

Improving Students' Historical Comprehension Through Pop-Up High School-Based History Learning Media

Satriyo Pamungkas*

¹Universitas Batanghari Jambi, Indonesia

*E-mail korespondensi: satriyo.pamungkas@unbari.ac.id

Abstract

The purpose of this study is to explain the development of pop-up media in history lessons at SMA N 8 Jambi City. This study is a research and development (R&D) that adopts the media development steps according to Lee and Owens. The sequence of steps in the process is arranged systematically and each development step has a sequence. step development Which arranged clear. Results study And development media learning history Pop Up at the stage First quality media learning average presentation mark in a word Good, at the second stage the presentation is considered Very Good, at the third stage the presentation is considered Very Good, so that the average media presentation is classified as Very Good. On team assessment expert Which consists of from expert media And material from expert media Alone No There are many improvements, just need to add a few items in the media and material, the media is also worthy For tested try it. On stage test try I For presentation mark 5.4 classified as good, on stage test try II presentation mark 6.0 classified as Very Good And on The third trial stage 16.2 is classified as Very Good.

Keywords: Study And Development, Media Learning Pop Up

INTRODUCTION

Technology communication experience progress rapidly For further influence on communication patterns in society. The demands of society the greater the impact on education and the advancement of science and technology makes education No Possible Again managed with only pattern traditional. Thus, teachers play a very important role in creating a learning atmosphere that can motivating student For always Study with Good And excited. Atmosphere learning Which thus will impact positive in achieving optimal learning achievement. Therefore, teachers should have the ability in choosing the right learning methods and media. Inappropriate use of learning methods And media will cause saturation for student in accept the material presented so that the material is less understandable which will result in students become *apathetic* (Saputra, Umi, & Widjaja, 2021).

Teaching history aims to foster and develop national awareness. Without knowing its history, it is impossible for a nation to know its history. And own identity. ¹ In the relationship with life nation and state, in general the aims of studying history include: *first*, making students aware of our greatness and glory as well as our weaknesses as a nation. *Second*, to awaken and develop a spirit of nationalism, and *third*, to foster a determination to realize students' aspirations at the secondary school level (Budiningtyas & Hutabarat, 2024).

State Senior High School 8, Jambi City is one of the senior high schools in Jambi City. Jambi. Based on experience And results observation, especially in class XI Social Studies 5 students' learning achievements in history subjects are still low. Where from the total number 32 person student, only 20 person (72%) student get mark in below 6, and 12 students (28%) who got above 6. This problem stems from several factors. factor among them student Which not enough active in learning History. This is because the methods and media used by teachers do not encourage students to learn in a conducive manner, so the presentation of material tends to be monotonous. Teachers tend to... more Lots giving a lecture And not enough varied in use methods and media learning. Media in meaning Which limited (micro), that is as learning aids. This means that media is a tool used by teachers to motivate students to learn, clarify learning information/messages, emphasize important parts, provide learning variations, and clarify learning structures. ² In addition, because learning is abstract and theoretical, students are not active in learning and this will lead to boredom regarding the learning being carried out (Adriani et al., 2023) (Meivanda & Zuhri, 2024).

Learning history need equipped with media Because use media can stimulate the imagination to imagine the historical events being studied. Pop Up is one of the media that can increase the effectiveness of teaching and learning. that works inspiring interest during process Study and create a better learning situation because Pop Up has the ability to develop lively and moving images when shifted. According to Nana Sudjana, learning and teaching are processes that contain three element Which can differentiated namely objective learning (*instructional*), teaching and learning experience (process) and learning outcomes. ³ The teaching and learning process is essentially a communication process, namely the process of conveying messages from source message through channel or media certain to recipient message. Message, message source, channel or media and message recipient are the components. process communication. Message Which will communicated is content teachings or education in the curriculum. Learning is the process of changing behavior as a result of experience or training (Masni & Hutabarat, 2019) and (Zuhri Saputra Hutabarat, 2018).

LITERATURE REVIEW

Media learning Pop Up history that is media book Which own parts that can move or have 3-dimensional elements, width and height or thickness. Pop Up Media history can be interpreted as a group of media without projections that are presented in a visual way. Pop Up visual history. This media group can be packaged with attractive and looks raised. Pop Up is classified as a visual media dimensions and images that can be move when the page opened or its part shifted. Media is a very important component in a communication process. These ⁵ things prove that media is a tool that can be used to convey messages and to stimulate the thoughts, feelings, and desires of the audience. (students) so that they can encourage their learning process. The use of learning media can engage students, increasing their motivation to learn and making it easier for them to understand the material being taught (Budiningtyas & Hutabarat, 2024).

A pop-up building is a model of a real building, but it is not a simulation because it does not depict a process. Pop-up media does have its drawbacks, namely: it is quite expensive, and the manufacturing process is... complicated, the capital costs are quite large, and it takes longer. However, This can be covered by the advantages it has, namely: illustrations in

illustrated materials look more attractive and clear, provide surprises on each page, increase students' imagination (Hutabarat, 2022).

Understanding the contents of the book helps students understand and comprehend the learning material. delivered by the teacher. ⁶ Now, variations of pop-ups are increasingly being developed for various purposes, one of which is their use as learning media. Pop-ups are still rarely used as learning media. This is because information about pop-ups is not yet widely available. for public lay. Besides That, manufacturing pop up in a word Still rare and complicated. Despite all these things, pop-ups have great potential to be developed as a learning medium considering their advantages. pop up itself (Hutabarat, Wiryotinoyo, Masni, & Handayani, 2022).

RESEARCH METHOD

This research is a research and development (R&D) that adopts the steps of Lee and Owens (2004) consisting of five stages, namely assessment/analysis which includes needs analysis and front-end analysis, design, development, implementation, and evaluation. In addition, it adopts Martin Tessmen's stages in product implementation. These stages include expert validation (expert review) consisting of media experts and material experts in their respective fields. 2) revision I, 3) test try one to one, 4) revision II, 5) test try small group, 6) revision III, 7) field test trial. As for data Which used in study This is qualitative and quantitative. Qualitative data were obtained from a questionnaire conducted by a team of experts consisting of media and material experts, followed by student questionnaire data totaling 32 people. The data were obtained using techniques using a comment and suggestion questionnaire and a student assessment questionnaire. The data analysis technique used in this research and development is student assessment data analysis. The results of the analysis of the average student scores for pop-up media were used as input for revising the history learning media.

RESULTS AND DISCUSSION

Results Questionnaire Team Expert

The Expert Team consists of subject matter and media experts who provided comments and suggestions on pop-up media products for history learning. The comments and suggestions from the expert team are as follows. Results questionnaire from expert media there is a number of suggestion And comment in order to revise the pop-up learning media before testing it. Suggestions and comments from Media experts in the first stage on August 1, 2018, namely: 1) adjust the layout and title of the discussion material; 2) the image is not clear; 3) choose colors that are not dazzling eye; 4) form picture not enough clear; 5) picture customized with the form original; 6) picture not enough interesting; 7) given decoration picture in accordance with material; 8) color choices tailored to the audience or user; 9) make the image look like 3D (Pratiwi, Hutabarat, Nabila, Hevinosa, & Mauli, 2024). So comment And suggestions in overall on stage First This focuses on improving colors, images, and adding decorations that match the theme. In the second stage of media expert validation on August 2, 2018, based on a questionnaire, there were not many comments and suggestions for revising the pop-up learning media. In the comments and suggestions section, overall, "the media can be tested."

For material experts, the first validation was on August 2, 2018, based on the completed

questionnaire, including comments or suggestions for improvement as follows; 1) Good, already understand the material, 2) Good, in accordance with the learning RPP indicators, 3) Good, in accordance with indicator And Lesson Plan, 4) Very Good, in accordance with media Study, 5) Good, in accordance with the teaching material, 6) Appropriate, with the teaching material, 7) In accordance with the students' abilities, 8) Good, in accordance with the material, 9) Good, in accordance with the teaching material. So the overall comments and suggestions at the material focus stage are not so many comments and suggestions for revision, in the overall comments and suggestions section "the media can be tested" (Zahar, Masni, Hutabarat, Pratiwi, & Tara, 2024).

Based on the results of observations that have been carried out at State Senior High School 8, Jambi City, it was found that the problem was that students' achievement in history subjects was on average below average. KKM, method Which No varies, No use media, and lack of student motivation in learning. Problems in history lessons are caused by by a number of matter. First, Teacher use method Which Lack of variety. Students tend to memorize the material taught by teachers. Second, the use of learning media is still suboptimal. Teachers tend to only use conventional media such as whiteboards and books (Hutabarat, 2021).

Progress technology is something who does not Can We avoid in this life, because technological progress will go hand in hand with scientific progress. Information Technology as if has become diverter functional book, teachers and teaching systems that were previously still conventional. Technology Information and communication play a significant role, in line with the development of science and technology (IPTEK). Communication technology is experiencing rapid progress, which in turn influences communication patterns in society. Increasing public demand for education and scientific advancement and technology makes it impossible for education to be managed using only traditional patterns (Masni & Hutabarat, 2019).

The steps taken by the researcher were first *analysis*, carrying out analysis introduction, that is analyze competence Which need achieved by students, learning approaches, and teaching materials and media used in history learning. At this stage, the researcher obtained observation results that at SMA Negeri 8 Jambi City, there was a lack of learning media which resulted in students feeling bored. And bored, because That For overcome problem researchers propose the development of *pop-up* learning media (Zahar, Hutabarat, et al., 2024).

Second, stage design. Researchers make planning on paper to create a layout that will be on the *pop up learning media*, the results of the stage The design includes the *pop-up media cover*, title of learning material, learning objectives, SK, pictures of historical learning material, description of learning material, and examples of spices (Rosmiati & Hutabarat, 2019).

The next step in *development* is producing learning media using *cardboard* and other equipment such as *scissors, glue, pencil, ruler, And Curter*. Besides That required sources which supports the content of the material and supporting images. So that the media is interesting, varied, communicative, And conceptual on material discussion. *Media pop up* that has been created, then reviewed by media experts and material experts. This is done To obtain an assessment in the form of suggestions and comments on whether the media is suitable for field trials, both in terms of appearance and material. This learning media has many advantages, such as an attractive appearance, equipped with images and materials, and

the use of spices that were once popular and can still be seen today, thus attracting students' attention and making the material easy to understand (Masni & Hutabarat, 2019) and (Suci Rahmadani, 2021).

Next, a trial implementation was carried out consisting of three stages, namely the small group trial stage (*one to one*), the medium group trial stage (*small group*), And stage test try field or group big (*field test*). On the first stage get average 3.6 classified as category Good, on stage secondly, getting an average of 4 is classified as very good, and in the last stage, getting an average of 4.3 is also classified as very good. From the average assessment results the can concluded that media pop up in learning history on the material colonialism And imperialism in Indonesia worth applying in history learning (Hutabarat, 2022) and (Mayasari, Siti Syuhada, & Zuhri Saputra Hutabarat, 2023).

CONCLUSION

Based on results research And discussion can concluded as as follows: 1) Development of learning media with *pop-up media* for learning the history of colonialism and imperialism in Indonesia through several stages, namely: (1) assessment/analysis *which* includes needs analysis *and* front -end analysis , (2) design , (3) development , (4) implementation , and (5) evaluation . *Pop - up media development* for learning the history of colonialism and imperialism in Indonesia is very important good for supporting learning the history of colonialism and imperialism in Indonesia, seen from the assessment of the expert team in the form of comments and suggestion. 2) For evaluation stage trials in field that is: 1) test stage First, 2) second stage test, 3) third stage test. The assessment of the first stage trial received an average value 3.6 or including in category Good with A little revision. The second stage trial assessment obtained an average score of 4, which is included in Very Good or very good category is used. The third stage of trial assessment obtained mark average as big as 4.3 or including in category Very Good or very good for use without revision. The overall average rating is Very Good, and this *pop-up media development* can be applied in history learning.

REFERENCES

- Adriani, E., Surono, Y., Budiningtyas, D. P., Maududi, S. Al, Azrianto, A., Fahmi, A., & Hutabarat, Z. S. (2023). Lingkungan Kerja dan Kepuasan Kerja Pengaruhnya Terhadap Motivasi Serta Dampaknya Pada Kinerja Pegawai. *Jurnal Ekonomi Bisnis, Manajemen Dan Akuntansi (JEBMA)*, 3(3), 984–994. <https://doi.org/10.47709/jebma.v3i3.3233>
- Asyhar, Rayandra. 2012. Kreatif Mengembangkan media Pembelajaran. Jakarta: Referensi.
- Budiningtyas, D. P., & Hutabarat, Z. S. (2024). Model Intellectual Capital Sebagai Variabel Moderating Ditinjau Dari Likuiditas, Leverage, dan Profitabilitas Pengaruhnya Terhadap Nilai Perusahaan. *Owner*, 8(1), 885–892. <https://doi.org/10.33395/owner.v8i1.2104>
- Hutabarat, Z. S. (2021). *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE , INNOVATION AND EDUCATIONAL TECHNOLOGIES (ONLINE) - ISSN : 2717-7130 Follow-up Analysis of Student Soft Skill Evaluation*. (October), 235–245.
- Hutabarat, Z. S. (2022). The Effect of Motivation and Learning Effectiveness and the Quality of Economic Education Study Program Graduates. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 4003–4010. <https://doi.org/10.35445/alishlah.v14i3.1670>
- Hutabarat, Z. S., Wiryotinoyo, M., Masni, H., & Handayani, R. (2022). Teachers' Constraints in Organizing Learning Process for High School Students in Jambi. *AL-ISHLAH: Jurnal*

- Pendidikan*, 14(4), 4939–4946. <https://doi.org/10.35445/alishlah.v14i4.1667>
- Kartodirjo. 1992. *Pemikiran dan Perkembangan Historiografi Indonesia Suatu Alternatif*. Jakarta : Gramedia
- Masni, H., & Hutabarat, Z. S. (2019). Pengembangan Multimedia Pembelajaran Berbasis Lash Animation With Swish Max Siswa Kelas XI SMA Negeri 8 Kota Jambi. *Jurnal Ilmiah Dikdaya*, 9(2), 257. <https://doi.org/10.33087/dikdaya.v9i2.147>
- Mayasari, Siti Syuhada, & Zuhri Saputra Hutabarat. (2023). *Ekonomi Internasional Penerbit Cv.Eureka Media Aksara*.
- Meivanda, R. M., & Zuhri, S. (2024). Pemanfaatan media sosial Instagram dalam meningkatkan brand awareness pada akun@ photose. id. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 691–702.
- Pratiwi, H., Hutabarat, Z. S., Nabila, R., Hevinosa, A. D., & Mauli, C. (2024). Multidisciplinary Sciences and Arts Blue Economic Beacon : Red And White Leads The Way Through Niche Diplomacy International Journal of Multidisciplinary Sciences and Arts. *International Journal of Multidisciplinary Sciences and Arts*, 3(1), 344–351. Retrieved from <https://jurnal.itscience.org/index.php/ijmdsa/article/view/3947/3108>
- Rosmiati, R., & Hutabarat, Z. S. (2019). Peningkatan Mutu Ipteks Kewirausahaan (IbK) Pada Siswa Kelas XII SMAN 2 Kota Jambi. *Jurnal Ilmiah Dikdaya*, 9(1), 98. <https://doi.org/10.33087/dikdaya.v9i1.139>
- Rayandar asyhar. 2012. *Kreatif Mengembangkan Media Pembelajaran*. Jambi 2012 Sudjana. 2011. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja
- Rosdakarya Sabri, M. Alisuf. 2010. *Psikologi Pendidikan*. Pedoman Ilmu Jaya: Jakarta.
- Saputra, Z., Umi, S., & Widjaja, M. (2021). *Experience in the Teaching Practice Program , Creativity , and Locus of Control for Preparedness to Become Teachers in the Industrial Revolution Era 4 . 0*. 12(9), 4301–4313.
- Suci Rahmadani, Z. S. H. (2021). *PERBANDINGAN MODEL PEMBELAJARAN KOOPERATIF TIPE THINK TALK WRITE DAN TIPE TO STAY-TO STRAY TERHADAP HASIL BELAJAR SISWA KELAS X IPS SMAN 8 KOTA JAMBI*. 3(September), 57–63.
- Zahar, E., Hutabarat, Z. S., Afdil, B., Muslih, M., Jannah, R., Jannah, N. K., ... Duri, R. (2024). *Multidisciplinary Sciences and Arts Trading Go Digital : Experience and Influence of the Digital Phenomenon on Traditional Traders International Journal of Multidisciplinary Sciences and Arts*. 3(1), 352–356.
- Zahar, E., Masni, H., Hutabarat, Z. S., Pratiwi, H., & Tara, F. (2024). *LEARNING OUTCOMES : SOCIAL SUPPORT , SELF- CONFIDENCE , AND ECONOMIC LEARNING MOTIVATION*. 4(1), 15–18.
- Zuhri Saputra Hutabarat, Y. A. (2018). the Effect of Motivation and Learning Effectiveness on Quality of Graduate Study Program Primary Teacher Education Fkip University of Jambi. *Jurnal Ilmiah Dikdaya*, 8(1), 222. <https://doi.org/10.33087/dikdaya.v8i1.104>