulandari et al., 2023). An effective learning process is one that achieves learning objectives through the delivery of information that stimulates students' minds, feelings, and willingness to learn (Daniyati et al., 2023).

Based on preliminary studies, several problems were found in class V of MI Ciharalang, namely that many students still had difficulty understanding the material, especially in the subject of Aqidah Akhlak. Concepts in Aqidah Akhlak such as faith, piety, and good character are often abstract and difficult for students to visualize.

In addition, based on an interview conducted on November 20, 2024, with Mrs. Enung Nurhidayah, S. Ag, a teacher of Aqidah Akhlak in class V MI Ciharalang, it was found that students lacked focus during class and when asked questions related to the learning material, most students tended to be passive and did not dare to ask questions when they did not understand the material presented by the teacher. Furthermore, there is no use of learning media to support Akidah Akhlak learning. This problem is in line with the findings of the research conducted Azizah et al. (2024), which shows that teachers' lack of understanding of technological developments is one of the reasons for the minimal use of media in the teaching and learning process. In fact, teachers not only play a role as educators, but also as planners and implementers of the learning process, as well as determinants of learning success (E. R. Sari et al., 2022). Therefore, this role demands a high level of professionalism from teachers, who must not only focus on their expertise, but also on their continuous development as human resources (Mukarromah & Andriana, 2022).

Learning media is considered effective if its use and application are planned systematically in accordance with the learning objectives and materials. As Sihombing et al. (2023) which states that the use of media is a necessity in the teaching and learning process.

One type of media used to improve student understanding is the pop-up book. Pop-up books are books that have three-dimensional elements that move when the pages are opened, providing attractive visuals and helping students better understand the material being studied (Setiyanigrum, 2020). The use of Pop Up Books makes it easier for students to learn something to develop their minds (Anisa Nurul Izzah & Deni Setiawan, 2023). The appearance of Pop Up Books attracts students to learn enthusiastically. (Khadijah et al., 2021). According to Sinta & Syofyan (2021) argues that Pop Up Books can stimulate students' imagination because of their interactive and visual appearance, transforming abstract material into a real and memorable learning experience. Pop-up books are important for Akidah Akhlak lessons because this medium can transform abstract concepts into concrete visuals, making them easier for students to understand and remember. This is in line with the abilities of children aged 7-11 years, who are already capable of using logical thinking through real objects (Zakiya, 2025).

Therefore, the objectives of this study are to examine the effectiveness of pop-up books in improving students' understanding of Asmaul Husna, to obtain validation from various experts that pop-up books are suitable for use in learning, and to examine differences in students' understanding after using pop-up books in Akidah Akhlak lessons. Based on the description above, the researcher conducted a study entitled "Development of Pop-Up Book Learning Media to Improve Students' Understanding of Akidah Akhlak Subjects in MI".

METHODS

The research method used in this study refers to the Research and Development (R&D) model with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is often used in research and development as a basic framework for designing effective learning products (Rahayu, 2025). The ADDIE model is used to help researchers design and develop effective learning products in a systematic and structured manner.

This study was conducted in the odd semester of the 2023/2024 academic year at MI Ciharalang with 18 fifth-grade students as research subjects, consisting of 9 male students and 9 female students. The media developed in this study was a pop-up book covering the subject of Aqidah Akhlak with material on knowing Allah through Asmaul Husna (al-Muhyi, al-Mumiit, al-Baa'its). There were two types of data required in this development study, namely qualitative data and quantitative data. Qualitative data includes data obtained from students through their responses to the use and efficiency of the media, as well as suggestions and input from experts. Quantitative data was obtained from a questionnaire assessing the Pop Up Book learning media by experts and student responses to the use of Pop Up Book media in the subject of Aqidah Akhlak and student learning outcome tests. The data collection techniques used in this development study were questionnaires, tests, and documentation.

In this study, the instrument used was a validation questionnaire from media, language, material, and Akidah Akhlak learning experts, as well as student responses to Pop Up Books to determine the validity and practicality of the media and test instrument grid. A Likert scale was used to measure attitudes (Simamora, 2022). The highest score is 4 and the lowest score is 1.

Data analysis used for expert validation and student responses used the formula according to Ridwan in (Warnaedi, 2023) as follows:

$$P = \frac{\sum X}{\sum xi} \times 100\%$$

Description:

P = Percentage of validation results

$\sum x$ = Total score obtained

$\sum xi$ = Maximum total score

Table 1. Validation criteria for media experts, subject matter experts, language experts, learning experts, and student responses

Percentage	Validity level	Description
<76-100	Valid	Suitable
<50-75	Sufficiently valid	Suffieciently suitable
<26-50	Less valid	Less suitable
<26	Not valid	Not suitable

Adopted from (Arikunto, 2010)

Meanwhile, data analysis of effectiveness uses learning completeness. Student learning completeness standards are measured based on the Minimum Completeness Criteria (KKM) that has been determined by the school, which is 72. The formula for determining the individual completeness of each student is as follows:

$$KI = \frac{\text{score obtained}}{\text{maximum score}} \times 100$$

Adopted from (Rosna, 2018)

Classical mastery is used to provide a comprehensive picture of student learning mastery. The following is the calculation of classical mastery using the following formula:

$$TK = \frac{\text{number of students who have mastered the material}}{\text{total number of students}} \times 100\%$$

Adopted from (Rosna, 2018)

The average learning outcome can be calculated using the following formula:

$$NR = \frac{\text{total all student scores}}{\text{total number of students}}$$

Adopted from (Rosna, 2018)

Meanwhile, the hypothesis in this study is:

H₀: There is no difference in students comprehension skill in the subject of Akidah Akhlak after using Pop Up Books.

H₁: There is a difference in students comprehension skills in the subject of Akidah Akhlak after Using Pop Up Book.

The hypothesis test for this study was conducted based on the improvement in student ability, namely the difference between pretest and posttest scores. Student test results were analyzed using a t-test. A paired t-test is a hypothesis testing method where the data used are not independent (paired) (Nuryadi et al., 2017). The t-test formula is:

Keterangan:

t = calculated t value

D = average difference between measurements 1 and 2

SD = standard deviation of the difference between measurements 1 and 2

n = number of samples

If the sample is not normally distributed, non-parametric statistics are used. The Wilcoxon signed rank test is a non-parametric test to measure the significance of differences between two paired groups of ordinal or interval scale data that are not normally distributed but come from the same group of respondents (Mashuri, 2022). This study used the Wilcoxon test because the data were not normally distributed based on the normality test results. The Wilcoxon test is a non-parametric test that is suitable for comparing two paired data groups, especially if the data is on an ordinal or interval/ratio scale that does not meet parametric assumptions. Thus, this test was chosen to obtain more accurate analysis results that are in accordance with the characteristics of the assessment data. The formula for the Wilcoxon sign rank test is as follows:

$$Z = \frac{T - \mu_T}{\sigma_T}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

$$\mu_T = \frac{n(n+1)}{4}$$

The basis for deciding whether to accept or reject the hypothesis in the Wilcoxon sign rank is as follow:

- a. If the probability (*Asymp. Sig*) < 0,05 then H₀ and H₁ are accepted, meaning that there is a difference.
- b. If the probability (*Asymp. Sig*) > 0,05 then H₀ is accepted and H₁ is rejected, meaning that there is no difference.

RESULTS AND DISCUSSION

Media Development Stage

The research produced a Pop Up Book learning medium for the subject of Aqidah Akhlak (Islamic Beliefs and Morals) on the topic of Knowing Allah through Asmaul Husna (al-Muhyi, al-Mumiit, al-Baa'its). This approach uses the ADDIE model, which has several stages.

1. Analysis

The analysis stage consists of student character analysis and competency analysis. The student character analysis covers the learning process in the subject of Akidah Akhlak. The competency analysis covers the analysis of learning outcomes, learning objectives, and the analysis of the material contained in the teacher's book and fifth-grade Madrasah Ibtidaiyah students.

The results of interviews with Akidah Akhlak teachers in the fifth grade of MI Ciharalang revealed that there was a problem in that students did not understand the material presented by the teacher due to the lack of use of learning media. The character of fifth-grade SD/MI students is at the concrete operational stage. The characteristic of this stage is that students can think logically or concretely when using concrete objects. Based on an analysis of the stages of student development by age, there is a need for concrete and tangible media. Therefore, the researcher chose Pop Up Books as the medium so that the learning objectives

could be conveyed and students would be more enthusiastic about learning. This is part of the concrete aspect of the research. The teacher and researcher conducted interviews with students and classroom observations, which revealed that students preferred visual media and picture stories. This became the basis for developing Pop Up Books.

Competency analysis stage The researcher analyzed the competencies in the Aqidah Akhlak subject, starting from the learning outcomes, learning objectives, learning objective flow, and material to be included in the Pop Up Book media.

2. Design

The design stage began with searching for tutorials on making Pop Up Books on YouTube, looking for material on Getting to Know Allah SWT through Asmaul Husna (al-Muhyi, al-Mumiit, al-Baa'its), and preparing things to support learning, such as teaching modules, tools, and materials for making Pop Up Books. A concrete example in the research was the researcher designing a simple story script about everyday life. The story was then combined with illustrations that could be folded, pulled, or popped up when the page was opened.

3. Development

This development stage consists of the media creation stage and validation from various experts and student responses after using the media. As a concrete example in the study, the researcher created a 10-page Pop Up Book prototype, each page displaying illustrations about Allah's power in His attributes. Subject matter experts (lecturers/teachers of faith and morals) provided input on the appropriateness of the arguments and meanings, while media experts provided input on colors, font sizes, and the neatness of the pop-up folds. Revisions were made according to the experts' suggestions.

a. Media creation

The following are the steps for creating Pop Up Book media:

1) Create a design on the canva application

Creating a design on the Canva application requires a high level of creativity. One of the attractions of Pop Up Books is the background display on each page. It starts with colors that must be appropriate and images that are relevant to the material, adding visualization for students during learning. The design in question is the background of each page and things that support the material.



Figure 1. Pop Up Book design on Canva

- 2) Prepare the tools and materials.



Figure 2. Tools and materials for making a Pop Up Book

The tools and materials needed are buffalo paper, glue, duct tape, scissors, printed designs, wool thread, and buttons.

- 3) Make a book using buffalo paper, with the number of sheets adjusted as needed.

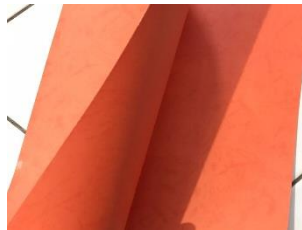


Figure 3. Book material sheets

- 4) Cover the buffalo paper with the printed design using glue and tape.

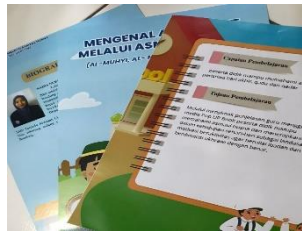


Figure 4. Pop Up Book sheet

- 5) Cut out each element and attach it to the book that has been covered with the printed design.



Figure 5. Book display

- 6) Mark each Pop Up Book element with instructions such as “Pull, Open” to facilitate use by teachers and students.

The following is a display of the Pop Up Book media with material on knowing Allah SWT through Asmaul Husna:



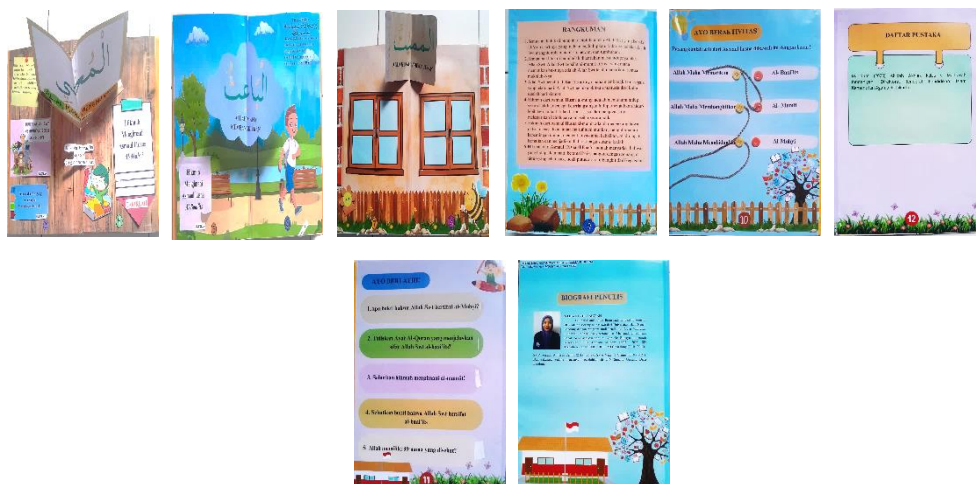


Figure 6. Developed Pop Up Book

Product Validation Results

This product validation was carried out by four validators, consisting of one media expert, one language expert, one material expert, and one learning expert. Each validator assessed the suitability of the Pop Up Book media using a prepared instrument. Inter-rater agreement criteria were used to ensure the objectivity and reliability of the validation results.

a. Media Expert

The media expert validation process was carried out by a lecturer at UIN Sunan Gunung Djati Bandung. The data from the media expert questionnaire was analyzed descriptively by calculating the average score for each item.

Table 2. Media expert validation results

Aspect	Number of score	Number of scores obtained	Number maximum score	Percentage	Criteria
Media usage	12				
Suitable size and design	26	47	56	83,9 %	Worthy
	9				

Based on the assessment of media experts, it can be concluded that media experts gave an average score of 47 with a score of 83.9% in the “acceptable” category. Media experts provided a few suggestions for improvement, including adding two learning objectives. The following are the results of the revisions:

Table 3. Revision of learning objectives

Before revision	After revision
Students are able to understand Asmaul husna and apply it in their daily lives as a foundation and motivation for activities that are worshipful and spiritual in nature.	<ol style="list-style-type: none"> 1. By listening to the teacher's explanation using Pop Up Book media, students are able to explain asmaul husna (Al-Muhyi, AL-Mumiit, Al-Baa'its) 2. Through the Pop Up Book media, students are able to apply them in their daily lives as a

foundation and motivation for worship and spiritual motivation correctly.

b. Subject Matter Experts

Table 4. Subject matter experts validation results

Aspect	Score	Score obtained	Maximum score	Percentage	Criteria
Learning achievement suitability	1	37	44	84%	Appropriate
Material presentation	26				

The material validation process was carried out by lecturers at UIN Sunan Gunung Djati Bandung. Based on the assessment of the material experts, it can be concluded that the material experts gave a score of 37 with an average score of 84% in the “Appropriate” category. The subject matter experts provided some suggestions for improvement, including correcting writing errors, punctuation, and adding images relevant to the material. The results of the revisions are as follows.

Table 5. Revision of image additions Relevant to the material



c. Language Expert

Table 6. Language Expert Validation Result

Aspect	Number of scores	Number of Scores Obtained	Maximum Number of scores	Percentage	Criteria
Easy to understand	12				
Appropriate for students level of thinking	10	22	28	78,5%	Acceptable

The language validation process was carried out by lecturers at UIN Sunan Gunung Djati Bandung. Based on the assessment of the language expert, it can be concluded that the language expert gave a score of 22 with an average score of 78.5% in the “Acceptable” category. The improvement suggested by the language expert was to replace the word “bisa” with “dapat”. This change was made to improve the quality of the language to make it more formal and standard, in accordance with scientific or academic writing rules. The word ‘dapat’ is

considered more appropriate in this context than “bisa”, which is often used in everyday conversation.

d. Learning expert

The learning expert validation process was carried out by the Akidah Akhlak subject teacher of class V MI Ciharalang, analyzed descriptively using the average score technique for each item.

Table 7. Learning expert Validation Results

Aspect	Number of scores	Number of scores obtained	Maximum number of scores	Percentage	Criteria
Language	8				
Media presentation	19	34	36	94,4%	Suitable
Media benefits	7				

Based on the assessment criteria table from learning experts, namely Akidah Akhlak teachers, regarding Pop Up Books as a medium to improve students' understanding of Akidah Akhlak at MI, the result was 94.4% with a “Suitable” category. The overall results show that this media is valid and suitable for use.

Trial Results and Improvement in Student Understanding

Through the implementation of Pop Up Book media as a product trial. A small group trial was conducted in class VI of MI Ciharalang with 8 students. A large group trial was conducted in class V of MI Ciharalang with 18 students.

a. Result of small group and large group trials

Table 8. Trial Results

Trial	Percentage	Criteria
Small group	93,75%	Very practical
Large group	89,7%	Very practical

Based on the table above, the small group trial obtained a percentage of 93.75% with the criteria “Very Practical” and the large group trial obtained a percentage of 89.7% with the criteria “Very Practical”.

b. The ability of students to understand after using Pop Up Book media in Akidah Akhlak lessons at

A test was conducted on the large group with a comparison of the average pretest and posttest scores below. This test was conducted to determine whether there was a difference in understanding after and before using the Pop Up Book media.

Table 9. Results of the pretest and posttest for grade V at MI Ciharalang

Sample no	Maximum score	KKM	Pretest	Description	posttest	description
1	100	72	50	Very poor	90	Very good
2	100	72	50	Very poor	50	Poor
3	100	72	25	Very poor	80	Good

Sample no	Maximum score	KKM	Pretest	Description	posttest	description
4	100	72	55	Poor	65	Average
5	100	72	50	Very poor	55	Poor
6	100	72	50	Very poor	95	Very good
7	100	72	45	Very poor	95	Very good
8	100	72	60	Average	90	Very good
9	100	72	45	Very poor	100	Very good
10	100	72	30	Very poor	80	Good
11	100	72	45	Very poor	90	Good
12	100	72	45	Very poor	90	Very good
13	100	72	40	Very poor	90	Very good
14	100	72	45	Very poor	90	Very good
15	100	72	55	Poor	80	Good
16	100	72	55	Poor	90	Very good
17	100	72	60	Average	95	Very good
18	100	72	45	Very poor	90	Very good

Classical pretest and posttest result

Table 10. Classical Pretest and posttest results

Classical Mastery	Results
Pretest Results	0
Posttest results	83,3

The following is a diagram:

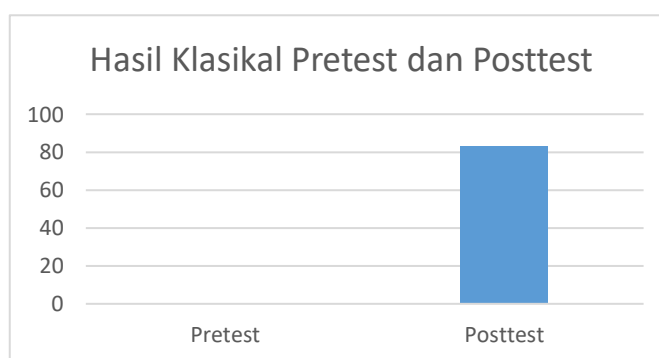


Figure 7. Diagram of Classical pretest and posttest results

Average pretest and posttest results

Table 11. Average pretest and posttest results

Average	Results
Pretest results	47,2
Posttest result	83,3

The following is a diagram:

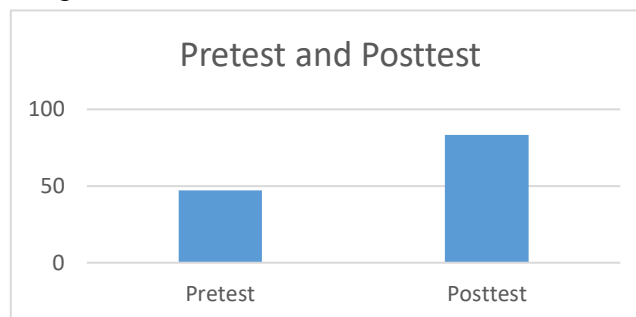


Figure 8. Average Pretest and Posttest Diagram

The normality test was conducted with a significance level of $\alpha = 0.05$. The decision-making category for a conclusion is that if the sig. value is $< \alpha = 0.05$, then H_0 is rejected, and if the sig value is $\geq \alpha = 0.05$, then H_0 is accepted. The hypotheses determined in this study are as follows:

H_0 = The pretest/posttest average of student understanding is normally distributed

H_1 = The pretest/posttest average of student understating is not normally distributed.

After formulating the hypotheses, the data were calculated using SPSS version 16, with the results shown in the following table:

Table 12. Homogeneity Test Result

Class	Shapiro Wilk			Conclusion	Description
	statistic	df	Sig.		
Pretest	0,901	18	0,901	H_1	Normally distributed
Posttest	0,805	18	0,002	H_0	Not normally distributed

From the results of the data processing above, the posttest results underwent a normality test with a sig. of 0.002, and the pretest results had a sig. of 0.901. The significance level was set at $\alpha = 0.05$. The pretest results produced a sig. of $0.901 > 0.05$, so H_1 is accepted with the explanation that the pretest values are normally distributed. Meanwhile, the posttest results produced a sig. of $0.002 < 0.05$, so H_0 is rejected with the explanation that the posttest values are not normally distributed.

After the normality test was conducted, one of the data sets was found to be non-normally distributed, so the homogeneity test was not performed, and non-parametric statistical calculations were performed using the Wilcoxon test.

The Wilcoxon test was used to calculate the data in order to determine whether or not there was a difference in students' understanding after applying the Pop Up Book media in the teaching of the subject of Aqidah Akhlak.

The hypotheses designed are as follows:

H_o : There is no difference in students comprehension ability in the subject of Akidah Akhlak after using the Pop Up Book media.

H_1 : There is a difference in students comprehension ability in the subject of Akidah Akhlak after using the Pop Up Book media.

The decision criteria are that if the sig. value is < 0.05 , then H_o is rejected, and if the sig. value is > 0.05 , then H_1 is accepted. After calculating using SPSS version 16, the following results were obtained:

Table 13. Wilcoxon signed rank test results

Posttest-Pretest	
Z	-3.635 ^a
Asymp. Sig (2-tailed)	0,000

It can be seen from Table 4.20 above that the Z value of -3.635 indicates a significant increase and sig. $0.000 < 0.05$, so H_o is rejected, which means there is a difference. Conclusion: There is a difference between the pretest and posttest after using the Pop Up Book media in the subject of Aqidah Akhlak on students' understanding.

DISCUSSION

The development of the Pop Up Book learning media aims primarily to improve students' understanding of abstract Aqidah Akhlak material. Therefore, this research was developed using the systematic ADDIE model.

There is a study conducted F. Fauzia Asseqaf (2023) in her thesis entitled "Development of Pop Up Book Media to Improve the Reading Ability of First Grade Elementary School/MI Students" which states that the development of Pop Up Books can improve beginner reading skills. Expert validation showed very feasible results (92.1% and 97.3%), language expert validation showed feasible and very feasible results (80% and 84.4%), and teacher assessments from two schools were very feasible. The differences lie in the subject focus, the skills to be evaluated after using the media, and the number of schools.

During the analysis stage, a major problem was found in class V MI Ciharalang, namely that students had difficulty understanding the material due to the lack of relevant learning media. This finding is crucial considering that students of that age are in the concrete operational stage, where they need real objects to be able to think logically. The solution designed is the Pop Up Book media, which is specifically designed to overcome these challenges by transforming abstract concepts into concrete and attractive visuals.

The media development process involved collaboration with experts to ensure product feasibility. Validation from media experts (83.9%), subject matter experts (84%), language experts (78.5%), and Akidah Akhlak teachers (94.4%) not only categorized this media as "Feasible" but also provided valuable input that became the basis for improvement. This collaboration ensures that the resulting media is not only innovative but also accurate in content, linguistically appropriate, and relevant to learning needs in the field.

At the implementation stage, the Pop Up Book media proved to be very practical and effective. The results of the trial showed positive responses from students (93.75% and 89.7%) and a significant increase in understanding, which directly proves that this media has successfully overcome problems in the classroom.

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