

Development of Flap Book Media Based on the Student Teams Achievement Division Model with the Assistance of Class AKM Efforts to Improve Puppet Figure Material for Lower Grade Students

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ABSTRACT

The aim of this research is to determine the development design, feasibility, and effectiveness of Flap Book Media Development Based on the Student Teams Achievement Division Model Assisted by AKM Class Efforts to Improve Puppet Character Material for Lower Class Students. This research is development research (R&D) using the Borg and Gall development model adapted by Sugiyono. All class II students at SDN Bugangan 01 Semarang and Bilingual Islamic Elementary School Annisa were the population in this study, totaling 28 students. Data collection uses test techniques, observation, interviews, questionnaires, and documentation data. Data analysis techniques in this research include the analysis of initial product data in the form of feasibility, responses, and final data analysis, including the normality test, t test, and improvement test using the ngain test. The research results showed that the percentage of media suitability was 89%, and the suitability of the learning material content was 97%. The percentage obtained shows that learning media are very suitable for use. The effectiveness of teaching materials is shown based on the average pretest score, namely 61.1, and the average

posttest score, namely 87.5. Students who met the KKM score during the pretest were 11 students (39.2%), and during the posttest, there were 27 students (96, 4%) who completed it. Apart from that, effectiveness can also be seen from the average class n-gain test results of 71.12, which meets sufficient criteria. Based on the research results, it can be concluded that the learning media for Flap Book Media Development Based on the Student Teams Achievement Division Model Assisted by AKM Class Efforts is feasible and effective for use in improving material for puppet characters for lower-class students.

Keywords: Flap Book, AKM Class, Puppetry, Student Teams Achievement Division

INTRODUCTION

The progress of a nation can be seen in a good education system. Education includes all human resources, efforts to be able to develop self-potential, personality, skills, self-control, and also religion, which are very necessary as members of society and citizens. The aim of establishing education in Indonesia is very important to advance the life of the nation and educate the nation's next generation. The world of education is now one of the nation's hopes for advancing

a better life and should always depart from the goals to be achieved by the education system.

Education in schools is carried out by providing examples, building will, and developing students' creativity in the learning process (Martaida et al., 2017). Greater opportunities and hopes depend on the quality of education pursued. Education can have a certain quality if students are active in the learning process and teachers are able to directly form the values needed by students (Nurchahyo & S., 2018). In line with what Ersoy (2014) stated, the most important function of education is to train individuals who have self-confidence, curiosity, creativity, innovation, and are also able to understand differences or problems.

Based on Education Law No. 20, which was ratified in 2003 and stated that education is developing students' knowledge and skills to foster a desire to learn and make students human beings who respect and glorify God Almighty, are creative, independent, and democratic (Sujudi, 2003), Elementary schools are the first-level schools for students. This level is an important level in student development, both in cognitive, affective, and psychomotor aspects.

The main activity in the world of education is the learning process, which involves teachers and students. The learning process is a process of changing students' selves carried out by teachers so that students become knowledgeable, capable, skilled, and proficient, which results in increased abilities in both the cognitive, affective, and skill domains through activities between learning elements. The learning process is said to be successful if active learning is created. Active learning occurs when there is perfect interaction between teachers, students, and media or learning resources (Setianingsih 2018).

Learning at the basic education level should accommodate all students' knowledge and students' exploration activities in learning so that teachers are required to provide real learning to students, not based on theory or contextual learning. At this level, students

enter the concrete operational stage. At the concrete operational stage (7–12 years), children are mature enough to use logical thinking, but only physical objects exist; without physical objects, children have difficulty completing logical objects. Lower-class students, namely students in grades 1-3 and ages 7-9, are students who need fun learning and communicative media. One of the needs of students in grades 1-3 is not only visual but must be concrete. This is also in accordance with Jean Piaget's opinion in Yuliani (2011) that elementary school students enter the concrete operational stage of thinking so that the learning system applies logical thinking to concrete items that are not yet abstract, let alone hypothetical.

The Minimum Competency Assessment (AKM) on the Basic Competency of Reading Literacy for Elementary School Students uses the Minimum Competency Assessment (AKM), character survey, and learning environment survey (Novita et al., 2021). Planning, implementing, and assessing learning are a series of learning processes that cannot be separated. The three are interrelated to achieve the learning process and learning outcomes. The government has replaced the National Examination (UN) with a National Assessment (AN) based on 21st-century learning. Teachers, as facilitators who meet directly in front of students, are required to understand the government's program regarding Minimum

Competency Assessment (AKM) assessments. The Minimum Competency Assessment (AKM) is divided into two, namely, the National Minimum Competency Assessment (AKM) and the Class Minimum Competency Assessment (AKM). According to Purwati et al. (2021), the implementation of the National Minimum Competency Assessment (AKM) is carried out with computer assistance and is adaptive. The National Minimum Competency Assessment (AKM) aims to evaluate the quality of the education system. AKM was designed by the government as a

step to equip students to face the 21st century, who must have four competencies: critical thinking and problem solving, creativity, communication, and collaboration (Andiani et al., 2020). AKM is used as an instrument to provide basic assessments for students to develop their personal qualities and actively participate in creating new discoveries that involve critical thinking skills (Cahyanovianty & Wahidin, 2020). The function of the Class Minimum Competency Assessment (AKM) is to understand individual student learning outcomes, both reading literacy and numeracy literacy.

In learning, there is certainly material that is difficult for teachers to teach and difficult for students to understand, one of which is puppetry material in local Javanese language subjects. This statement is in accordance with the results of the researcher's interviews with several third-grade teachers. The core question is which subjects are difficult to teach and which media are lacking, one of which is local content subjects in Javanese Puppet material. Puppet is local content material for Javanese language subjects that study the characters, stories, and characters of the wayang itself. Puppet is a cultural heritage in the form of traditional Indonesian characters originating from the island of Java and a form of performing art. The aim of studying Puppet is to maintain and preserve one of Indonesia's cultural heritages. Students need to study Javanese culture in an effort to preserve culture (Priyadi & Prasetyo, 2016).

As times change and with the rapid development of technology, the existence of Puppet kulit begins to fade. This is caused by the learning media for wayang kulit, which is very limited and may not be attractive to young people because the learning media regarding the introduction of shadow puppets currently does not follow the latest technology (Triono, 2021). In fact, according to Mukholifah's (2020) opinion, puppet-based learning media will help teachers increase students' interest in

reading so that the learning outcomes obtained will also increase. The elements that teachers must pay attention to are not only media and materials, but the choice of learning model also has an influence on improving student learning outcomes. One of the appropriate learning models for students is the STAD (Student Teams Achievement Division) cooperative model. STAD (Student Team Achievement Division) type cooperative learning was developed by Robert Slavin et al. At Johns Hopkins University and is the simplest type of cooperative learning, which emphasizes activities and interactions between students to motivate each other and help each other understand the subject matter. According to Slavin Rusman (2012), the STAD (Student Team Achievement Division) model is the most researched variation of cooperative learning.

This model is also very easy to adapt, having been used in mathematics, science, social sciences, English, engineering, and many other subjects, from elementary school to college. According to Dian (2011), STAD-type cooperative learning is a cooperative learning model where students learn with the help of worksheets as a guide in groups, discussing concepts, and finding the correct results. The learning model will be better if it is supported by the right media. The use of media is very important for educators to support the achievement of learning objectives. The use of media as a learning tool is often referred to as the single most important factor in the success of the learning process. Learning media can foster students' motivation to learn to be more active physically and mentally, maximize the potential of each student, and make learning more active and meaningful. Learning media is anything that can send messages for a learning process. This was stated by Ponza (2018) in his opinion, which stated that people use media in all forms to convey messages or information.

On the contrary, according to Rosihah (2018), media is the best strategy to improve learning process activities. Apart from

improving the process of learning activities, media also plays an important role in achieving the four learning objectives. Learning objectives are easier to achieve because the material taught by the teacher is clearer and easier for students to understand. A good and appropriate use of media in the learning process is media that is able to convey the information conveyed by the teacher and can be received clearly by students. Media for learning is very beneficial for students because it increases understanding and can foster students' enthusiasm for learning

Based on the opinions of the experts above, it can be concluded that the use of media in the learning process can be the reason behind the development of learning media as a form of effort to optimize the learning process to achieve learning goals. The use of media that is now widely used by teachers is actually good; the learning media used should keep up with current developments. It is appropriate for teachers to use sophisticated technology as a means to convey messages or learning information to students so that they look more modern and attractive. One of the appropriate media for learning Javanese wayang material is a flap book or book with a window.

According to Ainurrohmah (2013: 2), a windowed book is a book that has a window (flap) that contains descriptions of material or images, and the window in a windowed book can be opened or closed like a window. The existence of a window (flap) is very helpful in summarizing material in geography learning, so that the material presented becomes more focused and easy for students to understand. Having a window (flap) on a book is something new for students. Windowed books can be used to summarize learning content or concepts so that they look more focused (Efendhi and Wibowo, 2014: 2). From the opinion above, it can be seen that windowed book media is book-shaped media that contains folds called windows because if the folds are opened and closed, they will provide information and images that will make it

easier for students to learn and make students more interested in following the lesson. Windowed Book Media is an alternative learning medium to make it easier for students to understand learning.

Based on the results of the analysis carried out by researchers with class II teacher respondents in three schools, namely SD IB Annisa, SDN Bugangan 01, and SDN Miroto Semarang, the results showed that the Javanese language subject material that was difficult to teach and difficult for students to understand was puppet material. The application of windowed book learning media combined with e-books, which utilize puppet material in the learning process, is very interesting because it can help students understand puppet material, and it is necessary to apply learning media in puppetry that is appropriate in the digital era.

The researcher then conducted observations of class II students in three elementary schools, namely SD IB Annisa, SDN Bugangan 01, and SDN Miroto, in learning local Javanese content and found that in the learning process, teachers had used learning media, but it was less interesting. Students feel bored when the teacher is involved in the learning process. On the other hand, students will feel happy and understand the material better if the teacher, in the learning process, uses learning media, especially printed books packaged with digital books that can produce sounds, videos, images, writing, and, of course, lots of colors.

There are still many students who have difficulty understanding the local content of Javanese language subjects, especially puppet material. Students agree that there is innovation in technology-based learning media in wayang material that can be accessed anywhere. Looking at the facts presented above, researchers have made innovations that can increase students' interest in learning and make it easier for students to understand the material. This innovation involves creating interesting learning media that can involve students' activities in learning, such as Flap Book

media. Through the development of learning media, it is hoped that students can understand wayang material more easily, simply, and funly. This development was created using PowerPoint, supported by iSpring 9, Website to Apk Builder, and the Kinemaster application. This program can be used easily by beginners because learning the features of the programs above is quite simple. Therefore, researchers are interested in creating innovative learning media development in the research entitled "Development of Flap Book Media Based on the Student Teams Achievement Division Learning Model Assisted by AKM Class Efforts to Improve Puppet Character Material for Lower Grade Elementary School Students."

LITERATURE REVIEW

Instructional Media

The word media comes from the Latin *medius*, which literally means "middle," "intermediary," or "introduction." In Arabic, media is an intermediary (*wasa'il*) or messenger of a message from the sender to the recipient of the message. According to Gerlach & Ely in Arsyad (2016: 3), media, if understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the definition of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information.

Learning media is a tool used to assist teachers in delivering learning material that is packaged practically so that students can understand the material presented. Apart from that, there are various types of learning media that an educator can use in teaching and learning activities (KBM). educators must be smart and careful in choosing learning media. The learning medium chosen must be adapted to the material to be

taught and adjusted to the level of student needs.

Flap Book or Window Book

According to Triyanto (2021), flap books are media that, apart from reading, are also equipped with pictures. Student participation in learning activities can be increased using image media. Rezka (2022) students showed a very positive response, and students felt happy to be able to try window book products. According to Wisundani (2020), window book learning media can make students enthusiastic about participating in the learning process because, behind the window, there are challenging surprises that must be resolved by working on them. In addition, windowed books as a learning medium can reduce gadget addiction behavior in elementary school students (Puspitasari, 2019). Khusnaeni (2022) finds the lift-the-flap book medium in learning to be very effective in stimulating students' cognitive abilities. Cognitive abilities have an important role in children's success in learning because they are related to problems of remembering and thinking. Sartono (2019) suggests that windowed books facilitate the creative thinking process and create child-friendly learning so that students can really think creatively in the high category, as indicated by the results of the creative thinking ability test. Encourage students' active participation in learning and present learning material according to their level of development. Windowed Book Media is an alternative media that is simple to use and has attractive images and colors. So it can attract students' attention to studying. If students are interested in learning, the learning process will go well, and students will be able to understand the learning material easily so that learning objectives can be achieved optimally.

Puppetry

According to Lisbijanto (2013), wayang is a type of performing art that tells the story of a royal figure in the world of wayang. The

Wayang story comes from the Mahabarata and Ramayana books. Wayang is a beautiful form of performing art and contains many valuable values for people's lives. The types of wayang are as follows:

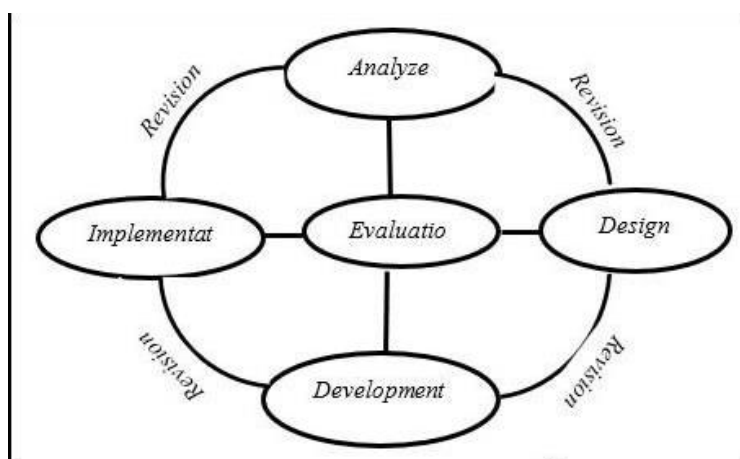
1. Wong puppet
2. shadow Puppets,
3. puppet show,
4. klitik puppet

Shadow Puppets is an artificial puppet made from carved buffalo or cow skin that is an incarnation of humans presented in the form of a story or theater (Setiawan, 2020). Literature review should be written here with proper citation.

MATERIALS & METHODS

The research design used in this research is research and development, often called research and development (R&D). Research and development (R&D) methods are research methods used to create certain products and assess their effectiveness. The research and development model used by researchers is the ADDIE model. The model used in Flap Book Media development research is the ADDIE model, which consists of five steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Dadi et al., 2019).

The development procedure can be seen in the following chart:



The collection techniques used in research on the development of flap book media, assisted by the STAD type cooperative learning model, to increase the knowledge values of Grade II elementary school students are observation, interviews, questionnaires, tests, and documentation. Data analysis techniques in this research include the analysis of initial product data in the form of feasibility, responses, and final data analysis, including the t test, and improvement tests using the ngain test.

RESULT and DISCUSSION

Research on the development of flap book media based on the student teams achievement division model, assisted by class AKM efforts to improve material on puppet characters for lower class students.

This development research examines: (1) the development of flap book media based on the student teams achievement division model assisted by Akm for class II elementary school students. (2) Feasibility analysis of flap book media based on the student teams achievement division model assisted by Akm for class II students in elementary school. (3) Analysis of the effectiveness of flap book media based on the student teams achievement division model with the assistance of class AKM efforts to improve puppet character material for lower class students.

Development of flap book media based on the student team achievement division model with the assistance of class AKM for class II elementary school students

The results of research on media development and media richness of flap books based on the student teams achievement division model assisted by class Akm for class II elementary school students, which have been carried out, include product design from the results of analysis of student and teacher needs by distributing interviews, prototypes of the learning media developed and development designs for flap book learning media, and Javanese language material for Pandhawa and Punakawan figures.

Flap Book learning media design based on the student teams Achievement Division model with the help of Class AKM is a learning design that combines several elements, including concrete media, in groups, evaluation refers to Class AKM, and there is a touch of technology. This is a complete and good learning medium. The statement above is in accordance with the results of Tafaro and Yaniar's research, where lift-the-flap media has the ability to display learning visually and students can interact with this media (Tafaroh, 2014; Yaniar & Rukmi, 2022). This is in accordance with Batubara's view that, at this stage, students can logically think about certain things or events (Batubara, 2020).

The design of the Flap Book learning medium is like a book with a window where children will learn by playing. By playing, children can ask each other questions and check the truth in the existing window. With an attractive design, it increases students' learning motivation. Through the activity of opening and closing the window and finding surprises and explanations of the material behind the window, the subject gets the experience of learning while playing. This activity makes the subject more enthusiastic about enjoying learning. This is in line with Siswanti's statement (in Handayani, 2019: 41), with the activity of opening and closing the window and seeing the surprise behind the window. The Flap Book can make the learning atmosphere more enjoyable and avoid boredom. In this activity, learning media plays a very good role. Material in

the media can be conveyed clearly. Media makes students very active, enthusiastic, and enthusiastic. When using flap book media, teachers can adjust the lesson material they want to convey. Flap book media is very interesting because it gives students the effect of surprise, whether they discover new images when opening parts of the book that can be opened and closed again. Using appropriate and varied media during the learning process will be able to overcome children's passive attitudes and raise children's enthusiasm and motivation for learning (Melindawati, Apfani, & Suryani, 2021; Paramita, Panjaitan, & Ariyati, 2019).

Feasibility Assessment of Flap Book Learning Media

The analysis of the feasibility of the Flap Book learning media was carried out in two stages, including assessing the media and material validators. First, the validation of the design and media components is assessed by a media validator. Assessment of the design and development elements of flap book learning media based on the student teams achievement division model assisted by class AKM was carried out at the first stage of assessment. In the phase I feasibility assessment, there are three components, namely the feasibility component of teaching materials with five indicators that are assessed, the use component, which consists of four indicators, and the presentation component, which includes three indicators. Based on the phase I media feasibility assessment, it was found that all indicators received a positive response (yes), with each indicator having a value of one, so that for seven indicators, the total value obtained was four, and five indicators received a value of 3. From the results obtained, this shows that the Flap Book learning media stage I media feasibility assessment meets very feasible criteria because it meets the score with a percentage of 89%. The following is a table of recapitulation results of the stage I media feasibility assessment.

Table 1: Recapitulation of Phase I Assessment Validation Results

| Aspect | Indicator | Validation score |
|--------------------------|-----------|------------------|
| Teaching Material Design | 1 | 4 |
| | 2 | 4 |
| | 3 | 4 |
| | 4 | 3 |
| | 5 | 3 |
| Use | 6 | 3 |
| | 7 | 4 |
| | 8 | 4 |
| | 9 | 3 |
| Presentation | 10 | 4 |
| | 11 | 4 |
| | 12 | 3 |

The assessment of each media component includes material experts assessing the suitability of the material, material experts also assessing the media suitability components, presentation indicators, and media excellence indicators. The media

component assessment is a phase II assessment that is carried out after the phase I media feasibility assessment has been completed. The results of the validation recapitulation by material experts and media experts are shown in the following table.

Table 2: Recapitulation of Phase II Assessment Validation Results

| Aspect | Indicator | Validation score |
|----------------------|-----------|------------------|
| Material Suitability | 1 | 4 |
| | 2 | 4 |
| | 3 | 4 |
| Media Eligibility | 4 | 4 |
| | 5 | 4 |
| | 6 | 4 |
| | 7 | 4 |
| | 8 | 4 |
| | 9 | 4 |
| Presentation | 10 | 3 |
| | 11 | 3 |
| | 12 | 4 |
| | 13 | 4 |
| | 14 | 4 |
| Media Excellence | 15 | 4 |
| | 16 | 4 |
| | 17 | 4 |

The assessment process carried out by media experts is validated by four indicators. includes learning media in accordance with learning outcomes and learning objectives; suitability to the student's level of development; easy use by students and teachers; and attractive visual design.

The assessment of the feasibility of the Flap Book learning media was carried out by experts, namely media experts and material

experts. During the validation assessment process for the suitability of learning media, assessment validation tools are used from sources that have been developed. Assessment of the feasibility of learning media is carried out in two stages, namely stage I and stage II. The feasibility assessment process starts in stage I to assess the design and components of learning media. Based on the results of the phase I assessment, it was found that all

components received positive statements (yes) from media experts with a percentage of 89%, so that the children's story website learning media could be continued for the media feasibility validation assessment in phase II. Phase I feasibility validation assessment to assess the design and development components of Flap Book learning media uses several assessment aspects. The assessment aspect of phase I feasibility validation is related to the assessment of the criteria for learning media that are good and suitable for use based on several theories, such as the theory put forward by Weriyaniti et al. (2020) that learning media must be adapted to the environment and student needs. In making learning media, Flap Book presents learning material that connects with real conditions in the environment around students. This learning medium was developed to meet the needs and cognitive development of elementary school students by providing concrete examples, thereby increasing students' cognitive abilities to understand learning material. According to research from Deviana (2018:48), it is explained that a concrete learning process that utilizes the surrounding environmental conditions can create optimal learning activities and learning outcomes. This is supported by research from Pamuraja et al. (2022:1),

which revealed that based on the results of small-scale teachers' responses, they got a percentage result of 100% "very good," and the results of large-scale teachers' responses got a percentage result of 100% "very good." Based on the results of small-scale student responses, the results were 100% "very good," and the results of large-scale student responses were 100% "very good," so that the use of children's Flap Book learning media can make it easier for students to learn, the learning process becomes interesting, and students are motivated. in study.

Effectiveness of Flap Book Learning Media Based on the STAD Model, Assisted by AKM Class Efforts to Increase Knowledge Values in Javanese Language Subjects Pandhawa and Punakawan Material

The effectiveness of the Flap Book learning medium can be seen in the increase in student grades. Guidelines for measuring student score improvement consist of pretest and posttest scores. Students take a pretest to determine their' initial abilities before learning using the Flap Book learning medium by applying the STAD model. Then students do a posttest to determine their' abilities after being given treatment.

Table 3: Results of increasing student knowledge scores

| Action | Average | The highest score | Lowest score | Number of students completed | Percentage terms |
|----------|---------|-------------------|--------------|------------------------------|------------------|
| Pretest | 61,1 | 90 | 20 | 11 | 39,2 |
| Posttest | 87,5 | 100 | 65 | 27 | 96,4 |

The average difference between class II students' scores on the pretest and posttest is 26.4, as shown in table 3. From this table, the average pretest score is 61.1, and the average posttest score is 87.5. Students who meet The KKM score during the pretest was 11 students (39.2%), and during the posttest, there were 27 students (96.4%) who completed it. Students' learning abilities are different before and after using the Flap Book learning media with the STAD model based on the data presented. Apart from

that, to determine the level of effectiveness of the media being developed, an N-gain test was carried out.

The n-gain test was carried out to determine the average increase in pretest and posttest results. The gain value is determined by the increase in knowledge value before and after using the Flap Book learning media with the STAD model. The n-gain test formula is calculated by comparing the difference between pretest and posttest scores with the difference between SMI and

pretest. The following table shows the average increase in pretests and posttests.

Table 4: Average Test Results (N-Gain)

| Category | Mark |
|--------------------|------------------|
| Pretest | 61,1 |
| Posttest | 87,5 |
| Average Difference | 26,4 |
| N-gain value | 71,12 |
| Criteria | Effective enough |

Class II elementary school students showed an increase in pretest and posttest results, as shown in table 4, by obtaining an average class n-gain test result of 71.12, sufficient criteria, and an average difference of 26.4. From these findings, it can be concluded that the use of Flap Book Learning Media based on the STAD model assisted by AKM Class is effective in increasing the knowledge value of Javanese language subjects, Pandhawa, and Punakawan material.

The effectiveness of the Flap Book Learning Media Based on the STAD Model, assisted by Class AKM. Efforts to improve material for puppet characters for Lower Class students can be seen from the results of the pretest and posttest in field use tests. The average pretest score was 61.1, with the number of students who completed it being 11 students. After being given treatment, the average posttest score was 87.5, with 27 students completing it. By implementing the Student Teams Achievement Division model in Javanese language learning, it is possible to improve student learning outcomes. The problem-based learning model is an innovative model that uses contextual learning activities. This is suitable to be applied by using the Flap Book learning media because the learning media is related to real-life situations in the student environment. In line with research from Fidan & Tuncel (2019:2), the application of the STAD model, which integrates technology in the learning process, can support and create meaningful learning by building on real-world problems, thereby having a greater impact on students' cognitive abilities.

The effectiveness of the Flap Book learning medium using the STAD model is known because it increases the results of the knowledge value. The n-gain test is used by researchers to determine the average increase in the pretest and posttest. To collect data on the average increase between pretest and posttest using the n-gain test, it can then be described based on predetermined improvement criteria. The results of the n-gain test show that the pretest and posttest scores have increased by an average of 71.12, and the improvement criteria are included in the sufficient category with an average difference of 26.4. The effectiveness and feasibility of the flap book media are relevant to the research carried out by Nur Azimah and Febrina Dafit with the title Developing the Lift the flap book media are relevant to the research carried out by Nur Azimah and Febrina Dafit (2022) with the title Developing the Lift the Flap Book Media in Thematic Learning for Grade 1 Elementary Schools. The research results obtained, namely the lift the flap book Media in Thematic Learning for Grade 1 Elementary Schools. The research results obtained, namely the lift the flap book media is suitable for use, are based on the assessment of design experts with a percentage of 84.65% with valid criteria, language experts with 84.96% with valid criteria, and material experts with a percentage of 95.20% with very valid criteria. The average percentage of validation results is 91.35%, with the category being very valid without revision. And 88.33% of small-scale trials were carried out in the very interesting category. Lift the flap book media in thematic learning is suitable for use in the learning process.

The effectiveness and feasibility of Flap Book media are relevant to research carried out by Indria Prawita Sari with the title Developing the Lift of Flap Book Media Writing Effective Sentences Using the Complete Sentence Model for Class III Students at SDN Tambangan 01. Based on the results of this research 1) lift the flap

book media which was developed according to the needs of students and teachers, 2) the results of feasibility tests carried out by material and media validators obtained an average percentage of 94.31% in the very feasible category, 3) feasibility tests by teachers and students in small product trials received an average of an average percentage of 90% from class IIIb teachers at SDN Tambangan 01 and 94.16% from students, and 4) in the effectiveness test of the lift the flap book media, writing effective sentences for class IIIa students at SDN Tambangan 01 resulted in an average score before receiving treatment (pretest) namely 69.54 and after receiving treatment (posttest) namely 83.24. The percentage increase in performance in writing effective sentences was 63%. Lift the flap book is also effective for use as a supporting medium for learning Indonesian as material for writing effective sentences, as can be seen from the results of the average difference test with a tcount of -5.676, which is smaller than a ttable of 1.6883. The N-gain calculation result is 0.45, as seen from the difference in pretest and posttest results. The conclusion of this research is that the lift-the-flap book medium is suitable for experts and can be effectively used to improve students' skills in writing effective sentences. Researchers suggest that teachers can develop innovative Indonesian language learning media so that students can easily understand and improve their' language skills.

CONCLUSION

Based on the results and discussion, it can be concluded that the Flap Book learning medium was developed in the form of a book with windows designed in a colorful, attractive way according to the development of lower-class students, especially in class II elementary school. The assessment of the feasibility of the Flap Book learning media component received scores from media experts and material experts who gave a percentage score in the very feasible category. Effectiveness of using learning

media Development of Flap Book Media Based on the Student Teams Achievement Division Model Assisted by AKM Class Efforts to Improve Puppet Figure Material for Low Class Students in pretest and posttest scores with n-gain test results in the sufficient category

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