

PUBLIKASI ARTIKEL

**PENGEMBANGAN MEDIA *POP-UP BOOK* UNTUK MENINGKATKAN
KEMAMPUAN BAHASA ANAK USIA DINI**

Oleh:

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Progam Studi Pendidikan Islam Anak Usia Dini

Fakultas Tarbiyah Dan Ilmu Keguruan

INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO

1446 H / 2024 M

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Diajukan Untuk Memenuhi Tugas dan Memenuhi Sebagai Syarat Memperoleh
Gelar Sarjana Pendidikan (S.Pd)

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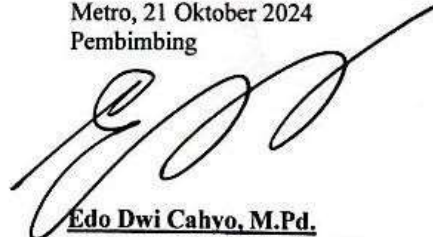
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Pop-Up Book Media Development to Improve Early Childhood Language Skills

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Abstract

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This research aims to develop pop-up book media as a learning tool that can improve the language skills of young children. The method used in this research is research and development (R&D) with a development model which includes analysis, design, development, implementation and evaluation stages. Data collected. The subjects of this research were group B early childhood children at the Perintis Rejo Asri Kindergarten. So the results of this research show that the indicator of achievement of children's language development is 92.5%, based on the results of material experts, it is 97.72% with very feasible criteria, according to the results of media expert validation, it is 71.66% with adequate criteria, and according to the results of the questionnaire, the teacher response was 100% with very feasible criteria. Based on evaluation results from media experts, material experts, teachers, and responses from children, this pop-up book was declared very suitable for use in language learning at Perintis Rejo Asri Kindergarten.

Keywords: Instructional Media, Language Skills, Pop-Up Book

Abstract

Penelitian ini bertujuan untuk mengembangkan media *pop-up book* sebagai sarana pembelajaran yang dapat meningkatkan kemampuan bahasa anak usia dini. Metode yang digunakan dalam penelitian ini adalah penelitian dan pengembangan (*Research and Development/ R&D*) dengan model pengembangan yang meliputi tahap analisis, desain, *development*, implementasi, evaluasi. Data yang dikumpulkan Subjek penelitian ini adalah anak usia dini kelompok B di TK Perintis Rejo Asri. Sehingga hasil penelitian ini menunjukkan bahwa pada indikator ketercapaian perkembangan bahasa anak yaitu sebesar 92,5%, berdasarkan hasil ahli materi yaitu sebesar 97,72% dengan kriteria sangat layak, menurut hasil dari validasi ahli media yaitu 71,66% dengan kriteria layak, dan menurut hasil coba angket respon guru sebesar 100% dengan kriteria sangat layak. Berdasarkan hasil evaluasi dari ahli media, ahli materi, guru, dan respon dari anak-anak, *pop-up book* ini dinyatakan sangat layak digunakan dalam pembelajaran bahasa di TK Perintis Rejo Asri.

Keywords: Media Pembelajaran, Kemampuan Bahasa, *Pop-Up Book*

INTRODUCTION

Early childhood is characterized by its uniqueness, tendency towards new things, and innovative nature. Early childhood, which is characterized by a rapid growth and development process, is sometimes referred to as a developmental leap. Currently, stimulation related to the developmental domain plays an important role in facilitating subsequent developmental activities (Fauziyyah et al., 2019). The six aspects of development needed by early childhood include moral and religious development, physical motor skills, cognitive abilities, language proficiency, social-emotional development, and artistic abilities. Language skills are one of the important aspects in early childhood development. Language not only functions as a means of communication, but also supports children's cognitive, social, and emotional development (Puspitasari & Ni'mah, 2024; Warmansyah et al., 2023; T. Wulandari et al., 2024). During early childhood, children are in a golden age *where* language skills develop very rapidly (Iqoh & Alief, 2021). The aspect of language development functions as a means for children to communicate their emotions and ideas to others, while also allowing them to understand the thoughts and emotions of others (Hidayat & Nurlatifah, 2023).

Language skills in early childhood include cognitive abilities such as receptive language comprehension, language expression, literacy, and storytelling (Istiqomah & Maemonah, 2021). The ability to tell stories, in particular, allows children to express language, think critically, and engage with others. Children's ability to tell stories is also an indicator of language skills (L. Hasanah & Nurhasanah, 2020). The language skills of children aged 5-6 years are characterized by: (1) the ability to articulate more than 2,500 words, (2) the ability to recognize basic colors and shapes, (3) the ability to be a good listener, (4) the ability to be actively involved in conversations, (5) conversations involving various comments about their own actions, the actions of others, and their observations, and (6) the ability to retell stories in detail (Nilawati Tadjuddin, 2015). However, in practice, many early childhood children face difficulties in developing their language skills optimally. Various factors such as lack of language stimulation, use of less interesting learning media, and limited verbal interaction between children and parents or teachers are often the causes of slow language development in children (Hayati et al., 2023).

The characteristics of each individual early childhood child are different and have their own uniqueness according to their age stage. Currently, stimulation of all aspects of growth is very important for achieving future developmental tasks (Finders et al., 2023). Language skills include four important components: listening, speaking, reading, and writing. These four abilities are interrelated and form a complete unit (Hijriati, 2021). The benefits of language for early childhood are very diverse and play an important role in their overall development, namely, (1) Cognitive development: Language helps children understand concepts, think logically, and develop problem-solving skills, (2) Communication and social skills: Good language skills allow children to express their needs and wants more clearly and also facilitate more effective social interactions

helping them form relationships with others, (3) Academic preparation: Strong language skills at an early age increase children's readiness to learn to read and write (Isna, 2019), many studies show that children with good language skills at preschool age have better academic achievement in school, (4) Emotional development: Language also allows children to understand their emotions and recognize the emotions of others, (5) Imagination and creativity: With language, children can explore the world of fantasy and play roles, which helps in the development of their imagination (Pradita et al., 2024).

This activity is important for creativity and innovation in the future, if early childhood does not have adequate language skills, a number of developmental problems can arise, which have an impact on various aspects of their lives: (1) Cognitive delays: Language is the foundation for cognitive development. Children who do not develop language skills properly can have difficulty understanding abstract concepts, thinking logically and solving problems. Language delays can also slow down their ability to learn academic skills, such as reading and writing, (2) Communication disorders: Children who experience language delays often have difficulty expressing themselves because they are unable to communicate their needs and desires clearly. This difficulty can worsen social relationships with peers and adults, and hinder the development of their social skills, (3) Social emotional delays: Language plays an important role in the development of emotions and social skills (Lilis Madyawati, 2017). Children who have language limitations may have difficulty understanding and managing their own emotions, as well as understanding the emotions of others, can cause behavioral problems and difficulties in adapting to the social environment, (4) Academic achievement problems: Weak language skills at an early age often continue into school age, which can affect overall academic achievement. Children who are unable to understand instructions or participate in class discussions will have difficulty following lessons which can lead to academic gaps, (5) Limited imagination and creativity: Without good language skills children may have difficulty exploring their imaginative world, which can limit the development of their creativity, which is important for cognitive and emotional development. Overall, delays in language acquisition can have a significant impact on a child's development (Sa'ida, 2018).

Indicators of language development in children aged 5-6 years are as follows: (1) Ability to mention letter symbols (2) Ability to answer questions, (3) Ability to mention images that have the same sound/letter and recognize and imitate animal sounds, (4) Communicate verbally, recognize symbols to prepare for reading, writing and arithmetic, (5) Construct simple sentences (Zulus Aprillina et al., 2020) . Several factors in language development, namely: (1) Health factors, (2) *Intelligence* (Ability to think and learn, solve problems, and the ability to adapt to new environments.), (3) Family economic status, (4) Gender, (5) Family relationships (Zein & Puspita, 2020).

Research on early childhood language development reveals that proper stimulation is essential in accelerating and improving children's language skills (Fitriana & Yusuf, 2024) . Piaget and Vygotsky, two great figures in developmental psychology, emphasize the importance of interactive and hands-on learning experiences. Vygotsky

argued that language is a psychological instrument that regulates behavior, makes plans, stores information, and solves problems. According to him, language is learned through interaction with people in the surrounding environment, such as parents, caregivers and peers (Mosmannand, 2017). In addition, according to Jean Piaget, language development is closely related to cognitive development. Children must go through certain stages of cognitive development before they can understand complex language concepts (Habsy et al., 2023). An important need for early childhood language development is the use of appropriate media or teaching materials. Media has an important role in the implementation of education in schools. Media facilitates and enhances the learning process for instructors, while providing students with more support and better learning opportunities (Rahiem, 2021). Various types of learning media can be created based on the specific requirements and attributes of the learning content to be delivered. The use of learning media is recognized as an important element in achieving effective learning. Students can be active in learning by utilizing learning media and are motivated both physically and mentally (Wulandari et al., 2023). This approach serves to enhance all of the students' senses in the learning process and provide deeper meaning to learning. Learning media should include interesting educational materials to foster children's enthusiasm for learning, both in written and *audiovisual forms* (Asmariansi, 2016). In conclusion, learning media serves as a valuable instrument for educators to facilitate the learning process, with the ultimate goal of enabling students to achieve their learning goals (Durtam, 2022).

According to Vygotsky, children learn language through social interaction, and visually and physically engaging media such as *pop-up books* can provide meaningful experiences for them. Other studies have also shown that visual learning media, such as picture books and *pop-up books*, can increase children's attention and engagement in learning language (Anis & Khoir Tri, 2022). This is due to the ability of visual media to stimulate children's senses, making it easier for them to understand language content through a combination of text and images. In addition, *pop-up books* offer a richer learning experience because they involve kinesthetic elements, where children can interact with the book physically. The term "*pop-up book*" comes from the English word "*pop out*". Hanifah defines a *pop-up book* as a book that combines moving parts or three-dimensional features, thereby enhancing the visual representation of the story (Kamal et al., 2024). This begins with the appearance of images that are able to move when opening the page. *Interactive visuals* and three-dimensional representations help children understand unfamiliar vocabulary and ideas. *Pop-up books* enhance children's sensory perception and foster their engagement with the story, thereby improving their vocabulary, language comprehension, and active communication skills (Yudiana, 2024). In addition, the act of physically engaging with books not only facilitates the development of fine motor skills but also increases cognitive capacity in understanding stories (Annisa et al., 2022). Kurniawati defines *pop-up book media* as a book that has pictures and is similar to the original form and is useful as an interesting educational communication tool (Lopes et al., 2023). Thus, based on the theory of language

development and the results of previous studies, the development of *pop-up books* is believed to be an effective solution to improve the language skills of early childhood .

Problems in the development of early childhood language in Perintis Rejo Asri Kindergarten are often many children who show a lack of children's inability to speak with better grammar, including the use of nouns, adjectives, verbs, and conjunctions. This is shown when during activities at school the child says "I draw blue paper." The child does not use conjunctions or more complete descriptions, for example, "I draw on blue paper." Not yet able to answer questions and participate in conversations with others, when the child is invited to talk to peers and friends ask, "What do you want to play later?" the child does not respond or just says "I don't know." The child is also not yet able to understand simple stories that are read and respond with relevant questions or comments. When the child is read the story "a rabbit looking for carrots," the child may appear unfocused, uninterested or confused, and when asked to repeat the story or the teacher asks the child "Why is the rabbit looking for carrots?" but the child cannot answer, the child is just silent or just repeats the words from the story without showing understanding of the storyline. Less able to pronounce most of the sounds, when the child is asked to say the word "lampu" becomes "*yampu*", "gula" becomes "*guya*", "rok" becomes "*eyok*", and car becomes "*mubil*" (Sudirlan, 2024). Not yet able to name the letters correctly, in games involving letters, such as arranging letters to form a name, children cannot choose the right letter for their name, have difficulty recognizing letters from their own name. In addition, when asked to copy the letter A, children write shapes that do not match the shape that does not resemble the letter A, children write letters that are too large, small or out of place on the page of the book (Faisal et al., 2024). However, some children have developed well in their language, children are able to use complete and complex sentences, can understand and follow simple instructions well. Children are also active in interacting, can tell experiences clearly, and show the ability to understand stories or information read to children (Musfiroh, 2021).

The results of initial observations conducted on August 5, 2024 at Perintis Rejo Asri Kindergarten, it was observed that the school faced obstacles in creating learning tools that were suitable for the children's needs. Specifically, teachers usually rely on magazines or illustrated textbooks, letter cards, the use of *pop-up book media* as teaching materials has not been implemented in Perintis Rejo Asri Kindergarten. Group B students, who are less proficient in learning only through theme books, show lower levels of engagement, lower learning motivation, and get bored quickly, especially during the learning process. In addition, some children tend to be passive in speaking. Researchers designed *interactive pop-up book* media that have their own characteristics that distinguish them from other learning media in the field of child language development studies. This study is different from previous studies, namely in the development of *pop-up book* media to improve the language skills of early childhood children lies in a combination that includes language that is easy for early childhood children to understand, alphabet *representation* , animal names, animal explanations, habitat names, and animal sounds. If in general *pop-up books* only rely on 3D images

and interactive features on the page, this innovation adds audio elements in the form of relevant sounds. With the sound feature, children can not only see pictures and feel the 3D effect, but also hear and imitate animal sounds, this book not only involves the visual and tactile senses, but also the sense of hearing, which can be more effective in developing the abilities of early childhood (Inayah, 2022). This study aims to develop innovative learning media, namely *pop-up books*, as a means of stimulating the language skills of early childhood. *Pop-up books* are chosen because of their interactive and visual nature, which can attract children's interest in the learning process. In addition, this media is specifically designed so that the content presented can enrich vocabulary, sentence structure, and children's understanding of language in early childhood.

METHODS

The research methodology used is a type of research and development, often referred to as Research and Development (R&D), with the ADDIE model being a systematic approach aimed at developing effective learning media or programs. This ADDIE model in the learning media developed is effective and structured, ensuring the development of early childhood language through stages that can be evaluated and adjusted as needed (Gustiani, 2019). Another interpretation of R&D is a combination of actions that have the aim of designing a product or improving an existing product, which can be measured and documented objectively. In addition, R&D is a research method used to produce certain products, and test the effectiveness of the product (Indra, 2020). The data analysis technique used is quantitative and qualitative descriptive analysis techniques. Quantitative analysis is used to determine the validity of the *pop-up book product instrument* and estimate the reliability of the instrument. Qualitative descriptive analysis is used to present the results of product development in the form of a *pop-up book*, testing it at the level of validity and feasibility of the product to be implemented in improving the language skills of children aged 5-6 years. Data analysis by experts, practitioners and media users This study uses the ADDIE model. The ADDIE model stands for *Analysis, Design, Development, Implementation, and Evaluation*. The ADDIE model consists of five interrelated and methodically organized phases. Overall, the ADDIE model is a systematic approach to designing and developing structured and measurable learning programs (Yochanan, 2024).

Table 1. Data collection instruments

Criteria	Instrument	Data source
Feasibility test	Validation Sheet	a. Material Expert: Lecturer of PIAUD Study Program b. Media Expert: Lecturer of PIAUD Study Program
Practicality Test	Practicality Sheet	Rejo Asri Pioneer Kindergarten Educator

Data collection techniques and instruments are a strategic step in research, because the main purpose of the research is to obtain data. Data collection methods carried out by researchers include observation, interviews, questionnaires, and documentation. The assessor uses a quantitative questionnaire that uses a *Likert scale* for measurement. The purpose of this questionnaire is to assess the feasibility and demand for products currently being developed (Waruwu, 2024). The researcher's requirements are the basis for obtaining the instruments used in this study. The instruments consist of four data collection tools: (1) validation by media experts, (2) validation by material experts, (3) teacher response questionnaires, and (4) product trials conducted on students.

The purpose of data collection during the problem identification stage is to provide a comprehensive understanding of the learning environment and conditions in group B of Perintis Rejo Asri Kindergarten. Descriptive analysis techniques are used during the problem identification phase of data analysis. Analysis of data obtained from questionnaire instruments given to material experts and media experts, as well as from interviews with students conducted using limited interview instruments that included written questions, was carried out to see the quality and feasibility of the product. Quantitative descriptive data analysis is a methodology used to evaluate product quality. The data is then analyzed descriptively using the following formula (Cahyadi, 2019):

$$NP = \frac{R}{SM} \times 100\%$$

Information :

NP = Percentage value sought

R = Score of respondent's answer

SM = Maximum score of the test used

All data that meets these criteria will be used as a basis for revising learning media products, according to this formulation, so that stages of 100% assessment result categories can be created, namely:

Ideal highest percentage = 100%

Ideal highest percentage = 0%

$$\begin{aligned} \text{Interval distance (i)} &= \frac{100\% - 0\%}{4} \\ &= 25\% \end{aligned}$$

Table 2. Expert and teacher assessment criteria for media suitability

Percentage	Criteria
76% - 100%	Very Worth It
31% - 75%	Worthy
26% - 50%	Quite Decent
0% - 25%	Not feasible

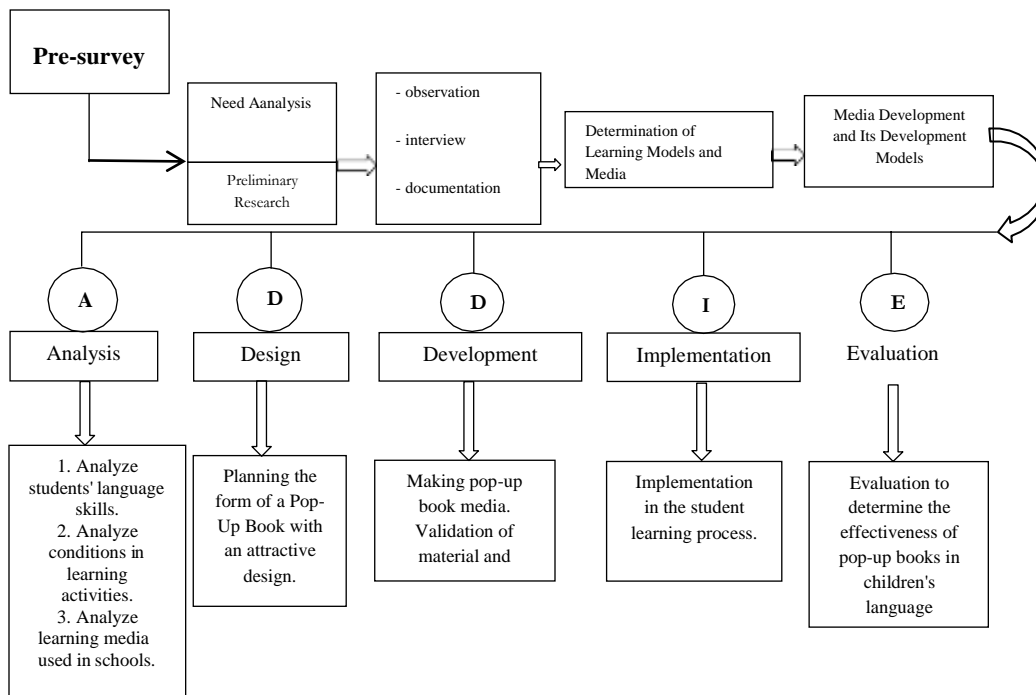


Figure 1. Pop-Up Book Media Research Flow

RESULTS AND DISCUSSION

The product that will be produced in this research is *pop-up book media*. The development of the *pop-up book media* that was developed uses the ADDIE development model. *Pop-up book media* aims to improve children's language skills, both in terms of vocabulary, story comprehension, and participation in reading activities (Rizqiyani & Azizah, 2018). Children look more enthusiastic and actively interact with teachers and friends during learning sessions using *pop-up books* (Tohamba & Ukbayana, 2024). This study produced findings related to the process of developing *pop-up book media* according to the five indicators built, namely familiar letter symbols, the ability to answer questions, the ability to mention pictures, the ability to communicate, and construct simple sentences (Suryana & Fadhil, 2022). As stated in the tables and graphs as the results of this study.

Table 3. Indicators of Children's Language Development Achievement Pop-Up Book Media

Language Development Indicators	Achievement Level (%)
Ability to name symbols	77.5 %
Ability to answer questions	87.5 %
Ability to name pictures	87.5 %
Ability to communicate	82.5 %
Making simple sentences	92.5 %

Table 3 above, it can be seen that the number of children who can name letter symbols is 77.5 %. For the indicator of the ability to answer questions in the sub-

indicator of understanding simple stories, being able to answer questions and participate in other people's conversations, the achievement level is 87.5 %. In the indicator of the ability to mention pictures for the sub-indicator can pronounce most of the language sounds correctly, although there are mistakes in pronouncing more difficult sounds such as "r" or "l" the achievement level is 87.5 %. Furthermore, for the indicator of communication skills in the sub-indicator of being able to speak with better grammar, imitating simple letter shapes, counting numbers, the achievement level is 82.5%, and for the indicator of composing simple sentences in sub-indicator a, children begin to show interest in letters and words and can copy several letters or simple shapes, the achievement level is 92.5 %. These results are clearly depicted in the graph of the level of achievement of children's language development through the use of *pop-up book media* below.

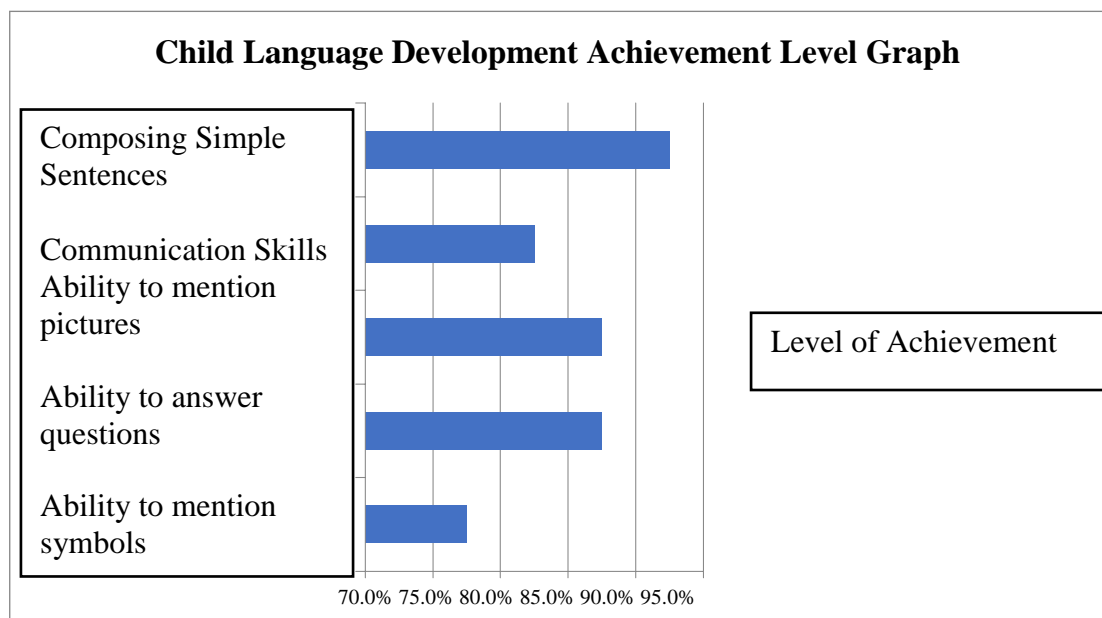


Figure 2. Graph of Children's Language Development Achievement Level

Analysis Stage

In the early stages of developing *pop-up book media*, a needs analysis was conducted for early childhood language learning through observation, interviews, and surveys of teachers, as well as direct observation of children. Children's interest in visual media, namely early childhood tends to be more interested in visual media that is brightly colored, interactive, and dynamic. Ordinary books that only contain text or two-dimensional images are less interesting to children (Sofia & Masganti, 2024). Media are needed that can actively involve children, such as pop-up books with interactive elements. Early childhood is still in the vocabulary development stage. They need interesting tools to help them understand and expand new vocabulary (Sari et al., 2023). *Pop-up books* are expected to be able to help children associate words with images,

thereby accelerating the process of recognizing and understanding new vocabulary (Habibi, 2024).

Interviews conducted with teachers at Perintis Kindergarten found that they often had difficulty in getting children interested in reading or listening to stories. Interactive media such as pop-up books are considered a potential solution that can attract children's attention so that they are more involved in learning activities. In addition to the language aspect, early childhood is also in the stage of developing fine motor skills. *Pop-up books* that allow children to open, pull, or touch three-dimensional elements can simultaneously train their fine motor skills while learning (Jannah et al., 2020). In addition to the language aspect, early childhood is also in the stage of developing fine motor skills. *Pop-up* books that allow children to open, pull, or touch three-dimensional elements can simultaneously train their fine motor skills while learning. Based on the results of the analysis, several important things were found related to language learning materials that are relevant to be developed in *pop-up* media. *book*, namely: 1) Simple Stories and Repetitive Narratives: Early childhood easily understands stories that have simple plots and repetitive narratives, therefore, stories developed in *pop-up books* need to utilize repetition to help children learn new vocabulary and understand sentence structure. 2) Use of Illustrations Relevant to the Story: Early childhood needs illustrations that are in accordance with the story to make it easier for them to understand the meaning of words (Wahidah & Latipah, 2021). Each page of the pop-up book must have visual elements that support the story narrative so that children can easily connect between the visuals and the words they hear, 3) Combination of Visuals, Text and Audio: To support language development, *pop-up books* must combine images, text, and in some cases, the use of audio (for example, narration read by the teacher). This will help children learn language in a *multisensory way*, where children not only see pictures but also hear the words spoken (Anis & Tri, 2022).

Analysis of the limitations of existing learning media, the results of observations show that the learning media currently used, such as ordinary picture books, videos, or flashcards, still have several limitations in attracting children's interest to interact actively. Children tend to be passive when using these media (U. Hasanah & Deiniatur, 2019). Pop-up books, which provide a more interactive visual and physical experience, can be a solution to these limitations, especially in the following aspects: 1) Physical involvement: Children not only see, but also interact physically with books, for example by opening pop-up sections, which helps them stay focused and interested in the material presented, 2) Imagination Development: Existing media still do not provide enough space for children to develop their imagination actively. Meanwhile, pop-up books with three-dimensional elements and interesting stories can encourage children to be more imaginative and play an active role in reading activities (Julita & Juwita, 2024).

The results of the analysis stage show that there is a high need for the development of more interactive and interesting learning media for early childhood in order to improve their language skills (Masykuroh & Wahyuni, 2023). *Pop-up books* are

the right choice because they are able to combine visual, interactive, and educational elements in one medium. It is hoped that with the development of pop-up books in accordance with the results of this analysis, the language skills of early childhood can increase significantly (Rahma Aulia, 2022).

Design Stage

In the design planning stage, researchers develop the basic concept of *the pop-up book*. This planning includes several important aspects, namely: 1) Selection of Themes and Stories: The stories used in pop-up books must be relevant and appropriate to the child's age development. Researchers choose simple story themes with storylines that are easy for early childhood to understand, such as stories about animals, nature, or everyday life that are familiar to children, 2) Illustration Design and Visual Elements: Researchers design illustrations with attractive colors and three-dimensional visual elements that can support children's understanding of the story. Images must be relevant to the narrative and reinforce the meaning of each word or sentence taught. Visual elements such as *pop-up images* that appear when the page is opened are also designed to provide a pleasant visual surprise for children, 3) *Pop-Up Structure Planning*: The design of a three-dimensional structure that is easy for children to use is the main focus (Latifa et al., 2023). Each page is designed to have interactive elements that can be touched, pulled, or opened by children.

Pop-up designs must also take safety into account, so the materials used are not harmful to children, and the *pop-up mechanism* must be strong and durable. After the planning design is complete, the researcher enters the *prototype creation stage*. At this stage, the researcher creates an initial model (*prototype*) of the pop-up book based on the planned design. This *prototype* includes: 1) Selection of hard materials that are safe and easy to fold and strong enough to make *pop-up elements*, 2) Making initial illustrations and installing pop-up elements on physical books. This *prototype* was tested internally to see if the visual design, interactive elements, and narrative were in accordance with the initial goal, which was to improve the language skills of early childhood through pop-up book media (Nabila et al., 2021).

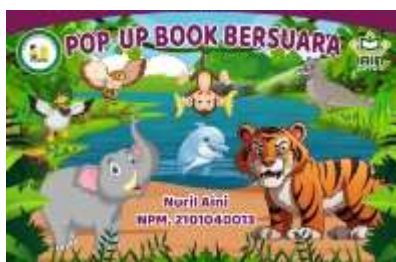


Figure 3. Pop-up book media design

Development Stage

The development stage is the stage of developing and realizing the product design that has been designed. At this stage, it requires an assessment by media expert and material expert validators using a questionnaire, to provide suggestions and input if there are deficiencies (Mahmudah & Pustikaningsih, 2019). Then the media is revised based on suggestions and input from the validator, so that the developed media is declared feasible. The next stage is to conduct a product trial, by providing a trial questionnaire to group B teachers and all group B students. After developing the *pop-up book media*, the next step is a feasibility test and a practicality test. The following are the results of the validation of material experts and media experts.

Table 4. Results of Material Expert Validation

No	Indicator	Factual Score	Ideal Score	Presentatio n	Criteria
1.	Material	16	16	100%	Very Worth It
2.	Language	11	12	91%	Very Worth It
3.	Learning	16	16	100%	Very Worth It
Average number 43 44 97.72 %					Very Worth It

Based on the calculation results of table 4 above, it can be seen that the number of percentage scores obtained from material experts reached 97.72% and is included in the very feasible category. In other words, the results of the validation of the feasibility test from material experts on *pop-up book media* are stated to be very feasible to be used to improve children's language skills. Furthermore, the results of the media expert validation of the development of pop-up book media can be seen through the following table:

Table 5. Media Expert Validation Results

No	Indicator	Factual Score	Ideal Score	Presentatio n	Criteria
1.	Material Design	14	20	70%	Worthy
2.	Readability (Text)	12	12	75%	Worthy
3.	Graphic design	7	12	58.3%	Worthy
4.	Media presentation	13	16	81.25%	Very Worth It
Average number 43 60 71.66 %					Worthy

Based on the calculation results of table 5 above, it can be seen that the number of percentage scores obtained from material experts reached 71.66% and is included in the feasible category. In other words, the results of the validation of the feasibility test from material experts on *pop-up book media* are declared feasible to be used to improve children's language skills.

Implementation Stage

After the product is revised and gets a proper assessment from the validator at the development stage, it can be continued to the implementation stage. The implementation stage is the stage of testing the product to group B teachers and all students totaling 40 children, then the researcher gives the trial instrument that has been prepared in the previous stage to the teacher and students. Suggestions from the homeroom teacher of group B students will be used as consideration for revising the product to be more feasible than before. The following are the results of the teacher response questionnaire trial and product trial on students.

Table 6. Teacher Response Questionnaire Trial Results

No	Indicator	Factual Score	Ideal Score	Presentatio n	Criteria
1.	Readability (Text)	16	16	100%	Very Worth It
2.	Graphic design	12	12	75%	Worthy
3.	Media presentation	12	12	75%	Worthy
Average number 40 40 100 %					Very Worth It

Based on the calculation results of table 6 above, it can be seen that the number of percentage scores obtained from the results of the teacher response questionnaire trial reached 100% and included in the very feasible criteria. In other words, the results of the feasibility test of the teacher response questionnaire on *pop-up book media* were stated to be very feasible to be used to improve children's language skills.

Evaluation Stage

The evaluation stage was obtained from suggestions and assessments of media experts, material experts, practitioner experts (teachers) and trials of group B students consisting of 40 children. Evaluation is carried out to measure product feasibility and improve product quality.

CONCLUSION

The development of *pop-up book* media has proven to be very feasible in improving the language skills of early childhood. This media attracts children's attention through interactive and imaginative visuals, thus increasing their interest and motivation in learning language. *Pop-up books also provide multisensory* stimulation that helps children understand vocabulary, sentence structure, and language concepts better. In addition, the process of developing *pop-up books* through expert validation stages shows that this media is in accordance with the developmental needs of early childhood and is suitable for use as a learning aid in early childhood education (PAUD). Overall, the use of *pop-up books* makes a positive contribution to children's language development in a fun and educational way.

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