

Development of Pop-Up Books in Improving Reading Skills through an Inquiry Learning Model in Grade I Elementary School Students

Sukniasih¹, Sri Wardani², Sigit Saptono³

¹Master Program, Students of Primary Education, Universitas Negeri Semarang, Semarang, Indonesia

^{2,3}Master Program of Primary Education, Universitas Negeri Semarang, Semarang, Indonesia

Corresponding Author: Sukniasih

DOI: <https://doi.org/10.52403/ijrr.20230742>

ABSTRACT

The selection of the right learning model and media is one of the teacher's efforts to achieve the success of the learning process. In this case, the selection of pop-up book media in learning and inquiry models involves more student activities than teacher activities. This study aims to develop pop-up book media to improve students' reading skills through inquiry learning. Pop-up books are more focused on the factor of presenting interesting media without being designed so that students can find a concept. The method used in this study was R&D Borg and Gall. Data collection techniques use interviews, observations, questionnaires, scale tests. The small-scale test was conducted with 30 students of SD Negeri Sumurwuni grade I and large-scale was carried out on 140 students of State Elementary School located in cluster V of Argasunya sub-district, Harjamukti District, Cirebon City. The results of the development of pop-up book learning media are acceptable and able to improve students' reading skills through an inquiry learning model in grade I of Elementary School.

Keywords: pop-up books, inquiry, reading ability

INTRODUCTION

Based on the release of PISA scores conducted by the OECD (Organisation for Economic Co-operation and Development) in 2012, Indonesia ranked 64th out of 65 countries. This shows that Indonesia's

literacy is still very low (Ministry of Education and Culture, 2019).

Since taking the PISA assessment, Indonesia's reading ability score has decreased. At the beginning of taking the PISA test in 2009 Indonesia got a score of 407, then in 2012 it became 396. In 2018 Indonesia experienced its lowest point, based on the release of the OECD gave Indonesia's reading ability score of 371 while the world average was 487. This shows that the reading ability of Indonesian students is still very low (Yohanes Enggar Harususilo, 2009).

Factual conditions that occur in learning that students tend to be passive over learning in the classroom so as to inhibit the development of students' reading skills. This happens because the use of media and methods carried out by teachers so far is still minimal and less attractive to students. So that it affects the reaction of students in learning to read. Teachers still dwell on textbooks learning to spell.

Referring to the study of research results conducted by (Winarti & Setiani, 2019) that there are significant differences in the use of pop-up books on student learning outcomes. In line with this research (Putu & Novita, 2021) concluded that pop-up book media is effective and optimally helps students understand the material and improve learning outcomes.

In addition to the use of appropriate learning media, one of the success factors of the learning process is the application of learning methods. In conventional learning, the role of the teacher is more dominant in the learning process. Students become passive and only rely on teachers in learning so that students eventually reach a saturation point which has an impact on reducing motivation to learn. According to (Marlina et al., 2021) classical methods are not effective enough to be used for beginning reading learning given the different characteristics and learning styles of different learners.

One of the efforts made by teachers to achieve success in the learning process is the selection of the right learning method. In this case, the selection of learning methods that involve more student activities than teacher activities. Learning using the inquiry learning model can refer to students' desire to develop their ideas and ideas through experiments (Jundu, et al., 2020).

The preliminary research conducted was by observations conducted in several public elementary schools. Observations were carried out by interviewing teachers, distributing questionnaires and practicing the use of pop-up books to students. In this case, teaching material with the use of pop-up books in eight schools in cluster V of Argasunya sub-district, Cirebon City.

The results of observations made show that there is still a lack of use of learning media and the methods used by educators are still in classical methods that do not accommodate the diversity of characteristics and learning styles of diverse students.

Seven of the nine teachers interviewed on average still used textbooks to learn to read with a spelling approach. The learning method used is classical where the teacher stands in front of the class and writes letter by letter and reads together by spelling letter by letter.

Based on the description above, it can be concluded that to overcome these problems, it is necessary to develop appropriate learning media to help the learning process.

One of the right media to be developed in the learning process is pop-up book media.

Theoretically, research will result in the development of pop-up book media that is able to improve students' reading skills because the use of appropriate media and learning models leads to the development of students to be more active in learning.

LITERATURE REVIEW

1. Pop-up Books

Learning media is anything that can convey or channel messages from a source in a planned manner, so that there is a conducive learning atmosphere where the recipient can carry out the learning process efficiently and effectively (Hamid et al., 2020).

Broadly speaking, media types are divided into three classifications, namely; visual media, audio media and audio-visual media. This media division is based on the senses of the receiver (Rizal et al., 2016).

Visual media are media that can only be seen, which includes visual groups including photographs, drawings, posters, graphics, cartoons, liflets, booklets, torsos, silent films, 3-dimensional models (dioramas and mock-ups). Audio media are media that can only be heard, such as audio cassettes, radios, MP3 players. Meanwhile, audio-visual media are media that can be seen as well as audible, such as sound films, videos, television, sound slides (Marlina et al., 2021).

Pop-up book media is a three-dimensional prop that can stimulate children's imagination and increase knowledge so that it can make it easier for children to know the depiction of the shape of an object, enrich vocabulary and increase children's understanding (Setyanigrum, 2020).

A pop-up book is a card or book that when opened can present 3-dimensional or embossed constructions and is a type of 3D media that can provide interesting effects, because each page opened will show an embossed image and the material contained in the pop-up book can be adjusted to the teaching material you want to convey. Based on this explanation, it can be concluded that

the pop-up book media is a three-dimensional book that has 3-dimensional elements that can move when the page is opened, and provides visualization and a more attractive display to increase students' understanding of the material (Winarti & Setiani, 2019).

The function of pop-up books as a learning medium is still rarely used. It also remembers the information to create pop-up books that are still rare and complicated. In addition, this pop-up book has not been popular for ordinary people, especially those in the regions. Apart from all that, pop-up books have a very big opportunity to be developed as a learning medium considering the advantages of pop-up books themselves. The advantages of pop-up books include; There are many surprises in the book, the shape can be arranged / dimensional, the shape is practical, the color is interesting, in one book can cover many objects, can attract the attention of the user, to make it easier for students to understand the material.

2. Inquiry Method

The inquiry learning model is a discovery learning method that involves students in making observations; ask questions; checking sources; collect, analyze, interpret, and synthesize data; submit answers, explanations and predictions; communicate findings through discussion and reflection; apply the findings to real situations, and follow up on new questions that may arise in the process. Inquiry-based learning is a learning activity where teachers guide students in finding and finding their own answers to the problems given. With this model, students learn more oriented to guidance and guidance from the teacher so that students are able to understand the concepts of the lesson well (Wale & Bishaw, 2020).

Inquiry learning strategies are a series of learning activities that emphasize the process of thinking critically and analytically to find and find answers to a problem in question (Kurniawan et al., 2022).

The advantages of inquiry learning have the following advantages; 1) It is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced manner so that learning with this strategy is considered more meaningful. 2) Can provide space for learners to learn according to their learning style. 3) Is a strategy that is considered in accordance with the development of modern learning psychology which considers learning as a process of behavior change thanks to experience 4) Can serve the needs of students who have above-average abilities (Purba et al., 2022).

The learning experience of students is something that must be really considered by educators in choosing a learning model. So that students really understand the meaning of the real learning objectives. In this case the competence of learners.

3. Reading Ability

Reading is a receptive skill of written language. Reading skills can be developed on their own, separate from listening and speaking skills. However, in societies with developed literacy traditions, reading skills are often developed in an integrated manner with listening and speaking skills. Reading is essentially the process of interpreting the forms of written language so that the message sent by the sender of the message can be received as a whole. A person is said to have reading skills if the person concerned can interpret the meaning and forms of written language in the form of words, sentences, and paragraphs he reads (Commodari et al., 2020).

Reading is an activity or process of capturing and understanding a number of messages (information) in written form. Reading is a brain activity to digest and understand and interpret symbols so as to stimulate the brain to do thinking to understand the meaning contained in the series of symbols (Abou-Ghazaleh et al., 2020).

The purpose of reading is as follows: (1) reading to discover or know the discoveries that have been made by the character, what

has happened to a particular character or to solve problems mentioned in the character. This kind of reading is called reading to obtain details or facts, (2) reading to find out why this is a good and interesting topic, the problems contained in the story, what the character learned or experienced, and summarized the things that the character did to achieve his goal. This kind of reading is called reading to get the main ideas, (3) reading to find or know in every part of the story, what happens from the first, second and third or so on at each stage is made to solve a problem, scenes or events are dramatized. This kind of reading is called reading to find out the order or organization of the story. (4) reading to discover or find out why the characters feel the way they do, what the author wants to show the reader, why the characters change, the qualities the characters possess that make them succeed or fail. This kind of reading is called reading to infer, reading inferences (5) reading to find and know anything unusual, unnatural about a character, what is funny in the story, or whether the story is true or untrue, is called reading to group, reading to classify, (6) reading to discover whether the character succeeds or lives in a certain order such as the way the character works in the story. This is called reading judging, or reading evaluating, (7) reading to discover how the character has changed, how his life differs from the life we know, how the two stories have something in common, how the character resembles the reader. Ini is called reading to compare or contradict (Lestari, 2019).

Beginning Reading is in the early stages of the reading process or visual process. As a visual process, reading is the process of translating written symbols into sounds. Children recognize letters as sound symbols through the process of visualization, often referred to as mental imagery. Mental imagery can be defined as a redrawing of an object being viewed (Falah et al., 2021).

The ability to read is indispensable for everyone who wants to expand knowledge and experience, enhance thinking, sharpen

reasoning to achieve progress and self-improvement.

MATERIALS & METHODS

This research method uses the Research and Development (R&D) method of Borg and Gall. To be able to produce certain products, research is used that is a needs analysis and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products. So research and development is longitudinal / gradual.

This research was conducted on grade I elementary school students in the Argasunya Cluster V area. This study aims to determine how the characteristics of pop-up books that are attractive to grade I students to develop pop-up book media as an effective learning medium in learning to improve reading skills and describe and analyze the effectiveness of pop-up books as learning media in improving the reading ability of students through inquiry learning.

RESULT AND DISCUSSION

Reading proficiency test results from pop-up book development and inquiry learning models that show the success of improving reading skills in the first grade of elementary school. And small-scale tests at SD Negeri SDumurwuni and large class groups at SD Negeri in cluster V of Argasunya sub-district, Harjamukti sub-district, Cirebon city. Using inquiry learning media on reading skills in the first grade with beginning reading. The results of this test include reading accuracy, reading speed and accuracy in composing syllables.

The results of research in cluster V consisting of eight schools in State Elementary Schools are the characteristics of pop-up book media, the feasibility of pop-up book media as a learning medium, and the effectiveness of pop-up book media on reading ability in the first grade of elementary school.

Characteristics of Pop-Up Book Media Those developed based on the results of the analysis of the needs of students and teachers

are used as a reference in developing pop-up book media that meet the needs of students and teachers. The results of early studies show that the use of learning media that can stimulate student motivation is still very minimal, this shows that the need for interesting learning media and can arouse student motivation is very important to improve reading skills. And this became a reference in the development of pop-up book media obtained from analysis for the needs of elementary school students and teachers. The main result of this research and development is the medium of interesting learning to read pop-up books for first-grade learners. In addition, pop-up book media is also developed in order to stimulate students to think about finding the correct series of syllables so that students' memory and reading ability increase.

Eligibility of pop-up book media through validation of pop-up book products by media experts validated according to instruments that show that pop-up books are suitable for use as media in learning. And it was done in the first grade, namely in the first grade of SDN Sumurwuni with a total of 30 students. Data from the validation of pop-up book media was obtained from several validators. The data obtained is in the form of quantitative data and qualitative data. Quantitative data in the form of assessment questionnaires and qualitative data in the form of responses to suggestions, criticisms and conclusions in general on the pop-up book media developed.

Qualitative data in the form of suggestions and criticisms are used as material to make improvements to the pop-up book media instruments developed. Quantitative data was analyzed by calculating the average value of the questionnaire in the form of a rating scale of 1, 2, 3, 4. The scores of the 7 validators are averaged for each aspect and the indicators are then averaged again to obtain the final validity score. This value is then referred to the interval of determining the level of validity of the product from the development so that validator criteria are obtained for pop-up book media.

Based on the research that has been done, the pop-up book media in early reading learning that has been developed is suitable to be used / applied to the learning process with validation data filled in by media experts, material experts, and education experts as validators, then this learning media is declared to meet the requirements to be suitable for use as a learning media as evidenced by a score of 4 (very good) from experts. Then the results of the questionnaire evaluation conducted in small groups with respondents as many as 30 students with different abilities obtained an average assessment of 10.80 (very good) then a large group trial with 140 students with different abilities, showing that this learning media was in demand by students with an average score of 10.66 (very good).

This is in accordance with the theory that states that student responses are said to be very good if they are at intervals ≥ 4.2 Eko Putro Widoyoko, 2008. Statements written in questionnaires, there are also responses in the form of criticism and suggestions from respondents given, such as pop-up books are very interesting and creative. There is also input in the pop-up book to add activities to each activity according to the sub-theme. Some responses from students are mostly very interested and interested in using this pop-up book because the learning process with this pop-up book is more interesting compared to the classical way.

CONCLUSION

This research is included in the type of Research and Development (R & D) research or using research and development methods. Such methods are used with procedural models. The procedural method is carried out by complying with predetermined rules so that it can produce products and test the effectiveness of the product. Based on the results of research on the discussion, explained that the characteristics of the pop-up book developed are books that are interesting for the development of grade I students in terms of appearance, color, and images. How to make

pop-up book media through the stages of making learning media starting from (1) the analysis stage, (2) the stage of making media design, (3) the stage of making learning media, (4) the stage of media validation and trial, and (5) the final stage of media.

The feasibility of pop-up book media developed based on the validation of the quality of pop-up book learning media is carried out by material expert lecturers and media experts. The media quality score from material expert lecturers received a score of 4 which is classified as good.

This indicates that the learning media that has been made can attract attention and facilitate the beginning of learning to read. This can be known from the results of the students' reading test. Students in large groups on average get a score of 10.66 out of a maximum score of 12 or 88.87 in the range of 100 scores.

The effectiveness of pop-up book media on reading ability in terms of the accuracy of compiling syllables, the average accuracy of compiling student syllables in the reading test results is 79.54 from a minimum completeness score of 65. And the average overall reading accuracy of learners on the reading test results is 77, the overall average reading speed of learners is 82. From the three aspects of the effectiveness of pop-up book media, it was concluded that the highest value that the development of pop-up book media was effective in the reading speed of grade I elementary school students. The resulting pop-up book learning media is an encouragement for students to be more happy to learn, so that it can increase reading skills. The learning media that has been made is classified as good. This can be seen from the validation that has been carried out by material experts, media experts, education experts, and opinions from students.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Abidin, Y., Mulyati, T., & Yunansyah, H. (2018). *Pembelajaran Literasi Strategi Meningkatkan Literasi Matematika, Sains, Membaca, dan Menulis* (Y. N. I. Sari (ed.)). Bumi Aksara. https://books.google.co.id/books?id=M_UrEAAAQBAJ&lpg=PA1&ots=_Ld79O3JZg&dq=literasi&lr&hl=id&pg=PA1#v=onepage&q=literasi&f=false
2. Abou-Ghazaleh, A., Khateb, A., & Nevat, M. (2020). Language Control in Diglossic and Bilingual Contexts: An Event-Related fMRI Study Using Picture Naming Tasks. *Brain Topography*, 33(1), 60–74. <https://doi.org/10.1007/s10548-019-00735-7>
3. Adnan, G., Zulfikar, T., Armia, M. S., Gade, S., & Walidin, W. (2021). Impacts of inquiry learning model on students' cognitive and critical thinking ability. *Cypriot Journal of Educational Sciences*, 16(3), 1290–1299. <https://doi.org/10.18844/CJES.V16I3.5851>
4. Antama, V. A., & Apriyanti, C. (2020). *Perkembangan Bahasa Anak* (Tim Stiletto Indie Book (ed.)). Stiletto Indie Book.
5. Bahri, A. S., Badawi, Muhammad, H., Arifudin, O., Darmawan, I. P. A., Fitriana, Rambe, P., Saputro, A., Puspitasari, I., Lestarinigrum, A., Larasati, R. Ni., Panma, Y., Clara, H., & Irwanto. (2021). *Pengantar Penelitian Pendidikan Sebuah Tinjauan Teori dan Praktis* (N. S. Wahyuni (ed.); 1st ed.).
6. Commodari, E., Guarnera, M., Di Stefano, A., & Di Nuovo, S. (2020). Children Learn to Read: How Visual Analysis and Mental Imagery Contribute to the Reading Performances at Different Stages of Reading Acquisition. *Journal of Psycholinguistic Research*, 49(1), 59–72. <https://doi.org/10.1007/s10936-019-09671-w>
7. Dangnga, M. S., & Muis, A. A. (2015). Teori Belajar dan Pembelajaran Inovatif. In Amaluudin (Ed.), *Si Buku Makassar* (Vol. 2, Issue 1). SIBUKU Makassar.
8. Desmita. (2017). *Psikologi Perkembangan Peserta Didik*. Remaja Rosdakarya.
9. Dewanti, H., Toenlioe, A. J. E., & Soepriyanto, Y. (2018). Pengembangan Media Pop-Up Book untuk Pembelajaran Lingkungan Tempat Tinggalku Kelas IV SDN 1 Pakunden Kabupaten Ponorogo. *Jurnal Kajian Teknologi Pendidikan*, 1(3), 221–228.

- <http://journal2.um.ac.id/index.php/jktp/article/viewFile/4551/3408>
10. Falah, R. N., Kusuma, W. C., & Tamarani, W. (2021). *Upaya Meningkatkan Keterampilan Membaca Dan Menulis Permulaan Mengunakan Buku Belajar Membaca Dan Menulis Permulaan Dengan Metode Iqro Modifikasi Peserta Didik Kelas I Sd Negeri 14 Pemulutan Ogan Ilir*. 156–164.
 11. Ginting, M. B. (2020). *Buku Ajar Bahasa Indonesia Sekolah Dasar Kelas Rendah* (Andriyanto (ed.)). Penebit Lakeisha. https://books.google.co.id/books?hl=id&lr=&id=VIn4DwAAQBAJ&oi=fnd&pg=PA1&dq=buku+Kemampuan+Berbahasa+siswa+kelas+rendah&ots=9rfnBEV5NW&sig=ABn8XP1mYkqjXJmGE7nR22b7oB0&redir_esc=y#v=onepage&q=buku+Kemampuan+Berbahasa+siswa+kelas+rendah&f=false
 12. Hamid, M., Ramadhani, R., Juliana, M., Safitri, M., Jamaludin, M. M., & Simarmata, J. (2020). *Media Pembelajaran* (T. Limbong (ed.)). [https://books.google.co.id/books?id=VJtIDwAAQBAJ&pg=PR4&dp=buku+media+pembelajaran+april+2017&hl=id&sa=X&ved=2ahUKEwj16Wp4czsAhVw7XMBHVxwAgsQ6AEwAHoECAMQAg#v=onepage&q=buku+media+pembelajaran\\$20april+2017&f=false](https://books.google.co.id/books?id=VJtIDwAAQBAJ&pg=PR4&dp=buku+media+pembelajaran+april+2017&hl=id&sa=X&ved=2ahUKEwj16Wp4czsAhVw7XMBHVxwAgsQ6AEwAHoECAMQAg#v=onepage&q=buku+media+pembelajaran$20april+2017&f=false)
 13. Hapsari, E. D. (2019). *Penerapan Membaca Permulaan untuk Meningkatkan Kemampuan Membaca Siswa* (Vol. 20, Issue 1). <http://jurnal.fkip.unila.ac.id/index.php/aksara>
 14. Jundu, R., Tuwa, P. H., & Seliman, R. (2020). Hasil Belajar IPA Siswa SD di Daerah Tertinggal dengan Penerapan Model Pembelajaran Inkuiri Terbimbing. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(2), 103–111. <https://doi.org/10.24246/j.js.2020.v10.i2.p103-111>
 15. Kemendikbud, B. K. dan L. M. (2019). *Hasil PISA Indonesia 2018: Akses Makin Meluas, Saatnya Tingkatkan Kualitas*. <https://www.kemdikbud.go.id/main/blog/2019/12/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas>
 16. Kurniawan, A., Rahmiati, D., Marhento, G., Suryani, N. Y., & ... (2022). *Metode Pembelajaran Dalam Student Centered Learning (Scl)* (A. Y. L. Wahab, H. Nuraeni, & S. F. Hamid (eds.)). https://books.google.com/books?hl=en&lr=&id=83tIEAAAQBAJ&oi=fnd&pg=PA72&dq=metode+role+playing+dalam+pkn+sd&ots=cn352_KbMH&sig=ejuQPMO3HmS0ugUwdU3pleUO-ik
 17. Kustandi, C., & Darmawan, D. (2020). *Buku Pengembangan Media Pembelajaran*. Kencana. www.prenadamedia.com
 18. Lee, Y. C., Lee, C. K. P., Lam, I. C. M., Kwok, P. W., & So, W. W. M. (2020). Inquiry Science Learning and Teaching: a Comparison Between the Conceptions and Attitudes of Pre-service Elementary Teachers in Hong Kong and the United States. *Research in Science Education*, 50(1), 227–251. <https://doi.org/10.1007/s11165-017-9687-2>
 19. Lewis, D., Clontz, S., & Estis, J. (2019). Team-Based Inquiry Learning. *PRIMUS*, 31(2), 223–238. <https://doi.org/10.1080/10511970.2019.1666440>
 20. Marlina, Wahab, A., Susudamaiyanti, Ramadana, Nikmah, S. Z., Wibowo, S. E., Indianasari, Syafrudin, Putriawati, W., & Ramdhayani, E. (2021). *Pengembangan Media Pembelajaran SDMI* (Z. Alfuad (ed.)). Yayasan Penerbit Myhammad Zaiidi.
 21. Muri'ah, S., & Wardan, K. (2015). Psikologi Perkembangan Anak dan Remaja. In *Literasi Nusantara*.
 22. Nurdyansyah, & Fahyuni, E. F. (2016). Inovasi Model. In *Nizmania Learning Center*.
 23. Pamuji, S. S., & Setyami, I. (2021). *Keterampilan Berbahasa.pdf* (p. 67). Guepedia. <https://doi.org/ISBN:987-602-8800-78-5>
 24. Parwati, A. (2021). *Psikologi Perkembangan* (Sumianti & Y. F. Warosari (eds.)). DEEPUBLISH.
 25. Pasaribu, O. L. (2021). *Pengembangan Media Pembelajaran Bahasa Indonesia* (Winarti (ed.)). UMSU Press.
 26. Permana, E. P., & Sari, Y. E. P. (2018). Development of Pop Up Book Media Material Distinguishing Characteristics of Healthy and Unfit Environments Class III Students Elementary School. *International Journal of Elementary Education*, 2(1), 8–14. <https://doi.org/10.23887/ijee.v1i1.13127>
 27. Pratiwi, C. P. (2020). Analisis Keterampilan Membaca Permulaan Siswa Sekolah Dasar: Studi Kasus Pada Siswa Kelas 2 Sekolah

- Dasar. *JPE (Jurnal Pendidikan Utama)*, 7(1).
<http://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE>
28. Purba, F. J., Subakti, H., Mutu, D. K., Simarmata, J., Avicenna, A., Harianja, J. K., Sitompul, L. R., Chamidah, D., Hasan, M., Arhesa, S., Sianipar, L. K., Yuniwati, I., Ogara, D. O., Siallagan, T., & Walukow, D. S. (2022). *Strategi-strategi Pembelajaran*. Yaysan Kita Menulis.
29. Purnamasari, D., & Sutarna, N. (2020). Efektivitas Media Pembelajaran Pop Up Book Terhadap Peningkatan Kemampuan Membaca Siswa Sekolah Dasar. *Jurnal Lensa Pendas*, 5(2), 28–34. <https://doi.org/10.33222/jlp.v5i2.1639>
30. Purnomo, H. (2019). *Psikologi Pendidikan* (T. Wahyono (ed.); Vol. 59). LP3M UMY.
31. Putu, L., & Novita, E. (2021). POP-UP Book Daur Hidup Hewan. *Jurnal Pedagogi Dan Pembelajaran*, 4(2), 315–322. <https://ejournal.undiksha.ac.id/index.php/JP2/index>
32. Rakhmawati, I., Priadi, M. A., Yolida, B., & Marpaung, R. R. (2020). Analysis of Pop-Up Book and Biology Virtual Reality Video toward Students' Habits of Mind. *Journal of Physics: Conference Series*, 1467(1). <https://doi.org/10.1088/1742-6596/1467/1/012074>
33. Rijali, A. (2018). Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81–95.
34. Riyanto, S., & Hatmawan, A. A. (2020). *Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan dan Eksperimen* (1st ed.). DEEPUBLISH.
35. Rizal, S. U., Maharani, I. N., Ramadhan, M. N., Rizqiawan, D. W., & Abdurachman, J. (2016). *Media Pembelajaran*. CV Nurani.
36. Rukajat, A. (2018). *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)* (1st ed.). DEEPUBLISH.
37. Suryaman, M. (2015). Analisis Hasil Belajar Peserta Didik Dalam Literasi Membaca Melalui Studi Internasional (Pirls) 2011. *Litera*, 14(1), 170–186. <https://doi.org/10.21831/ltr.v14i1.4416>
38. Susilana, R., & Riyana, C. (2009). *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian*. CV Wacana Prima.
39. Wale, B. D., & Bishaw, K. S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00090-2>
40. Wati, E. R. (2016). *Ragam Media Pembelajaran* (Vol. 1). CV. Literasi Nusantara Abadi.
41. Winarti, D., & Setiani, R. (2019). Efektivitas Media Pop Up Book Pada Pembelajaran Kooperatif Tipe Make A Match Terhadap Hasil Belajar Matematika. *JRPD (Jurnal Riset Pendidikan Dasar)*, 2(2), 136–142. <https://doi.org/10.26618/jrpd.v2i2.2480>
42. Yohanes Enggar Harususilo. (2009, December 4). *Skor PISA Terbaru Indonesia, Ini 5 PR Besar Pendidikan pada Era Nadiem Makarim*. <https://Edukasi.Kompas.Com/Read/2019/12/04/13002801/Skor-Pisa-Terbaru-Indonesia-Ini-5-Pr-Besar-Pendidikan-Pada-Era-Nadiem-Makarim?Page=all>.
43. Žolgar-Jerkovic, I., Jenko, N., & Lipeč-Stopar, M. (2018). Affective factors and reading achievement in different groups of readers. *International Journal of Special Education*, 33(1), 201–211.

How to cite this article: Sukniasih, Sri Wardani, Sigit Saptono. Development of pop-up books in improving reading skills through an inquiry learning model in grade I elementary school students. *International Journal of Research and Review*. 2023; 10(7): 307-314.
DOI: <https://doi.org/10.52403/ijrr.20230742>
