Pop-Up Book to Improve Reading Skills in Indonesian Language Learning at Madrasah Ibtidaiyah

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ABTRACT

Objectives: This study aims to determine the effectiveness of Pop-up book learning media in improving students' reading comprehension skills in Indonesian language subjects.

Method: This research employs a quantitative method with a one group pretest posttest design. The procedure involves administering a pretest, applying the Pop-up book learning media, and conducting a posttest. The population consists of students at MI Bahrul Ihsan, Indonesia with a sample of 20 students selected using purposive sampling. Data were collected using test instruments in the form of reading comprehension questions. Data analysis includes the normality test, paired t-test, and N-Gain formula.

Results: The research concludes that the use of Pop-up book learning media is effective in improving the reading comprehension skills, and an N-Gain score of 0.67 in the medium category with 66.67% effectiveness, classified as quite effective.

Theoretical Contribution: This study supports the concept of holistic development in Islamic education (*tarbiyah*) by emphasizing active student engagement, reflection (*tafakkur*), and deep understanding (*tafaqquh*). The media encourages intellectual growth (*'aql*) aligning with the goals of *ta'līm* (instruction) and purification (*tazkiyah*).

Implication: Improving reading skills in Indonesian Language can use pop-up book learning media. Future research should involve a larger and more diverse sample.

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INTRODUCTION

Indonesian language is one of the core subjects taught at all levels of education, including elementary schools. One important aspect of achieving these goals is literacy skills, particularly reading (Fatma Rabia et al., 2024). Reading is something that humans learn not only in everyday activities, taught by parents to their children, but it is also actively promoted in schools. Reading facilitates individuals in acquiring knowledge about topics they need and wish to study (Sarika et al., 2021). Reading literacy play a crucial role in understanding concepts, not only in the subject of Indonesian language but also in other subjects. There is a significant difference in comprehension abilities between students with high and low reading literacy levels, underscoring the importance of developing reading literacy skills from the elementary level (Prabowo et al., 2023).

Reading comprehension is categorized as a form of reading skill that occupies an advanced level. With this skill, readers are not only required to decode the text technically but must also fully understand its content. Reading comprehension is the process of building a meaningful and connected understanding of a text within the reader's mind. This understanding is developed through inferences, which involves linking ideas between sentences to achieve local coherence and connecting the text with prior knowledge to achieve global coherence. Effective inference depends on the reader's memory and background knowledge (Kendeou et al., 2016).

Reading comprehension is an activity that involves an active process of constructing meaning from the text, utilizing the knowledge and experiences that the reader already has, and then connecting it with the information contained in the reading (Somadayo, 2011). Therefore, at the primary education level, it is very important for students to be aware of the benefits of reading comprehension, as this ability contributes significantly to their intellectual development and learning skills. Unfortunately, in practice, many students still do not show a high interest in reading activities. Often, students read mechanically without fully understanding the content of the text.

Students' reading comprehension can be observed through their ability to accurately identify and understand the main ideas of a text, as well as their ability to

grasp the overall meaning of the text with efficient reading speed and adequate fluency (Laily, 2014). One important indicator of reading comprehension is mastery of the main idea of the story, as this element is key for learners to capture the essence of the narrative presented. Good reading comprehension can enhance reading fluency by improving both accuracy and reading speed, while also developing advanced cognitive skills such as making inferences and interpreting texts critically (Psyridou et al., 2023).

Good language skills provide an individual with the opportunity to convey information and knowledge clearly to others. In addition, these skills also play an important role in reinforcing an individual's understanding of various disciplines. Through effective language mastery, the communication process becomes smoother, allowing for the exchange of ideas and insights in various life contexts, whether academic, social, or professional (Carlian & Nisa, 2023). In this regard, teachers play a key role as learning facilitators. Teachers are required to be able to foster student learning motivation, provide supportive learning media and environments, and instill sustainable reading habits so that students become more enthusiastic and interested in reading activities (Rohmah, 2017).

To support the development of students' reading skills, teachers need effective and relevant learning media to optimally achieve educational goals (Fahruddin, et al., 2022). One important element that contributes to the effectiveness of the educational process in schools is media. Media can help teachers and learners to convey information effectively. Learning media can help students to remain focused on the topics presented while also enhancing their motivation, critical thinking skills, curiosity, and understanding of the subject matter.

Learning media plays an important role as a support tool that aids the continuity of the learning process in the classroom. This media not only simplifies the teachers' tasks in delivering material but also makes a significant contribution to expanding knowledge and deepening students' understanding of the topics taught. With the proper use of learning media, the learning interaction becomes more engaging, interactive, and meaningful, thus enhancing the effectiveness and overall quality of student learning outcomes (Ramdani et al., 2021).

Etymologically, learning media refers to something that acts as an intermediary or aids in the process of delivering information. Meanwhile, in a terminological sense, learning media includes all forms of tools, means, or components used in teaching and learning activities to support the achievement of learning objectives effectively. This media serves as a bridge between educators and learners in communicating the material, allowing the learning process to proceed more efficiently, interactively, and meaningfully. One key element that functions as a bridge in the learning process is instructional media, which enhances both the efficiency and effectiveness in achieving educational goals (Saripudin et al., 2021).

One of the media that is the focus of this research is a pop-up book, which falls into the category of visual or graphic media. A pop-up book is an interactive type of book where images and story elements can appear in three dimensions when the book is opened. This media is considered capable of stimulating children's memory and imagination, as well as providing visual stimulation that helps students express ideas orally with greater confidence and direction. Utilizing engaging learning media can increase students' interest in reading. As a result, their reading skills improve gradually, enabling them to become proficient readers (Sunarti et al., 2023). In addition, the pop-up book can help visualize the content of the story more vividly and bring the characters and situations in the story to life (Yufrizal et al., 2024).

Based on the results of interviews conducted by the researcher with the Indonesian language subject teacher at Madrasah Ibtidaiyah (MI) Bahrul Ihsan in Bandung City, it was revealed that they show hesitation when asked to answer questions related to the content of the reading material. Madrasah Ibtidaiyah (MI) is an Islamic based primary education institution in Indonesia, equivalent to elementary school. This educational unit is under the auspices of the Ministry of Religious Affairs and implements the national curriculum combined with Islamic subjects, such as the Qur'an, fiqh, and morals. This hesitation arises especially when they have to determine the answer based on their understanding of the text they have read. One of the difficulties often experienced by students is in recognizing or summarizing the main idea of a narrative text. In addition, follow-up interviews with parents and fourth-grade students on September 24, 2024, showed that children's

reading comprehension skills will grow and develop when their learning delivery is supported by varied, interesting, and enjoyable learning media. So far, learning has tended to rely on textbooks and collections of stories from the school library that are monotonous and lack the ability to stimulate students' reading interests.

Based on this issue, the researcher considers the importance of using innovative learning media, such as the Pop-up book, which presents narrative texts visually and interactively. It is hoped that this media can enhance student engagement and understanding of the reading content. To determine the effectiveness of using the pop-up book in improving reading comprehension skills, a study was conducted using a quantitative approach through a one group pretest posttest experimental design, which allows for the measurement of changes in students' abilities before and after the treatment is given.

One of the main challenges in Islamic education today is how to develop students who not only excel cognitively but also grow morally and spiritually, in line with the holistic vision of *tarbiyah*. The low reading comprehension skills among students, especially in language learning, can hinder not only their academic progress but also their ability to perform *tafaqquh* (deep understanding), which is heavily emphasized in the Quran. The Quran repeatedly commands humanity to read, reflect, and understand, as in the first revelation: "Read in the name of your Lord who created..." (*QS. Al-Alaq*: 1). This verse highlights that literacy is the primary foundation in Islam, serving as the gateway to knowledge, contemplation (*tafakkur*), and understanding (*tafaqquh*). Low reading comprehension skills contradict this command and limit students' potential to become critical thinking individuals who are aware of their values.

Emphasize that strengthening Islamic literacy, including reading skills and deep understanding, is an important foundation for forming a smart Muslim generation ready to face modern challenges in accordance with the command of QS. *Al-Alaq*:1–5 (Reza et al., 2025). Scholars like Al-Ghazali and Ibn Khaldun emphasize that proper education must develop both the intellect (*'aql*) and the soul (*qalb*) simultaneously, starting from the ability to comprehend meaningful readings. Al-Ghazali in Ihya Ulum al-Din emphasizes that beneficial knowledge is that which leads

to action, and action cannot be achieved without proper understanding (*fahm*) (Karim et al., 2021).

The novelty of this research lies in its strategic use of pop-up book, not only as a tool to improve reading comprehension but also as a formative evaluation mechanism to assess and refine the quality of learning media about instructional goals. Unlike previous research, such as that conducted by Tetin Suartini, Anggia Suci Pratiwi, and Meiliana Nurfitriani (2024), which developed Pop-Up Comic Book media for 2nd grade elementary school students in the Indonesian language subject, this research targets a higher education level and more complex literacy skills. The focus is not only on visual appeal but also on the depth of narrative content related to the local cultural context. This media is designed to help students identify main ideas, summarize text content, and answer questions based on reading in a more in-depth manner. Additionally, the evaluative approach in this research is conducted comprehensively through pretest and posttest assessments to evaluate the effectiveness of the media and to serve as a reflective tool for refining the learning media. The differences in terms of learner levels, skills focused on, media used, and evaluation approaches applied make this study a significant contribution and novelty compared to previous studies.

METHODS

Research Design

This study is experimental research using a descriptive quantitative approach aimed at testing the effectiveness of Pop-up book learning media in improving fourth-grade students' reading comprehension skills at Madrasah Ibtidaiyah (MI) Bahrul Ihsan. This approach was employed to describe changes in students' abilities before and after the treatment. The study used a one-group pretest–posttest design, in which a single group completed an initial test (pretest) prior to the treatment and a final test (posttest) after the treatment, allowing differences in scores to indicate the effectiveness of the Pop-up book media (Sugiyono, 2013).

Procedure

The procedure of the study consisted of four stages: 1) Administering a pretest to assess students' initial reading comprehension abilities; 2) Implementing the learning process using Pop-up book media; 3) Conducting a posttest to measure improvements, and; 4) Analyzing the data from both tests to evaluate the impact of the intervention.

Population and Sample

The research was conducted in the fourth grade of MI Bahrul Ihsan, located in Bandung City, Indonesia. A total of 20 students from class IV A were selected as the research sample using a purposive sampling technique.

Data Collection

Data were collected using written tests, supported by observation and documentation. The main instrument consisted of a set of reading comprehension questions designed to assess students' performance before and after the implementation of the learning media.

Table 1. Grid of Reading Comprehension Test Questions.

No	Indicator	Assessment Aspects	Level	Difficulty level
1	Ability to grasp the meaning of words or phrases in reading	Showing the main idea of a story text paragraph	C2 Understanding	Medium
		Showing supporting ideas of a story text paragraph	C2 Understanding	Medium
		Explain the meaning of the words *"gemulai"*, *"Meliuk-liuk"*, and *"Dipentaskan"*	C2 Understanding	Medium
		Distinguish between jojor and dadap dances based on the number of dancers.	C4 Analyze	High
2	Ability to grasp explicit or implicit meanings	Explain the characteristics of the dances in the text of the story	C2 Understanding	Medium
		Explain the meaning of the dance movements of each region	C3 Apply	Medium
		Explain the order of the villages based on the order in which they appear in the text of the story	C3 Apply	Medium
3	Ability to draw conclusions	Concluding the content of the story Read	C4 Analyze	High
		Making an opinion about the most interesting dances and why	C5 Evaluating	High
		Make logical and relevant reasons about the benefits of learning the story material *"Dikenal karena Menari"*	C6 Creating	High

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Data Analysis

Data analysis is a crucial stage in this research, aimed at processing quantitative data obtained from pretest and posttest results in a systematic manner (Sugiyono, 2021). The instrument used in this study was a set of reading comprehension test questions, and the data were analyzed using several statistical techniques. A normality test was conducted to determine whether the data distribution met the assumption of normality. The normality test applied in this study was the Kolmogorov–Smirnov test. To examine the effectiveness of the Pop-up book learning media in improving students' reading comprehension skills, a paired t-test was employed. This test compares two sets of data obtained from the same group of students before and after the treatment to determine whether there is a statistically significant difference in mean scores (Nuryadi et al., 2017). In addition, the N-Gain score was used to measure the effectiveness of the treatment. The N-Gain value was calculated based on the difference between pretest and posttest scores and analyzed to determine the extent to which students' learning outcomes improved after the intervention (Sukarelawan et al., 2024).

DISCUSSION

Pop-up book in Indonesian Language Learning

The Pop-up book media used in this study is a three-dimensional, interactive, visual learning tool designed to improve the reading comprehension skills of elementary school students in Indonesian language learning. The main advantage of this media lies in the images that appear when the pages are opened, creating a more engaging, enjoyable learning experience and encouraging students' imagination. This engineering technique allows illustrations to appear "alive," thereby helping students understand the text's content more clearly. (Kurniawati E, 2018)

The Pop-up book titled "*Dikenal karena Menari*" consists of six paragraphs introducing the diversity of dance cultures in Indonesia. The story discusses five villages: 1) Olehsari Village in Banyuwangi with the *Seblang* dance; 2) Cempaga Village in Bali with the *Baris* dance; 3) Barikin Village in South Kalimantan with the *Baksa Kembang* dance; 4) Situraja Village in West Java with the *Umbul dance*; and 5)

Gigieng Village in Aceh with the *Seudati* dance. This book features colorful illustrations, movable parts, and comprehension questions on each page to reinforce students' mastery of the material. Beyond the visual aspect, this media also involves tactile engagement through activities such as opening, pulling, and manipulating the Pop-Up elements, thereby supporting multimodal learning that integrates text, images, and physical interaction (Setiyanigrum, 2020).

Additionally, the language used in the book has been tailored to the reading ability level of fourth grade students. It aligns with the basic competencies in the Indonesian language curriculum, particularly in the material on narrative texts, main ideas, and supporting ideas. The use of Pop-up books has been proven to enhance students' enthusiasm, focus, and retention regarding reading materials Tetin Suartini, Anggia Suci Pratiwi, and Meiliana Nurfitriani (2024), as this medium is contextual and enjoyable. It allows for active learning and emotional engagement with the stories (Lismayanti et al., 2016). The application of pop-up book in Indonesian language learning follows a series of structured, engaging, and student-centered activities. The stages of implementing Pop-up book media in Indonesian language learning can be seen in the description below.

Stage 1: Reading. The learning activity begins with students taking turns reading the Pop-up book story "*Dikenal karena Menari*" aloud while displaying its three-dimensional illustrations to the class. This promotes literacy, oral communication, and appreciation of local culture as part of national identity, while fostering respect for others as a reflection of the values of various religions. As others listen attentively, the teacher introduces and models the concepts of the main idea and supporting details, guiding students in how to identify them within the text. Individually, students then analyze the story to find these elements in a reflective phase (Think), building critical thinking and personal responsibility.

Stage 2: Discussion. Students collaborated in small groups to deepen their understanding of the story by identifying key narrative elements. The activity began with paired discussions, allowing students to express opinions, exchange ideas, and build shared understanding before continuing to group-level discussion.

Stage 3: Presentation. Students subsequently shared their interpretations with the whole class (Share), using the pop-up book illustrations to visually support their explanations. This stage fostered communication skills, peer learning, and collaborative problem-solving, while recognizing each student's contribution within a respectful and inclusive learning environment grounded in Islamic and civic values.

Stage 4: Reflection. The session concluded with teacher clarification where necessary, followed by class reflection that encouraged students to summarize their learning, identify remaining questions, and suggest improvements for future activities. This process reinforced metacognitive awareness and supported the development of lifelong learning attitudes.

The learning steps in this study were designed using the Think–Pair–Share (TPS) strategy introduced by Lyman (1981), which involves individual thinking, paired discussion, and group sharing. The integration of this strategy with pop-up book media encouraged deeper engagement with the narrative, improved reading comprehension, and strengthened collaborative skills through scientific learning stages such as observing, questioning, exploring, associating, and communicating (Satria, 2021).

These stages are further supported by constructivist learning theory proposed by Piaget and Vygotsky, which emphasizes that learners construct knowledge through active involvement. Pop-up book media enhance this process by combining sensory engagement with storytelling. Moreover, the inclusion of motivational elements such as ice-breaking activities, national songs, and group appreciation reflects joyful learning principles and aligns with Islamic pedagogical values, particularly those emphasizing cooperation (*ta'awun*) and character development.

The pop-up book media used in this study share similarities with previously developed pop-up books reported in Suartini et al., (2024). In general, pop-up book media aim to present content in a three-dimensional visual format to enhance student engagement, particularly among elementary-level learners. Similar to previous designs, the Pop-up book in this study employs visual storytelling, movable elements, and bright illustrations to convey narrative text more clearly, thereby improving students' reading comprehension.

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However, the Pop-up book in this study differs in several key aspects. While many Pop-up books focus on general themes or fairy tales, this book, "*Dikenal krena Menari*" integrates local cultural values and character education, aligned explicitly with dancing and Indonesian cultural identity, thereby enhancing the material's relevance for students. Unlike previous models, this Pop-up book supports Islamic values and *tarbiyah* principles by encouraging understanding, reflection, and moral contemplation. The Pop-up book in this study has key characteristics, including interactive three-dimensional visual elements, a local story, *"Dikenal karena Menari"*, relevant to fourth-grade MI students, and a more complex narrative presentation with contextual illustrations that aid Reading comprehension. The use of this media involves stages of Reading, discussion, presentation, and reflection. Compared to previous research by (Suartini et al., 2024) which developed a Pop-Up Comic Book for second-grade elementary students with simple visuals, the media in this study offers greater story depth and narrative structure more suitable to the cognitive development of fourth-grade students.

The novelty of this research lies in the dual function of the Pop-up book as both a learning medium and a formative evaluation tool to assess the achievement of learning objectives and reflection in an Islamic elementary school environment. Unlike previous studies that used the Pop-up book individually and in a one-way manner, this study emphasizes participatory learning that promotes collaboration, critical thinking, literacy, and the strengthening of religious and national values. A new finding of this study is the use of Pop-up books as a medium that not only enhances text comprehension but also holistically develops students' social, cognitive, and reflective skills.

Improving Reading Comprehension Skills Through Pop-up book Media in Indonesian Language Learning

This analysis examines changes in students' reading comprehension performance following the implementation of pop-up book media in Indonesian language learning. Before the intervention, the total score obtained by the students was 943, with a mean score of 47.15. After the intervention, the total score increased to 1,622, with a mean score of 81. The descriptive results indicate a substantial

improvement in students' reading comprehension scores after the treatment, suggesting higher achievement compared to their initial performance prior to the intervention.

The results of the pretest administered to 20 fourth-grade students showed that one student achieved a fairly good category, three students were in the sufficient category, three students were categorized as poor, and 13 students fell into the very poor category. Statistical analysis of the pretest scores yielded a mean of 47.15 with a standard deviation of 11.58.

Table 2. Pretest Score Interval of Class IV MI Bahrul Ihsan

No.	Pretest Score Interval	Frequency
1	35-42	9
2	43-50	4
3	51-58	3
4	59-66	3
5	67-74	1
	Amount	20

The posttest results, also involving 20 fourth-grade students, revealed that four students achieved a very good category, 10 students were classified as good, four students attained a sufficient category, and two students remained in the poor category. The statistical analysis of posttest scores showed a mean of 81 with a standard deviation of 10.814.

Table 3. Posttest Score Interval of Class IV MI Bahrul Ihsan

No.	Pretest Score Interval	Frequency
1	58-66	2
2	67-75	4
3	76-84	6
4	85-93	4
5	94-102	4
	Amount	20

Furthermore, the researcher conducted a normality test and hypothesis testing. The results of the normality test of the research data using the One-Sample Kolmogorov-Smirnov Test are presented in Table 4 below.

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Table 4. Results of Normality Test of Pretest and Posttest Scores

Test of Normality						
Result	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	-.190	20	-.057	-.879	20	0.17
Posttest	-.101	20	-.200	-.973	20	-.821

Based on the results of the Kolmogorov-Smirnov test, the pretest and posttest scores in class IV of Madrasah Ibtidaiyah (MI) Bahrul Ihsan are normally distributed. For the pretest scores, the obtained significance value is 0.057 with α = 0.05 and n = 20. Since the significance value is greater than 0.05, the pretest data is considered normally distributed. Meanwhile, the results of the Kolmogorov-Smirnov test for the posttest scores show a significance value of 0.200 with α = 0.05 and n = 20. This significance value is also greater than 0.05, so the posttest data are considered normally distributed.

Table 5. Results of the Paired T-Test on Reading Comprehension Ability

Paired Samples Correlations				
Result			Significance	
	N	Correlation	One-Sided p	Two-Sided p
Pretest & Posttest	20	-.798	<,001	<,001

Based on the analysis results presented in the table, it was found that there is a significant relationship between the student's pretest and posttest scores with a total of n = 20 subjects. The obtained correlation value of 0.798 indicates a strong relationship between the two variables. The two-tailed significance value (two-tailed p) recorded is < 0.001, which is well below the threshold of 0.05. Therefore, it can be concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This indicates that the use of pop-up book in the Indonesian language subject at the Madrasah Ibtidaiyah level can contribute positively to improving students' reading comprehension skills.

Table 6. Results of N-Gain Test for Reading Comprehension Ability

Descriptive Statistics					
Result	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	20	-.32	1.00	-.6667	-.16596
N-Gain Percen	20	32.26	100.00	66.6692	16.59619
Valid N (listwise)	20				

Referring to the data listed in Table 6, it is obtained that the average N-Gain score of the fourth-grade students is 0.67. This figure indicates that the improvement in reading comprehension skills in the Indonesian language subject falls into the medium category. Additionally, 66.67% of the overall results are classified as quite effective, reflecting that the media or methods used in learning have a significant impact on enhancing students' reading comprehension.

This indicates that the data distribution meets the normality assumption. Thus, it can be stated that the data is normally distributed and suitable for analysis using parametric statistical tests. This finding is important as a basis for determining the appropriate analysis approach to measure the effectiveness of the treatments provided. The comparison of pretest and posttest scores provides a concrete picture of the effectiveness of implementing the Pop-up book learning media in supporting the improvement of reading comprehension for fourth-grade students at Madrasah Ibtidaiyah Bahrul Ihsan in Bandung City.

Based on this concept, the Pop-up book learning media is one form of media that can be utilized in learning to enhance the effectiveness of achieving learning objectives. The use of this media has been proven to be relevant and beneficial in supporting reading comprehension skills, especially for the fourth grade of MI Bahrul Ihsan in Bandung City, thus being able to create a more meaningful and directed learning experience (Fahruddin, et al., 2022). Learning media plays an important role in enhancing students' interest and motivation to learn, enabling them to better understand and analyze the material taught by teachers in greater depth.

The research conducted by Tetin Suartini, Anggia Suci Pratiwi, dan Meiliana Nurfitriani (2024) shows that Pop-Up Comic Book media effectively enhances students' reading comprehension. With its interactive 3D visuals and structured cartoon narratives, the media captures students' attention and improves understanding. The high N-Gain score of 0.80 reflects its strong impact on increasing reading interest and ability. Therefore, the use of pretest and posttest-based evaluations is not only useful for measuring the improvement of students' reading comprehension skills but also contributes as a constructive feedback tool in

the process of refinement and further development of the Pop-up book learning media, especially in the Indonesian language subject in the fourth grade of MI Bahrul Ihsan.

The results of this study, which demonstrate the effectiveness of Pop-up book media in enhancing students' reading comprehension, align with core principles of Islamic education. Educational leadership in Islam encompasses not only administrative responsibilities but also moral and intellectual aspects. As stated in the *Qur'an Surah An-Nahl*, verse 125, educators are encouraged to guide with wisdom and good instruction. The teacher's initiative to use Pop-up book media represents an act of *ijtihad* in pedagogy, offering a creative and contextual response to students' learning needs. Furthermore, the learning environment created through this media aligns with the Islamic concept of *bi'ah tālimiyyah* a conducive, cooperative, and value rich setting. Moreover, collaborative learning environments can encourage personal growth and skill development (Anshori et al., 2024).

The Prophet Muhammad emphasized excellence (*ihsan*) in all actions, including teaching. The interactive, visual, and engaging nature of Pop-up books contributes to a joyful and effective learning atmosphere that aligns with this prophetic principle. Communication also plays a vital role. According to the Qur'an (*Al-Baqarah*: 83), speaking kindly is essential. The Pop-up book facilitates storytelling based communication that enhances understanding and empathy, aligning with Al-Ghazali's notion that beneficial knowledge must be conveyed in a way that inspires meaningful action (*'ilm nāfi'*) (Fatarul Azmi et al., 2024).

Thus, students not only understand the material's content but also grasp its values and wisdom. The local story "*Dikenal karena Menari*" serves as a medium to introduce cultural values while fostering students' moral sensitivity, such as respect for others, the ability to cooperate, and awareness of the importance of upholding core values in Islamic ethics. Furthermore, the use of a cooperative learning model in this study aligns with the principle of uswah hasanah, which is the moral exemplarity demonstrated by educators in the learning process. Teachers who guide discussions with patience, respect students' opinions, and wisely provide direction

reflect the practice of role modeling that forms the foundation of character development (Al-Attas, 1980).

In the context of Islamic education, instilling values through direct interaction between teachers and students is an essential means of nurturing commendable behavior. Therefore, teachers' role as role models is a central element in creating an ethical, dialogical, and character-building learning environment. Furthermore, the Think Pair Share strategy employed in the learning process reflects the values of deliberation and mutual assistance (*ta'awun*) upheld in Islam. The Pair and Share stages provide students with the opportunity to practice expressing their opinions, listening to their peers' perspectives, and constructing a collective understanding. These activities not only enhance critical thinking and literacy skills but also cultivate social competencies that align with Islamic teachings on the importance of collaboration and consultation in achieving shared understanding. When carried out with sincere intention, this process can even be regarded as an act of worship (Desianto & Khoirul Azis, 2025).

Overall, integrating the values of *tarbiyah, ta'lim*, and *ta'dīb* into the use of Pop-up books demonstrates that this media serves functions beyond mere enhancement of Reading comprehension. Pop-up books serve as a means that supports character development through visual stimulation, collaborative activities, and the internalization of moral values. This approach aligns with the objectives of Islamic education at the Madrasah Ibtidaiyah level, which is to cultivate students who are capable of Reading critically, cooperating constructively, and displaying noble character in their daily lives (Iwan Sanusi et al., 2024).

CONCLUSION

The use of pop-up book has been proven effective in improving students' Reading comprehension skills in the Indonesian language subject. The average pretest score of 47.15, categorised as low, increased to 81 in the posttest, and the paired-samples *t*-test showed a significance value of 0.001 (< 0.05), confirming a significant improvement. The N-Gain score of 0.67 (moderate category) and an effectiveness level of 66.67% further support that the Pop-up book is quite effective.

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This media possesses visually appealing, interactive features and is grounded in a narrative context, which can enhance student engagement and understanding. These advantages distinguish the Pop-up book from conventional media by combining text, three-dimensional illustrations, and elements of local culture into one enjoyable medium. In practice, learning is conducted through systematic steps: introducing the topic, reading together, discussing the story's content, and culminating in comprehension exercises and reflection. Thus, Pop-up books not only enhance the appeal of learning but also help students develop critical thinking skills, understand the meaning of the Reading material, and actively communicate their understanding. The study contributes to *tarbiyah* (holistic development) in Islamic education by promoting active engagement, reflection (*tafakkur*), and deep understanding (*tafaqquh*). Pop-up books support intellectual (*'aql*) and moral development, aligning with *ta'līm* and *tazkiyah*. The integration of such media reflects *ijtihad* in pedagogy and reinforces the constructivist approach, as well as Ibn Khaldun's experiential learning theory. The study is limited to one school and lacks a control group, which limits its generalizability. Future research should involve larger, more diverse samples, use experimental designs, explore digital integration, and assess long-term impacts on reading and critical thinking.

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