

## THE RESPONSE OF THIRD GRADE IN SD NEGERI KLEPU TOWARD POP UP BOOK TEACHING THEME 7 SUBTHEME 1 TECHNOLOGY DEVELOPMENT

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### ABSTRACT

*Based on the results of the study in an elementary school with observations, Lack of thematic learning media, less attractive presentation of text books. To overcome these problems, the need for media that can support the students in learning. The media is the media puberty. Also the media pubescent see two and three-dimensional shape. This research is descriptive research. The purpose of this study was to describe the student's response to the Pop-Up Book For Learning Theme 7 Subtheme 1 Technology developments. Results of the study pubescent development is the acquisition of the validation results of the expert content of 94%, and 87% of media experts, from both the results of this validation media entered puberty at a very decent qualifications do not need to be revised. Thus, pubescent product fit for use as a medium of learning theme 7 subthemes 1 to Class III SD. Based on the results of the acquisition of the response of learners to answer the attractiveness response gets a percentage of 91.2% and an answer to 92.00% in terms of understanding the material. From these results it can be concluded that the media instructional simulation pubescent get a positive response from the students and can be used as a medium of learning theme 7 subthemes 1 to Class III SD.*

**Keywords:** *Response Students, Against Pop-Up Book.*

### 1. INTRODUCTION

Learning media are considered important as Abu Bakr Muhammad, found kegunaan tool / instructional media that include 1) is able to overcome the difficulties and clarify the subject matter is difficult, 2) is able to facilitate the understanding and make lessons more vivid and attractive, 3) stimulating children to work and move instinctively love studying (learning) and raises the willpower to The work that goes something, 4) assist the formation of habits, childbirth opinion, mindful of a lesson and, 5) the rise to power of attention (memory) to sharpen the senses, train, expand feeling and speed of learning.

Based on observations conducted in July 2019. Teachers can not create thematic media, the absence of media in sd, some students there who have difficulty learning to adjust in the learning process, students in the learning process is still dependent on the teacher so that the learning process less optimal, lack of availability of thematic learning media, less attractive presentation of text books, student interest is less, because the display only theme of writing books with little drawings, students tend to get bored reading books thematic learning. Presentation of the material in the text books are also less attractive, thematic book can not be in the DIY, which is less varied coloring books, books thematic tear.

Help students learn concepts in thematic learning materials. As part of the educational system, the media have an important role in the learning process as enabling uniformity of observation and perception for the student's learning experience, presents a learning information that can be replicated according to the needs, and others. The use of media will help students in the learning process. Through the use of media that is appropriate to the needs of learning the learning objectives will be easily achieved. Student

response when using a book theme is a complete lack of learning materials, less attractive presentation of text books, student interest is less, because the display only theme of writing books with little drawings, students tend to get bored reading books thematic learning. Presentation of the material in the text books are also less attractive.

Overcome these problems, the need for media that can support students in learning to use a thematic approach. The media should be able to assist students in the learning process. Based on these problems, the need for media such as interactive books because students are more dependent on the textbook. Also the media pubescent see two and three dimensional shape that can add to the spirit of student learning and can be used independently or media groups. With the media puberty, is expected to help students in overcoming difficulties understanding the subject matter. Media puberty has advantages media content pubescent look more attractive and clear, giving surprises on every page, increasing the child's imagination, to understand the contents of the book, to help children understand and appreciate the learning materials submitted by teachers, media adolescence can be played or tampered with, this media 3-dimensional shape, pubescent media more durable and not easily torn.

Media puberty is a book-shaped three-dimensional medium that can give an appealing look and presents the material in the form of a story. According Dzuanda (2011: 1) Pop-Up Book is a book that has moving parts or have a 3-dimensional elements and provide a visualization of an interesting story, from the display image that can be moved when the page is opened. From these opinions can be seen that the media Pop-Up Book is a book-shaped media having a three-dimensional element and motion. Because not all the material can be conveyed in the media pubescent hence the need for the election materials.

## **2. RESEARCH METHOD**

This research approach is descriptive research that aims to The book describes the students' response to the Pop-Up For Learning Theme 7 Subtheme 1 Technology developments. According Sugiyono (2009: 3) The research method is a scientific way to obtain data for the purpose and usefulness.

Instructional simulations performed on learners at SDN 1 Klepu by taking a sample of 25 learners to practice using the media of puberty in learning theme 7 subthemes 1, guided by the teacher. Previous teachers understand media usage instructions puberty. The teacher directs and accompanies students according the instructions for use of the media. Furthermore, after teachers and students to learn theme 7 subthemes 1 with media puberty, it will measure how far the response of learners to use pubescent media through a questionnaire responses of learners.

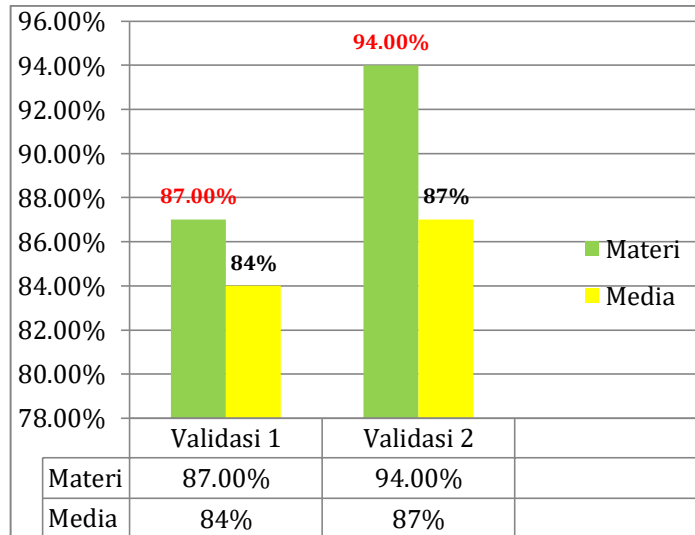
During the trial lasted media no problems were encountered by researchers, seen from the learning goes well, the students were active in learning, and with their pubescent media more quickly understand the material that researchers say.

## **3. RESULTS AND DISCUSSION**

Based on observations and interviews can be concluded thus, researchers try to innovate to develop appropriate medium and the material needs of learners, ie develop instructional media puberty for Class III SD learners in the learning theme 7 subthemes 1. This was done to address the problem the learning in order to produce effective learning,

optimal, and also to provide new innovations to students and teachers, and to promote academic qualifications and maximum results for learners and teachers.

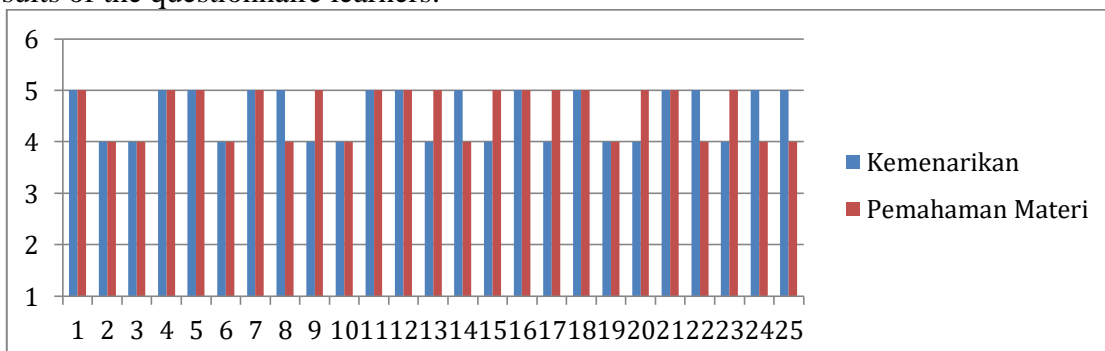
To get an answer to the problem formulation of the researchers to validate media three times by subject matter experts and media experts. The following graph the average percentage gain of the two validation has been done.



**Graph 1 Results Validation**

Based on the above bar chart validation results 1 has acquisition of subject matter experts 87%, and 84% of media experts. Earned stage 2 validation result there is an increase of 94% material experts and media experts 87% of the results of this validation media entered puberty at a very decent qualifying, and does not need to be revised. Based on the validation results showed that puberty media fit for use in learning Theme 7 Subtheme 1 for Class III SD.

Getting the answers to the formulation of the problem to two researchers tested the media to learners and learners share the questionnaire responses to determine how the learners to simulate the response of instructional media puberty. Here is a diagram of the results of the questionnaire learners:



**Graph 2 Responses learners**

Based on the results of the acquisition of the response diagram learners to answer to the attractiveness of the response to get the percentage of 91.2% and an answer to 92.00%

in terms of understanding the material. From these results it can be concluded that the media instructional simulation pubescent get a positive response from students.

#### **4. CONCLUSION**

Based on media development pubescent on learning theme 7 subthemes 1 to Class III SD and discussion of the results of research that has been discussed in the previous chapter, it can be concluded as follows.

1. Based on the results of the acquisition of the results of validation 1 of subject matter experts by the two validator matter experts and media experts, it is known that the media pubescent on learning theme 7 subthemes 1 developed obtain the average percentage score of 87%, which means that the product received a positive response from all three validator and may be eligible for use as a support in learning theme 7 subthemes 1 class III SD.
2. Based on the results of questionnaires learners the results of the acquisition of the response of learners to answer to the attractiveness of the response to get the percentage of 91.2% and an answer to 92.00% in terms of understanding the material. From these results it can be concluded that the media instructional simulation pubescent get a positive response from students. Learning puberty with pictures and reading are easily understood by students, the products developed can be used as supporting media learning theme 7 subthemes 1 class III SD so as to increase the interest of learners, in addition to the media of puberty can attract the attention of students when using this media, pubescent media content can be played or tampered with, the colors are more varied, there are a lot of pictures, a picture can appear once opened, these media having a book-shaped three-dimensional elements.

#### **5. SUGGESTION**

In order for the product development of puberty media on learning theme 7 subthemes 1 to Class III SD can be fully utilized, then the bullet given some suggestions related to, among others:

1. For learners  
Researchers expect the products developed can be used as a medium of learning support theme 7 subthemes 1 class III SD so as to increase the interest of learners.
2. For teachers  
Researchers expect the teacher can further develop this product so that the product is maximum utilization.
3. For other researchers  
Researchers expect that other researchers can develop learning products more varied and interesting learning theme 7 subthemes 1 class III SD.

#### **6. ACKNOWLEDGEMENT**

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