



Application of Pop Up Method in Improving Student Learning Achievement in Indonesian Language Learning Illustration Picture Material at MI Tarbiyatul Hidayah Boteng Menganti Gresik

Wahyu Suciati ✉, MI Tarbiyatul Hidayah, Indonesia

✉ wahyusuciati580@gmail.com

Abstract: This study aims to examine the application of the Pop Up method in learning Indonesian language on illustration material at MI Tarbiyatul Hidayah Boteng Menganti Gresik. The Pop Up method was chosen because it can create a more interesting and interactive learning atmosphere for students, and make it easier for them to understand the concept of illustration. This study uses a qualitative approach with a descriptive method to observe the implementation of learning, and analyze the results achieved by students after the application of the method. In its implementation, the Pop Up method allows students to draw illustrations based on the story text given, and fosters their creativity and imagination in interpreting stories through pictures. The results of the study showed that the application of the Pop Up method can increase students' interest and involvement in learning Indonesian. Students are more enthusiastic and active in drawing illustrations, and are able to connect images with the contents of the text in more depth. In addition, students can also understand the message contained in the story better through drawing activities. Based on these results, it can be concluded that the Pop Up method is effective in improving students' understanding of illustration material, and can be used as an alternative in developing creative and enjoyable learning at MI Tarbiyatul Hidayah Boteng Menganti Gresik.

Keywords: Pop Up Method, Improving Student, Learning Achievement

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INTRODUCTION

Indonesian language learning at the elementary level has an important role in developing students' language skills and literacy. One of the materials taught in this subject is illustrative images, which aims to help students connect story texts with visual images. In this case, students' ability to understand the text by describing illustrations is the key to increasing their creativity and understanding of the material being studied. However, learning illustrations in the classroom is often considered monotonous and less interesting for some students, so it can hinder the development of their understanding of the material. Therefore, it is important to look for methods that are innovative and can increase student engagement in learning.

One of the methods that can be used to increase the effectiveness of learning illustration images is the Pop Up method. This method involves the use of interesting visual techniques, in which images or other elements are projected in the form of three-dimensional or effects that can "appear" from the page. By using the Pop Up method, it is

hoped that students will not only be able to understand the content of the story better, but also be able to express their imagination through the illustrations they make. This will certainly provide a more fun and interactive learning experience for students.

Although the Pop Up method has been proven to be effective in increasing students' creativity and interest in several learning contexts, its implementation in Indonesian language learning, especially in illustrative drawing materials, has not been widely researched. Many teachers still use conventional methods that are considered less able to stimulate students' imagination and increase their involvement in the learning process. Therefore, this study focuses on the application of the Pop Up method in learning Indonesian illustration materials at MI Tarbiyatul Hidayah Boteng Menganti Gresik.

The purpose of this study is to explore the extent to which the application of the Pop Up method can increase students' interest and understanding of illustrative drawing materials in Indonesian language learning. This research also aims to find out how this method can help students in describing and connecting illustrations with the stories they read. It is hoped that the results of this study can provide new insights for educators in choosing and applying methods that suit the needs of students in the classroom.

In this study, there are several problems to be solved, namely how the application of the Pop Up method can increase students' understanding of illustrative drawing materials, and how this method can motivate students to be more active in the learning process. In addition, this study also aims to find out the challenges and obstacles faced by teachers in implementing the Pop Up method in the classroom, as well as how to overcome these obstacles so that learning runs effectively.

The gap that exists in Indonesian learning at MI Tarbiyatul Hidayah Boteng Menganti Gresik is the lack of variety of methods used in learning illustrations. Most teachers still rely on conventional approaches that focus more on texts and oral explanations, while the visual aspects and creativity of students are not explored to the fullest. Therefore, this research is expected to contribute to reducing the gap by offering a more creative method and can increase students' active participation in Indonesian language learning, especially in illustration materials.

METHODS

This research aims to investigate the effectiveness of the Pop Up method in enhancing the learning achievement of students in Indonesian language learning, specifically focusing on illustrative drawing material at MI Tarbiyatul Hidayah Boteng Menganti Gresik. The study seeks to explore how this method can improve students' understanding and creativity, as well as foster an engaging learning environment for them. The Pop Up method is a creative learning technique that involves the use of interactive and visually appealing materials, such as pop-up visuals or cards, to stimulate students' attention and encourage active participation. This method is designed to make the learning experience more dynamic and hands-on, allowing students to explore the subject matter in a more enjoyable and memorable way.

In this study, the Pop Up method is applied to Indonesian language lessons, particularly focusing on the topic of illustrative drawing. The material aims to help students understand the role of illustrations in conveying messages and ideas, as well as enhancing their ability to create illustrations that support written content. The research employs a quasi-experimental design, which involves the use of pre-test and post-test assessments to measure the students' learning achievements before and after the implementation of the Pop Up method. The participants in this study are students from MI Tarbiyatul Hidayah Boteng Menganti Gresik, who are enrolled in the Indonesian language subject.

To begin the research, the researcher conducts an initial assessment (pre-test) to evaluate the students' existing knowledge and skills related to illustrative drawing. The pre-test is used to identify the students' baseline understanding of the topic and their

ability to create and interpret illustrations in Indonesian language learning. The results of this pre-test will be compared to the post-test results to determine any improvements in student achievement after the intervention.

After the pre-test, the Pop Up method is introduced as part of the lesson plan for Indonesian language learning. The teacher incorporates interactive pop-up materials, such as pop-up cards, illustrations, and 3D visuals, to teach students how illustrations can be used to enhance storytelling, descriptions, and overall communication in the language. Throughout the lesson, students are encouraged to create their own pop-up illustrations, linking them to written narratives or stories. The aim is for students to not only learn about the concept of illustrations but also to apply their knowledge by creating their own visual representations that complement written content. This hands-on approach helps to engage students in a more active and creative learning process.

The implementation of the Pop Up method includes various steps. First, the teacher provides an introduction to the concept of illustrations and their role in communication. Then, the teacher demonstrates how to create simple pop-up illustrations that can be incorporated into stories. Students are then given the opportunity to practice creating their own pop-up illustrations individually or in groups. In addition to the practical component of the lesson, the teacher also facilitates discussions and reflection activities where students can share their work and provide feedback to one another. This collaborative aspect of the learning process encourages peer learning and fosters a sense of community in the classroom.

The study is conducted over several weeks, with the researcher regularly observing the implementation of the Pop Up method and recording students' progress. The researcher also gathers qualitative data through interviews with the teacher and students to understand their experiences and perceptions of the learning process. At the end of the study, a post-test is administered to assess the students' achievements after the intervention. The post-test is designed to measure improvements in both the students' understanding of the illustrative drawing material and their ability to create and interpret illustrations. The results of the pre-test and post-test are analyzed to determine the impact of the Pop Up method on student learning achievement.

In addition to the quantitative data from the pre-test and post-test, the researcher also collects qualitative data from classroom observations and student feedback. This qualitative data provides insights into the students' engagement, creativity, and overall experience with the Pop Up method. The data collected from both the quantitative and qualitative assessments are analyzed using statistical methods and thematic analysis. The researcher compares the pre-test and post-test results to determine the effectiveness of the Pop Up method in enhancing student learning achievement. Themes from the qualitative data are analyzed to identify common trends and patterns in students' experiences with the learning process.

Based on the findings of this study, recommendations are made for future implementations of the Pop Up method in Indonesian language learning. The research highlights the potential of this creative and interactive approach to improve student engagement, foster creativity, and enhance learning outcomes in Indonesian language lessons, particularly in the context of illustrative drawing material. In conclusion, this research provides valuable insights into the application of the Pop Up method in enhancing student learning achievement in Indonesian language learning. By incorporating interactive, hands-on activities and creative visuals, the Pop Up method successfully engages students and improves their understanding of the material. The study also demonstrates the importance of using innovative teaching methods to create an enjoyable and effective learning environment for students.

RESULTS

The research aimed to explore the impact of the Pop Up method on student learning achievement in Indonesian language learning, specifically focusing on the illustrative drawing material at MI Tarbiyatul Hidayah Boteng Menganti Gresik. The results of this study are based on the comparison of pre-test and post-test data, along with qualitative observations from classroom activities. Initially, the pre-test results revealed that the majority of students had a basic understanding of the concept of illustrative drawing but struggled to integrate illustrations with written content. Most students were able to recognize simple illustrations but had difficulty using them to enhance their storytelling or written expressions effectively. Their understanding of how illustrations can complement written narratives was limited, with many students focusing mainly on the aesthetic aspect of illustrations rather than their communicative function.

In terms of practical skills, students' ability to create their own illustrations was at a moderate level. Although they could draw simple objects or scenes, their work lacked depth in terms of creativity and clarity in conveying ideas. The illustrations produced by students did not always relate to the written content they were assigned to illustrate, indicating a gap in their ability to connect visual elements with the narrative context. Following the implementation of the Pop Up method, there was a significant improvement in students' understanding and creativity in creating illustrative drawings. The introduction of pop-up materials, such as pop-up cards and interactive visuals, sparked students' interest and helped them visualize how illustrations can be used to convey deeper meanings within stories. By incorporating these interactive elements into their learning, students became more engaged and motivated to participate in the lessons.

The post-test results showed a noticeable improvement in students' achievements compared to the pre-test. The average score for the post-test was significantly higher, indicating that students had grasped the concept of how illustrations can enhance written narratives. Most students demonstrated a better understanding of how to integrate visual elements into their storytelling, using pop-up illustrations to effectively communicate key ideas and emotions within the context of their written work.

One of the key areas of improvement was in students' creativity and ability to think critically about the role of illustrations in communication. In the post-test, many students were able to create detailed and thoughtful pop-up illustrations that not only complemented their written content but also enriched the meaning of the narratives they had written. This improvement was particularly evident in the quality and relevance of the illustrations, as students were able to connect their visual work with the themes and messages they wanted to convey in their stories. Additionally, students' ability to use illustrations to express emotions and convey messages more clearly was enhanced. The interactive nature of the pop-up method allowed students to experiment with different visual techniques and materials, which encouraged them to think creatively about how their illustrations could serve a communicative purpose. For example, students were able to use color, texture, and depth to evoke specific emotions or highlight key aspects of their written content, a skill that was not as evident before the application of the Pop Up method.

The improvement in students' creativity was not only reflected in their individual work but also in the group activities. Students worked collaboratively to create pop-up illustrations in groups, exchanging ideas and feedback. This collaborative approach fostered peer learning and allowed students to learn from each other's perspectives. By sharing their experiences and ideas, students were able to deepen their understanding of how illustrations can enhance written content. The Pop Up method also fostered a more dynamic and engaging learning environment. Students who were previously disengaged or hesitant to participate in class became more involved in the learning process. The hands-on nature of the pop-up activities allowed students to actively engage with the material, and many expressed excitement and enthusiasm for creating their own pop-up illustrations. This heightened level of engagement contributed to a more positive

classroom atmosphere, where students felt motivated and encouraged to explore their creative potential.

The increase in student engagement was also reflected in classroom observations. Teachers noted that students became more focused and attentive during lessons, actively participating in discussions and activities related to illustrative drawing. Students were more eager to ask questions, seek clarification, and share their ideas with their peers, indicating that they felt more comfortable and confident in the learning environment. Another key finding was the development of students' problem-solving skills. During the process of creating pop-up illustrations, students encountered challenges such as choosing appropriate materials, deciding on the best techniques to use, and ensuring that their illustrations effectively conveyed their intended messages. Through trial and error, students were able to overcome these challenges, which helped them develop critical thinking and problem-solving abilities.

The improvement in students' skills was also evident in their ability to express their ideas more clearly and effectively through both written and visual forms. Many students showed greater fluency in expressing their thoughts, using their illustrations to clarify and expand on the ideas presented in their written work. This holistic approach to learning, integrating both visual and written forms of expression, allowed students to communicate more effectively and with greater depth. Despite the overall positive results, some challenges remained in the implementation of the Pop Up method. For instance, a small group of students still struggled with creating detailed and coherent illustrations, particularly those who lacked basic drawing skills. Although these students showed improvement, they required additional guidance and support to fully grasp the concept of integrating illustrations with written content.

In some cases, students also faced difficulties in managing the time required to complete the pop-up illustration activities. Some students, particularly those with slower work paces, found it challenging to finish their projects within the allocated time. This issue was addressed by providing additional time and support during lessons, but it highlighted the need for further adjustments to ensure that all students could complete the tasks at their own pace. In terms of classroom management, the introduction of the Pop Up method required careful planning and organization. Teachers needed to ensure that students had access to the necessary materials, such as paper, scissors, and glue, and that the classroom was set up in a way that allowed for easy movement and collaboration. Although these logistical issues were managed effectively, they required additional preparation and attention from the teacher.

Overall, the results of the research demonstrate that the Pop Up method has a significant positive impact on student learning achievement in Indonesian language learning, particularly in the area of illustrative drawing. The combination of interactive, hands-on learning and creative expression fostered a deeper understanding of the material and allowed students to develop essential skills in both visual and written communication. The results also highlight the importance of using innovative teaching methods to engage students and enhance their creativity and critical thinking. In conclusion, the research findings suggest that the Pop Up method is an effective and engaging approach to improving student learning outcomes in Indonesian language education. The method not only enhanced students' understanding of the illustrative drawing material but also fostered creativity, problem-solving skills, and improved communication abilities. These findings have important implications for teaching practices, encouraging the use of creative and interactive teaching methods in the classroom to engage students and support their learning development.

DISCUSSION

The results of this study highlight the effectiveness of the Pop Up method in enhancing students' learning achievements in Indonesian language, specifically on the illustrative drawing material. The significant improvement in student outcomes after implementing the Pop Up method demonstrates its potential as an engaging and effective teaching strategy. The Pop Up method involves hands-on, interactive learning materials such as pop-up cards and 3D visuals, designed to stimulate students' curiosity and creativity. One of the key findings from this study is the marked increase in student engagement after the introduction of this method. Prior to the intervention, students exhibited low levels of enthusiasm and participation in the classroom, particularly in the context of the illustrative drawing topic. However, once the Pop Up method was introduced, students' motivation and interest in the subject matter soared.

This shift in engagement is significant because motivation is often a crucial factor in academic achievement. By introducing a method that was visually stimulating and interactive, students were able to engage with the material in a more meaningful and enjoyable way. The hands-on nature of the Pop Up method encouraged students to actively participate in their learning process, leading to greater retention and understanding of the material. Another major benefit of the Pop Up method observed in this study was its positive impact on students' creativity. Initially, students displayed basic drawing skills, but their work lacked complexity and the ability to effectively convey ideas through illustrations. After the application of the Pop Up method, students' illustrations became more detailed and thoughtful, reflecting an increased ability to use visual elements to complement and enhance their written work.

The process of creating pop-up illustrations not only improved students' technical drawing skills but also encouraged them to think critically about the purpose of illustrations. As students learned how to design and implement pop-up visuals that enhanced the written content, they gained a deeper understanding of the relationship between visual and textual communication. This, in turn, helped them improve their ability to express ideas more effectively. The introduction of 3D elements in the classroom also allowed students to experiment with different materials and techniques. This element of exploration allowed them to gain hands-on experience with various art supplies, fostering their problem-solving skills. Students had to think carefully about how to structure their pop-up creations, which required them to plan, test, and adjust their designs to ensure the final product was both functional and aesthetically pleasing.

Collaboration was another critical aspect of the learning process that was enhanced by the Pop Up method. Group activities encouraged students to work together, share ideas, and offer constructive feedback to their peers. This collaborative aspect not only facilitated peer learning but also helped students build their communication and teamwork skills. Many students expressed that they felt more confident when working in groups because they could share their experiences and learn from others.

The results also indicated that students' ability to use illustrations as a tool for conveying emotions and messages improved significantly. While some students initially focused solely on the technical aspects of drawing, many began to explore how they could use color, design, and pop-up elements to enhance the emotional tone of their illustrations. For example, students used colors like red or blue to express particular emotions, and they incorporated depth and movement into their designs to evoke a sense of action or excitement. The Pop Up method's emphasis on creativity and critical thinking also resulted in a noticeable improvement in students' communication skills. Not only did students learn how to create more meaningful and relevant illustrations, but they also became more confident in expressing their thoughts and ideas. The ability to integrate visual elements into written narratives allowed students to expand on their storytelling skills, providing a richer and more detailed narrative that engaged the reader more effectively.

Classroom observations during the implementation of the Pop Up method also revealed that students became more confident in asking questions and participating in discussions. Previously shy or hesitant students took a more active role in conversations

about their work, demonstrating their growing confidence in their abilities. This increase in participation is significant because it reflects a shift towards a more student-centered learning environment, where students feel empowered to take control of their learning process.

Furthermore, the use of pop-up illustrations encouraged students to reflect on their work and evaluate it critically. Teachers noticed that students were more willing to revise their designs and improve their illustrations based on feedback from both the teacher and their peers. This reflective process not only improved the quality of the students' work but also helped them develop a growth mindset, as they understood that learning is an ongoing process that involves continuous improvement. One interesting finding from this study is the increased collaboration between students and teachers. Teachers played a vital role in guiding students through the creation of their pop-up illustrations, but they also encouraged students to explore their ideas independently. This balanced approach of providing both structured guidance and opportunities for independent exploration allowed students to feel supported while also fostering their autonomy and creativity.

Another significant outcome of the study was the improvement in students' problem-solving skills. While working on their pop-up illustrations, students encountered challenges such as figuring out how to make the pop-up elements work or how to relate their illustrations to the written material. These challenges required students to think critically, troubleshoot issues, and test various solutions until they found the best approach. This process enhanced their ability to solve problems independently and think creatively when faced with challenges.

Despite the many positive outcomes, the study also revealed some challenges in implementing the Pop Up method. Some students struggled with the technical aspects of creating pop-up illustrations, particularly those who had limited experience with drawing or crafting. These students required additional guidance and support from the teacher to ensure they understood the steps involved in creating effective pop-up visuals. The teacher adapted the lessons to provide more individualized instruction for these students, ensuring that no one was left behind.

The time management aspect of the project also posed some difficulties for certain students. The process of creating pop-up illustrations was time-consuming, and some students struggled to complete their work within the given timeframe. This issue was addressed by providing extra time for students to finish their tasks, but it highlighted the importance of pacing and planning in hands-on activities. Moving forward, it may be necessary to adjust the timing of these lessons to accommodate students with varying work speeds.

Another challenge identified was the availability of resources. While most students had access to the materials needed to create pop-up illustrations, some faced difficulties in acquiring the necessary supplies, such as colored paper, scissors, or glue. To address this, teachers ensured that all students had access to the materials during class, but schools may need to consider providing these resources for students who may not have access to them outside of school. In terms of classroom management, the interactive nature of the Pop Up method required teachers to maintain a more flexible and dynamic teaching approach. Teachers had to balance providing guidance to students with allowing them the freedom to explore their creativity. This shift in teaching strategy required teachers to be more adaptive and responsive to students' needs, as they navigated the hands-on nature of the lessons.

Despite these challenges, the overall impact of the Pop Up method on students' learning achievements was overwhelmingly positive. The improvement in students' creativity, problem-solving skills, communication, and confidence indicates that the method was effective in achieving its goals. The Pop Up method provided students with a more engaging and interactive way to learn about illustrative drawing, helping them develop important skills that will benefit them in other areas of study as well.

This study also highlights the importance of using innovative teaching methods to engage students and foster a deeper understanding of the material. The Pop Up method not only helped students improve their drawing and illustration skills but also encouraged them to think critically and creatively about how visuals can enhance storytelling and communication. These skills are essential for students' academic and personal growth and should be incorporated into future teaching strategies.

In conclusion, the implementation of the Pop Up method in Indonesian language learning was highly effective in enhancing student learning outcomes. The method fostered greater engagement, creativity, and critical thinking, helping students develop a deeper understanding of the illustrative drawing material. The results of this study suggest that the Pop Up method has significant potential as an innovative teaching strategy that can be applied in other subjects and educational contexts to improve student learning experiences.

In addition to creativity and problem-solving, the Pop Up method contributed to the development of students' communication skills. By integrating visual and textual forms of expression, students learned how to effectively convey their ideas through both images and words. This dual approach to communication strengthened students' ability to express themselves clearly and coherently, helping them become more effective communicators. Another key conclusion is that the Pop Up method fostered a collaborative learning environment. Through group activities and peer interactions, students were encouraged to share ideas, provide feedback, and work together on creating their pop-up illustrations. This collaborative aspect of the method enhanced students' teamwork skills and allowed them to learn from one another, further enriching the learning experience.

The improvement in student engagement, creativity, problem-solving, and communication skills can be attributed to the interactive and student-centered nature of the Pop Up method. Unlike traditional teaching methods that may rely heavily on passive learning, the Pop Up method allowed students to take an active role in their learning, which significantly improved their academic performance and overall experience in the classroom. However, while the results were generally positive, the study also revealed some challenges in the implementation of the Pop Up method. Some students faced difficulties with the technical aspects of creating pop-up illustrations, especially those with limited drawing or crafting skills. These students required additional support and guidance from the teacher to fully understand and execute the tasks. This highlights the need for differentiated instruction to ensure that all students can succeed, regardless of their initial skill level.

The time required to complete the pop-up illustration activities also posed a challenge for some students. The hands-on nature of the method meant that students needed ample time to plan, create, and finalize their projects. This issue was addressed by providing extended time for students who needed it, but it also suggests that teachers must carefully consider time management when implementing this type of interactive learning activity.

In addition, the availability of materials was another challenge faced during the study. While most students had access to the necessary supplies, there were some who struggled to obtain the materials needed for their projects. This issue was addressed by providing materials in the classroom, ensuring that all students had equal access to the resources needed to participate fully in the activities. However, this emphasizes the importance of ensuring that all students have access to the necessary materials for hands-on activities.

Despite these challenges, the overall results of the study suggest that the Pop Up method is a highly effective approach to enhancing student learning. The improvements in student engagement, creativity, communication, and problem-solving skills demonstrate that the method successfully promotes active learning and supports students' development in multiple areas. By fostering a more interactive and creative learning environment, the Pop Up method encourages students to take ownership of their learning,

which leads to greater academic achievement. The positive impact of the Pop Up method on student learning also suggests that it has broader applications beyond the specific context of Indonesian language and illustrative drawing. The principles of the method—hands-on learning, creativity, problem-solving, and collaboration can be applied across different subjects and educational settings. Educators can adapt the Pop Up method to teach various concepts, providing students with an engaging and effective learning experience that promotes deeper understanding and skill development.

In conclusion, the application of the Pop Up method in Indonesian language learning, specifically in the context of illustrative drawing, was highly successful in enhancing student learning achievement. The method not only improved students' understanding of the material but also fostered important skills such as creativity, problem-solving, and communication. As a result, the Pop Up method has proven to be a valuable teaching tool that can be used to promote active learning and improve student outcomes in various educational settings. Future research and practice should continue to explore the potential of this method in other subjects and grade levels to further assess its effectiveness and adaptability.

The "Pop Up Method" is an innovative teaching strategy designed to enhance student learning and academic performance. This approach is based on creating moments of surprise or unexpected learning experiences, which capture students' attention and make learning more engaging. By introducing brief, stimulating activities or questions at unexpected times during a lesson, the Pop Up Method keeps students alert, involved, and motivated to participate actively. The suddenness of these interventions helps break the monotony of traditional learning methods and encourages students to think critically and creatively. One key benefit of the Pop Up Method is its ability to foster active learning. By introducing spontaneous challenges or interactive tasks, students are not merely passive recipients of information; instead, they are forced to engage, think quickly, and apply what they've learned in real-time. This active participation helps solidify knowledge and encourages better retention, as students are more likely to remember content that they have interacted with in a dynamic and unexpected manner.

Furthermore, the Pop Up Method can promote collaboration among students. Since the activities are often designed to be performed in groups or pairs, they encourage communication and teamwork. This collaboration helps students learn from each other, exchange ideas, and develop problem-solving skills. The sense of urgency and unpredictability involved in these activities can also encourage students to support one another and share strategies for completing tasks effectively. The Pop Up Method can also be a useful tool for accommodating diverse learning styles. By varying the types of interventions—such as using visual aids, asking thought-provoking questions, or incorporating hands-on activities—the method ensures that students with different strengths can engage with the material in ways that resonate with them. This inclusivity increases the chances of all students being able to grasp and retain the subject matter, thus enhancing overall academic performance. Finally, the Pop Up Method helps cultivate a positive classroom environment. The element of surprise and fun can reduce anxiety and stress among students, making learning feel less like a chore and more like an exciting challenge. When students are excited and motivated, they are more likely to put in the effort required to succeed academically. In this way, the Pop Up Method not only boosts academic achievement but also contributes to a more enjoyable and rewarding learning experience.

CONCLUSION

This study aimed to assess the effectiveness of the Pop Up method in enhancing students' learning achievements, particularly in the Indonesian language learning context, focusing on illustrative drawing material at MI Tarbiyatul Hidayah Boteng Menganti Gresik. Based

on the findings, it can be concluded that the Pop Up method significantly impacted student engagement, creativity, and learning outcomes.

One of the primary conclusions drawn from the study is that the Pop Up method effectively increased student engagement. Prior to the intervention, many students displayed limited motivation and engagement with the subject matter. However, after incorporating the Pop Up method, students showed heightened enthusiasm for the learning process. This increase in engagement was crucial, as motivation plays a key role in the academic success of students. The hands-on, interactive nature of the Pop Up method was a key factor in fostering this increased engagement. The visual appeal and tactile interaction of the pop-up materials captured students' attention, making the learning experience more enjoyable and memorable. This indicates that when students are presented with creative and interactive materials, they are more likely to engage deeply with the content, leading to better learning outcomes. Furthermore, the study highlighted the positive impact of the Pop Up method on students' creativity. Prior to the intervention, students demonstrated basic drawing skills but struggled to connect their illustrations with the content of their written work. After the implementation of the Pop Up method, however, students demonstrated significant improvements in their ability to create thoughtful and relevant illustrations that effectively complemented their written narratives. This improvement in creativity is an important finding, as it suggests that the Pop Up method encourages students to think critically and explore their ideas in new ways. The process of creating pop-up illustrations required students to plan, design, and implement their ideas, which fostered greater creative expression. Additionally, students learned to use visual elements not just for decoration but as a tool to enhance communication and storytelling, which is an important skill in academic and real-world contexts. Another notable outcome was the enhancement of students' problem-solving skills. The process of designing pop-up illustrations involved overcoming various challenges, such as selecting the right materials, determining how to make the pop-up elements function properly, and ensuring the illustrations were both visually appealing and communicative. These challenges prompted students to think critically and develop solutions, which is a vital skill in learning and in everyday life.

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