



## The Effectiveness of Digital Pop-Up Book Media on Descriptive Writing Skills in Elementary School Students

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### Abstract

*This research aims to promote student development through the use of digital-based learning media, especially considering that many educators still give limited attention to media as learning tools in the digital age. The focus of this study is to evaluate the improvement in students' descriptive writing skills through the use of digital pop-up book media. The study employs a quantitative method with a one-group pretest-posttest design. The research participants were fifth-grade elementary school students, with a sample size of 26 students from class V A. The writing skills assessment rubric was used, covering content, organization, grammar, style, spelling, and punctuation. Data collection was carried out through pretest and posttest assessments, while data analysis was performed using a paired t-test. The results revealed a positive impact of using digital pop-up book media on the descriptive writing skills of elementary school students. This was confirmed by the t-test results, which showed a sig. value (2-tailed) of  $0.000 < 0.05$ , indicating that  $H_0$  is rejected and  $H_a$  is accepted. In other words, the use of digital pop-up book media significantly affects the descriptive writing skills of grade V A students at SDN Sumorame. Consequently, digital pop-up book media can serve as an innovative tool in elementary school learning and has potential for further development to meet student needs.*

## INTRODUCTION

In the era of globalization, technological developments are accelerating and affecting various components of human life, includes educational aspect. As a result, utilizing technology as a supportive tool is essential for enhancing learning skills in the 21st century (Dandung et al., 2023). In the 21st century, education has changed from utilization conventional learning media to digital media, in line with technological developments and the needs of the times (Dahnial, 2024). Digital learning media are learning tools designed to keep up with technological developments. Today, technology plays a very important role in human life because it helps facilitate various main activities, from work to the learning process (Hafid et al., 2024). In learning activities, some

schools use digital media to make the implementation of learning more varied, one example is audio-visual media (Amalia et al., 2023).

Digital learning media includes various forms of software that are designed, used, and managed to improve the efficiency and effectiveness of the learning activities (Okra & Novera, 2019). The presentation of learning materials using digital media is usually packaged in an interesting, interactive, and contextual way, both in audio and visual form. Learning media is essential in supporting and facilitating effective learning activities. This media functions as a tool for educators to convey material more effectively and help students understand lessons. In addition, this media also plays a role in fostering curiosity and improving individual abilities through learning objectives (Damasanti & Nuroh, 2023).

A pop-up digital book is a medium designed using PowerPoint, with moving audio-visual-based three-dimensional image visualization, providing an interesting and amazing learning experience (Sobakhah & Masub Bachtiar, 2019). This medium is highly appropriate for elementary school students who are in the concrete operational stage of development (7-12 years old). With various interesting themes, digital pop-up books are communicatively packaged, colorful, and fun to arouse learners' curiosity. This medium helps stimulate learners' imagination, creativity, and reading interest with an attractive appearance of shapes and colors (Sinta & Syofyan, 2021). In addition, digital pop-up books assist teachers in delivering material and supporting students concentrate more on learning. The three-dimensional (3D) images that appear can improve students' understanding, expand their vocabulary, and enrich their knowledge (Kartika Putri et al., 2019).

Therefore, in current Indonesian language learning, educators are expected to optimize learners' basic skills, especially in reading, writing, and arithmetic (Puteri et al., 2022). Language skills include reading, writing, listening, and hearing. In addition, to adapt Indonesian language learning to technological developments, it is important to ensure that learners receive relevant and appropriate material to their learning needs. One effort that can be made is to use pop-up digital books as a tool to develop learners' writing skills (Nisfah & Nurroh, 2020).

Writing ability is a language skill that acts as a means of indirect communication. Writing is conveying a message without facing other people (Ramadhani, 2020). Nurlatifah et al define writing as a creative process of expressing ideas in written form for a specific purpose, such as providing information, convincing, or entertaining (Nurlatifah et al., 2020). The ability to write requires mastery of various language elements so that the resulting writing is coherent and cohesive (Ningsih et al., 2020). In addition, this ability is indispensable for all learners. By writing, learners can express themselves, hone their thinking, improve their thinking skills, and convey their ideas through sentences or essays. In practice, writing skills must adhere to correct language rules, including paying attention to spelling, punctuation, and good and proper sentence structure (Bustami & Kurniasih, 2022). The aspects of writing skill assessment consist of ideas, content organization, grammar, style (choice of structure and diction), spelling, and punctuation. In this study, the five aspects of writing skill assessment were modified in the section on assessment criteria for the content organization aspect.

A descriptive essay is a piece of writing that aims to provide details about an object so that it is able to influence emotions and evoke the reader's imagination as if they can see, hear, and feel directly what the writer is conveying. A descriptive essay describes something as it is so that the reader can feel what the writer is describing. There are four characteristics of descriptive essays, namely: 1) Descriptive essays display details about an object; 2) Descriptive essays tend to influence emotions and evoke the reader's imagination; 3) Objects in descriptive essays can usually be perceived by the five senses, such as objects, nature, colors, or humans; 4) Descriptive essays are presented in an interesting style and use impressive word choices.

One of the problems that learners often face in writing is the lack of readiness to compose an essay, the inability to organize ideas based on the topic, and the confusion of getting started. To help open students' minds, teachers need to provide examples first. Many students do not put their initial ideas into a rough draft, so they often forget to convey them in writing. In addition, students also have difficulty deciding what to write, starting to write, and paying attention to spelling, capitalization, and good sentence structure (Sanita & Marta, 2020). Previous research has revealed that learners face challenges in writing descriptive essays, such as difficulty conveying ideas, putting words into sentences, using spelling correctly, and maintaining concentration during learning (Purbania et al., 2020).

Previous research entitled “Development of Digital Pop-Up Book Learning Media on Fairy Tale Materials for Grade 3 students of Lamreung State Elementary School, Aceh Besar” showed that this media was able to improve the learning outcomes of Grade 3 students on fairy tale materials (Sasmidar, 2022). A study entitled “Digital Pop-Up Learning Media for Early Childhood Cognitive Development” also argues that digital pop-up book media is effective as a learning tool for improving the cognitive abilities of young children (Khamidah & Ita Sholichah, 2022). Then the study entitled “The Effect of Pop-Up Book Learning Media on the Learning Outcomes of Human Digestive System Science for Fifth-Grade Elementary School Students” Indicated that incorporating pop-up books in science lessons on the human digestive system topic significantly boosted students' learning outcomes achievement scores compared to conventional learning methods (Amalia Salsabilah et al., 2023).

According to the results of preliminary observations conducted by the researcher at Sumorame State Elementary School, it was found that some students, especially in class V A, still have low writing skills. This has an important impact on student learning outcomes. These difficulties are mainly seen in spelling that does not comply with EYD (Indonesian Language Spelling Standard) and unclear writing, making it difficult for teachers to read. From an interview with the homeroom teacher of class VA, it is known that the low writing ability of class VA students is due to the limited use of utilization of attractive digital teaching materials in learning activities. Teachers tend to only use media from YouTube without utilizing other digital media innovations, such as digital pop-up books. In addition, an unsupportive family environment is also a factor that affects students' writing ability.

Further research is needed to identify “Is there an influence of Digital Pop-Up Book media on descriptive writing skills in elementary school students?” This study examines the effect of pop-up digital book media on students' the skill of writing descriptions. In addition, this study also focuses on determining whether the use of pop-up digital book media can significantly improve students' descriptive writing skills compared to the conditions before its implementation. it is anticipated that this study's findings can show that pop-up digital book learning media is can to enhance the descriptive writing abilities of fifth-grade students at Sumorame State Elementary School.

## **LITERATURE REVIEW**

Digital media functions as a tool that can be utilized in learning activities. This media includes various components such as computers, the internet, gadgets, and other digital devices (Kurniasih, 2019). Digital media is utilized to increase students' interest in learning, their engagement, and their activities through the utilization of communication tools such as cell phones and computers so that the learning process can achieve the desired goals. One of the advantages of digital media in learning is that it does not require special maintenance like real media, making it more practical to use. In this case, teachers need to have the skills to design

learning media that is interesting, relevant, and aligned with the curriculum. Choosing the right media also enriches the learning experience (Silvester et al., 2023). One of the media that can be applied is the Digital Pop-Up Book. A pop-up book is a book that is equipped with two or three-dimensional elements and displays beautiful images that can be erected (Utami et al., 2024). Meanwhile, a digital pop-up book can present more interesting material visualizations. For example, an image that looks interesting from the start and when the page is opened can form a display that resembles the original. Another unique feature distinguishing it from ordinary illustrated books is that readers feel part of the story or content presented. Pop-up digital books are able to increase students' interest and involvement. This medium can arouse students' interest in learning by utilizing interesting designs, animations, and backdrops. In addition, the use of digital pop-up books makes the learning process more interactive and fun, especially for primary school students (Putri et al., 2024).

Pop-up book digital media can be used to develop students' writing skills. Writing is among the essential skills within the learning process. Not only does it function as a means of communication, but writing is also a means of developing students' reading, comprehension, and critical thinking skills. Writing skills are an important aspect that must be taught to students. Writing is an active and creative process of expressing ideas in written form, which functions as a medium of communication between the writer and the reader (Wiratama et al., 2022). Writing is one of the four interrelated language skills. The other skills include listening, speaking, and reading. These four skills are regularly interrelated because they form a whole (Dewi et al., 2022). In essence, writing is not just about expressing thoughts or feelings, but also a means of expressing ideas, knowledge, science, and one's life experiences through written language. Therefore, writing is not a simple activity that can be done without learning, but rather a skill that needs to be mastered (Irsan & Akhir, 2021).

## **METHODS**

In this study, the method used was quantitative experimental. This research employs a pre-experimental design with a one-group pretest-posttest design. This quantitative method uses numerical data obtained through direct data collection techniques in the field. The research design is designed to compare the situation before and after treatment, thus enabling an evaluation of the effectiveness of the treatment (Purap & Purwono, 2021). The primary objective of this study is to evaluate the effectiveness of digital pop-up book media on students' descriptive writing skills. The research population consisted of 26 students in a class of fifth graders at Sumorame State Elementary School. The study was carried out on the subject of Indonesian. Applying saturated sampling techniques, the entire population of 26 students was included as a research sample.

This study utilized observation, pretest-posttest assessments, and documentation as data collection methods. Observations were conducted comprehensively from the beginning to the end of the learning process, both before and after using digital pop-up books as a learning medium. Tests were used to evaluate the effectiveness of pop-up digital books on students' descriptive writing skills. This test involves two stages: the pretest, which is carried out before treatment using the digital pop-up book media, and the posttest, which is carried out after the treatment is completed using the digital pop-up book media. The test used is in the form of a question that asks students to create a descriptive text based on the image provided in the question. Documentation was carried out as support during the initial stages of observation and implementation of the treatment, starting from the initial stage to the final stage in the learning process.

The research instruments used include observation data, learning modules, pretest-posttest questions, and assessment rubrics for evaluating teaching materials in pop-up digital book media. The data analyzed are the results of pretests and posttests related to the application of pop-up digital book media in optimize Elementary school students' descriptive writing abilities. The following formula can represent the one-group pretest-posttest research design:

**Table 1.** Research design of one group pretest-posttest (Sugiyono, 2020).

Pre - Test	Treatment	Post - Test
O <sub>1</sub>	X	O <sub>2</sub>

Description:

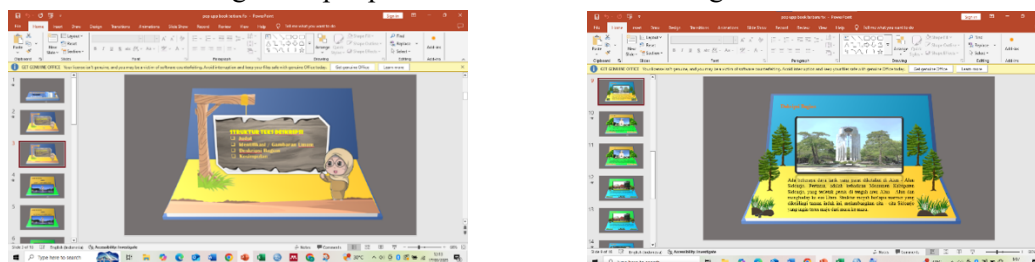
- 1) O<sub>1</sub> is the test result before being given the pop-up digital book media or pre-test
- 2) X is the teaching treatment (the use of the pop-up digital book media on students' descriptive writing skills)
- 3) O<sub>2</sub> is the test result after being given the pop-up digital book media or post-test

In the implementation of research procedures, researchers carry out observation and instrument validation, including assessment and testing of the validity of technology-based learning media. This study involved one group of subjects, namely 26 students of class V A SDN Sumorame. The focus of the study was the use of digital pop-up book media. The research process involved administering a pre-test to students, providing treatment using digital pop-up book media, and concluding with a post-test to re-evaluate their skills. The data from the pre-test and post-test were analyzed to assess the impact of digital pop-up book media on enhancing students' descriptive writing skills. The researcher used inferential statistical data analysis techniques, which aims to analyze data from samples and then generalize it to the population. Data analysis was performed using SPSS Statistics software version 26, by applying the Validity Test and T-Paired Test as a tool to guarantee the accuracy and validity of the data.

## RESULTS AND DISCUSSION

### Results

According to the findings of the research that has been conducted of the pretest and posttest assessments, there was an increase in students' scores in the Description Text material through the use of digital pop-up books. This medium has been proven effective in improving descriptive writing skills in elementary school students. This study shows that using this medium can stimulate students' brain activity, increase learning motivation, arouse emotions, and enable a more effective learning process thanks to the digital presentation of material. In addition, interesting media also plays a role in increasing students' interest in learning. Thus, this activity can be considered productive and expressive because it encourages students to channel their creative ideas. The Digital Pop-Up Book Media is shown in Figure 1.



**Figure 1.** Media Pop-Up Book Digital

The data in this study were obtained from the results of students' learning of Indonesian descriptive writing skills obtained through using pop-up digital books as a medium in the pretest and posttest. Based on the findings of the descriptive analysis, the data is displayed in the following table:

**Table 2.** Descriptive Statistics Pre-Test and Post-Test Scores

	Descriptive Statistic								
	N	Range	Minimu m	Maximu m	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error Statistic	Statistic	Statistic
PRETEST	26	30	50	80	1685	64.81	1.675	8.542	72.962
POSTTEST	26	25	70	95	2130	81.92	1.443	7.359	54.154
Valid N (listwise)	26								

Based on the table above, the descriptive writing skills pretest results data show that The maximum score obtained was 80, Whereas the minimum was 50. The average score reached 64.81 with a standard deviation of 8.542 and a variance of 72.962. Meanwhile, the post-test data shows that the maximum score achieved was 95, and the minimum was 70. The average post-test score reached 81.92, having a standard deviation of 7.359 and a variance of 54.154. In accordance with the minimum learning standards for descriptive writing skills in Indonesian language subjects, the average post-test results are in a good category.

Following the descriptive analysis, the next step involves a prerequisite test, which includes a normality test. The test results indicate that the data follows a normal distribution. The normality test on the pretest and posttest results of grade V A students at SDN Sumorame was conducted using SPSS, which produced calculations and a description of the normal distribution of the data. The outcomes of this normality test are presented in the table:

**Table 3.** Results of Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.190	26	.017	.942	26	.147
POSTTEST	.162	26	.077	.940	26	.134

a. Lilliefors Significance Correction

According to the table above, the normality test results calculated using the Shapiro-Wilk formula with the help of SPSS show that the pretest value is 0.147 and the posttest value is 0.134. Because Both of these values are greater than 0.05, it can be determined that the data follows a normal distribution. After fulfilling the preliminary test, the subsequent step is to conduct the hypothesis test using SPSS by utilizing the paired t-test table:

**Table 4.** Hasil Uji Hipotesis

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	64.81	26	8.542	1.675
	POSTTEST	81.92	26	7.359	1.443

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-17.11538	5.13285	1.00663	-19.18859	-15.04218	-17.003	25	.000

The results from the calculation using a paired t-test in SPSS show that the sig. (2-tailed) is  $0.000 < 0.05$ . This shows that  $H_a$  is accepted, while  $H_o$  is rejected, which indicates that the utilization of digital pop-up book media has an effect on the descriptive writing ability of elementary school students. Thus, it can be concluded that a significant difference exists between the average scores of descriptive writing skills in the pretest and posttest. The average pretest score of grade V A students at SDN Sumorame was 64.81, while the average posttest score increased to 81.92. This data shows that the digital pop-up book media is important in helping students understand the material better. This medium is very suitable for learning descriptive writing skills because it emphasizes the skill aspect more.

The pretest and posttest data were tested using a normality test to ensure the data was normally distributed. However, a paired sample t-test produced a sig to test the hypothesis. value (2-tailed) of  $0.000 < 0.05$ . Thus,  $H_o$  was rejected, while  $H_a$  was accepted, which means there is a significant effect of using digital pop-up book Media for enhancing the descriptive writing ability of elementary school students. Research conducted at SDN Sumorame has proven this successful. Before the learning process, the researcher compiled a teaching module that included learning outcomes, learning objectives, and learning steps (consisting of opening or introductory, core, and closing activities). In addition, the researcher also prepared learning tools or devices, learning media, and reading materials based on the material's content. This is done so that researchers can understand the learning material thoroughly. The results showed that the use of pop-up digital books significantly improved the descriptive writing skills of grade V A students at Sumorame State Elementary School.

This research aims to assess the impact of using digital pop-up books on elementary school students' descriptive writing skills. On the first day of the study, students were given a pretest in the form of essay questions to measure their initial abilities. Furthermore, the researcher delivered material on how to write descriptions using PowerPoint. On the second day, the researcher provided treatment through a pop-up digital book media to motivate students and review their understanding. As a result, the students were seen to be more enthusiastic and had a high level of curiosity about the material presented in the pop-up digital book. Afterward, the researcher presents a post-test in the form of essay questions to determine the achievement of descriptive writing skills of grade V A students at SDN Sumorame. This research can be carried out properly according to the objectives that have been efficiently formulated. The study results indicate that utilizing digital pop-up book media significantly improves the descriptive writing skills of students in grade V A at Sumorame State Elementary School.

## **Discussion**

In today's digital era, various digital learning media are developed to facilitate students' learning process. Learning media can facilitate students in understanding information delivered

in various forms efficiently. Learning media is an important tool to support and facilitate the teaching and learning process (Renggani & Priyanto, 2023). Learning media has a significant contribution to teaching and learning activities, namely to motivate students to be more enthusiastic about learning and to enhance the standard of education (Fitria et al., 2023). In addition, the pop-up digital book media is an effective solution to support Indonesian language education for students in the fifth grade of elementary school. Equipped with interesting interactive features, this medium can enrich students' learning experiences and strengthen their understanding of Indonesian language material. This medium is very suitable for learning descriptive writing because it can strengthen high-level thinking skills in students. In addition, this medium can also stimulate creativity, hone critical thinking, and make students more active during the learning process.

According to the findings of this study, implementing digital pop-up book media in the educational process provides good results. This is evident from the improvement in students' academic achievements. Students' pretest scores were still very low before being treated with pop-up digital book media. However, after the posttest or after the media was applied, there was a notable enhancement in students' learning outcomes in descriptive writing. The use of pop-up digital book media in descriptive writing learning significantly affects writing skills (Amalia et al., 2024). This is evident from the findings of the descriptive analysis, in which the researcher applied pop-up digital book media, resulting in an average post-test score of 81.92. The findings of this research are also very significant to previous research, which proves that pop-up digital book media proves effective in enhancing students' ability to write descriptively.

The use of pop-up digital books significantly impacts students' descriptive writing skills and affects the overall learning process. Descriptive writing skills are the ability to describe an object, such as a place, object, or human being, so the reader can see, hear, feel, or observe the things being described. The purpose of descriptive writing is for students to be able to describe images clearly so that readers can understand each sentence written. According to the study's findings, it is evident that students' activeness in descriptive writing has increased after using the digital pop-up book media. Before being given the digital pop-up book media, students' descriptive writing skills were fairly low. Thus, research that utilizes digital pop-up book media has been proven to influence students' learning process in descriptive writing skills.

According to the findings of the conducted study and proven through this research, digital pop-up book media is highly recommended for application in learning. This is considering the importance of writing skills in education, particularly at the primary school level. Therefore, the benefits of digital pop-up book media need to be expanded to help teachers improve students' descriptive writing skills. In addition, other research examining pop-up digital books for other skills have to consider the benefits of this medium in the learning process. In further research using pop-up digital books, it is hoped that there will be more innovation in designing and developing these media. In making pop-up digital books, the material presented should be better adapted to the conditions and needs of the learners.

## **CONCLUSION**

From the research results, it can be inferred that implementing the pop-up digital book media influences the descriptive writing skills of grade V A students at SDN Sumorame. The pop-up digital book media can develop writing skills, stimulate imagination, and strengthen students' understanding of learning materials. Besides, this media can help students understand learning materials in visual form. The findings of this study suggest the pop-up digital book media positively impacts the descriptive writing activities of fifth graders at SDN Sumorame. According

to the analysis and discussion that has been carried out, there is a meaningful difference in descriptive writing skills through the use of pop-up digital book media. In subsequent studies, researchers suggested the use of more varied or more interesting media in order to increase students' interest in the learning process.

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