

TRAINING ON MAKING POP-UP BOOK MEDIA BASED ON PUNOKAWAN STORIES IN EMBEDDING STUDENT CHARACTER VALUES

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ABSTRACT Pop-up book is one of the learning media that can be used by teachers in carrying out learning in the classroom. This media is an innovative media in the world of education so that training is needed for teachers to be able to make and apply in subject matter at school, especially pop-up book media based on Punokawan stories. This service aims to improve the skills and creativity of elementary school teachers in teaching through training in making pop-up books as well as introducing students to regional wealth, namely Punokawan and its application in student character values. This media is effective in attracting interest and facilitating student understanding of the subject matter, this service program is expected to facilitate more interactive and interesting learning. The results of this activity are pop-up book training activities that can improve the quality of teaching in elementary schools and enrich the learning methods used by teachers.

Keywords: *Character Values; Pop-up Book Learning; Punokawan Story; Training*

1. INTRODUCTION

The importance of carrying out community service activities for lecturers as educators is one of them by applying existing knowledge to the community. This can be done by providing training for teachers. Making learning media an important part of learning. The use of learning media in the teaching and learning process has great potential to arouse new desires and interests in students, as well as increase motivation and stimulation in their learning activities (Prima & Lestari, 2022).

Continuous development of learning media is essential to ensure that learning remains relevant to students' needs and development. Creating learning media that is interesting and in accordance with student characteristics is a relevant challenge in today's world of education (Masturah et al., 2018). This is confirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 20 paragraph 2 states that universities are obliged to organize education, research, and community service. Furthermore, Law Number 12 of 2012 concerning Higher Education article 20 paragraph (1) states that higher education is carried out through education, research, and community service. Furthermore, Article 20 paragraph (3) emphasizes that community service is an integral part of higher education, which aims to improve the welfare of society and the environment.

Therefore, the team from Universitas Veteran Bangun Nusantara agreed to make training in making pop-up books based on Punokawan stories that are embedded in student character values, adjusted to the character of the character in the Punokawan story. One of the learning media that can be applied especially in elementary school learning is pop-up book learning media. Pop-up book learning media is a form of book designed with a three-dimensional image display that protrudes out of the page when the book is opened (Solichah & Mariana, 2018). Pop-up book media is a form of learning media that presents three-dimensional elements, with the aim of stimulating students' imagination and increasing their understanding of the shapes of objects (Resta & Kodri, 2023). With its unique appearance, this book helps make it easier for students to recognize and understand the characteristics of an object better.

Character education is one of the important aspects in the formation of children's personality from an early age. Character values such as honesty, responsibility, cooperation and empathy play an important role in children's social and emotional development. In this era of globalization, children are often exposed to various external cultural influences that are not always in line with local character values. Therefore, it is important to embed strong character values through interesting approaches that are in line with local culture.

Folktales are one of the effective media to embed character values as they are rich in moral messages and cultural values. In the context of Javanese culture, the Punakawan story has great potential to be used as a character education tool. The Punakawan, consisting of Semar, Gareng, Petruk, and Bagong, are characters known to be wise and full of humor, who often convey moral messages through their stories.

The Pop-up method is one of the innovative techniques in presenting stories. By using pop up books, stories can be presented visually and interactively, making it more interesting for children.

This method allows children to be more involved and interested in the story, so that moral messages and character values can be conveyed more effectively to students.

Pop-up is one of the learning media that can be applied especially in learning in elementary schools. Pop-up book learning media is a form of book designed with a display of three-dimensional images that protrude out of the page when the book is opened (Solichah & Mariana, 2018). Pop-up book media is a form of learning media that presents three-dimensional elements, with the aim of stimulating students' imagination and increasing their understanding of the shapes of objects (Resta & Kodri, 2023). With its unique appearance, this book helps make it easier for students to recognize and understand the characteristics of an object better.

Pop-up book media provides valuable benefits by contributing to the development of creativity and stimulating children's imagination, as well as providing a number of other benefits (Siregar & Rahmah 2016). The advantage of pop-up book media lies in its ability to present interesting visualizations and strengthen the impression to be conveyed (Umam et al., 2019; Solichah & Mariana, 2018). However, pop-up book media also has several weaknesses, one of which is the process of making it which takes longer because of the extra level of accuracy. In addition, making pop-up books also requires considerable costs (Resta & Kodri, 2023).

The training of making pop-up books based on Punokawan stories in instilling student character values has several important backgrounds, namely;

- a. **Local Wisdom:** Punokawan stories are part of Indonesia's local wisdom that is rich in cultural and moral values. Using this story in making pop-up books can help introduce and strengthen these values in the younger generation.
- b. **Creativity and Imagination:** The process of making a pop-up book requires a lot of creativity and imagination. By involving students in making pop-up books, they can actively develop these skills.
- c. **Introduction to Art and Design:** Making pop-up books involves an understanding of art and design. Through this training, students can learn about the basic concepts of graphic design and fine arts in a practical way.
- d. **Interactive Learning:** Pop-up books present learning in a visual and interactive way. It can help students learn in a more fun and engaging way, improving their memory and understanding of the values conveyed.
- e. **Character Reinforcement:** Punokawan stories often contain moral messages and good character values, such as honesty, hard work and courage. By designing this story-based pop-up book, students can more easily understand and internalize these values.

- f. **Development of Language and Writing Skills:** The process of making pop-up books involves writing stories and descriptions. This can help students in developing their language and writing skills.
- g. **Community Empowerment:** Through this project, the local community can be actively involved in supporting children's education and character development, thus strengthening solidarity and togetherness within the community.

Thus, this training has the potential to improve the quality of teaching, especially language teaching in elementary schools, in addition to introducing students to the positive characters of the four Punokawan puppet characters, pop-up books help students understand the characters of Punokawan stories that can be used as good examples in everyday life.

2. METHOD

This community service was carried out on January 24th and 25th, 2024. The implementation time starts at 09.00 until 12.00 WIB. The place of implementation is SDN Jombor 01 Sukoharjo. The training was attended by 15 teachers and one principal. The implementation method used is training. The training method is divided into two main parts, namely delivering learning media material through seminars on the first day and practicing making pop-up book learning media on the second day. The series of activities on the first day began with an explanation of:

- 1) Definition of learning media;
- 2) Types of learning media; and
- 3) Introduction to Punokawan Story Figures
- 4) Character values according to the Pancasila Learner Profile
- 5) Urgency of learning media in the learning process.

Furthermore, on the second day a series of activities with:

- 1) Presentation of Pop-Up Book material,
- 2) Training on making Pop-Up Book.
- 3) Ended with questions and answers.

3. RESULT AND DISCUSSION

3.1 Result

The Pop-Up Book making training runs according to the planned schedule. The stages of implementing this PKM activity can be described as follows.

a. The Presentation of Material

The method used in providing material is the lecture method. This activity begins with the delivery of material about: 1) understanding learning media; 2) types of learning media; and 3) the function and role of media in learning. After all participants understood the concept of learning media, the instructor team entered the practice session for making pop-up book learning media. The participants were given media-making equipment, then the instructor team explained the making of the media in stages, and the teachers followed along until they finished making the pop-up book learning media. The process of presentation material can be seen in Figure 1.



Figure 1. The presentation material of learning media with lecture method.

b. Media Making Training

In this media making stage, the speaker provides training on how to make pop-up book learning media. Demonstration of making pop-up book learning media by the resource person. Furthermore, participants were asked to make pop-up book media directly through guidance. The participants were given equipment for making media, then the speaker assisted by students explained the making of the media slowly, and the teachers followed along until the completion of making simple learning media. The speaker assisted the participants in making the media and helped participants if they found difficulties in the process as can be seen in Figure 2.



Figure 2. Pop-up Book Media Training by all participants

The steps for making Pop-Up Book are (1) preparing tools and materials to make Pop-Up Book; (2) making patterns to make books; (3) cutting out picture patterns; (4) sticking pictures on books; (5) decorating each page on Pop-Up Book; and (6) making Pop-Up Book covers.

c. Questions and answers

After the presentation of the material and the practice of making pop-up books, all participants of this training were given the opportunity to ask about something that was not clear, both what had been conveyed in the presentation and other matters related to the steps of making pop-up book media. After the presentation of the material and the simulation of authentic assessment, questions and answers were asked.

Based on the responses of the trainees during the question-and-answer session, it can be concluded that all trainees have understood the material presented. In addition, the trainees already knew how to make pop-up books well.

3.2 Discussion

The pop-up book training provided many benefits for SDN Jombor 01, including the following:

- 1) Skills and Creativity: By involving teachers in making pop-up books, they will develop creativity skills in creating interesting designs and ideas. This can improve teachers' ability to teach lessons innovatively and attract students' attention.
- 2) Creative Use of Technology: In the age of technology, there are various tools and applications that can be used to create pop-up books more easily. By utilizing this technology, teachers can introduce new ways of teaching and open up opportunities to combine technology with traditional learning.

- 3) The ability to preserve the local wisdom of the Punokawan story that is included in the making of the pop-up book.
- 4) The cultivation of character values taken from the good characters of the four characters in the Punokawan story, especially Semar as the leader of the other 3 characters namely Gareng, Petruk, and Bagong.

In addition, the implementation of training greatly supports teachers' teaching and learning activities in the classroom as stated by Puspitaloka & Hasanah (2020). Thus, pop-up book training can provide significant benefits for teachers of SDN Jombor 01 in improving teaching skills, especially in this case instilling character values of Punokawan story characters as positive examples that can be taught to students.

CONCLUSION

This training adds insight to the teachers and the use of pop-up book learning media can be used to help teachers in the learning process and can attract students' interest. The teachers gave a positive response to the activities carried out because the material presented was interesting and in accordance with the ongoing learning theme. In addition, teachers' creativity in making learning media in the form of pop-up books increased. It is hoped that through pop-up books teachers can provide real concepts in the form of 3D images to elementary school students. In addition to these things, there are also things that can be concluded from this service activity, namely;

- a. **Strengthening Local Cultural Values:** Through the Punokawan story, students can learn and understand the rich and diverse cultural values of Indonesia.
- b. **Development of Creativity and Imagination:** The process of making pop-up books requires high creativity and imagination, which can help develop students' creative potential.
- c. **Art and Design Skills Enhancement:** Through this training, students can learn the basic concepts of art and graphic design in a practical way.
- d. **Interactive and Fun Learning:** Pop-up book presents interactive and fun learning, thus increasing students' learning motivation.
- e. **Character Reinforcement:** Punokawan stories often contain moral messages and good character values, such as honesty, hard work, and courage, which can be instilled in students through pop-up books.
- f. **Language and Writing Skills Development:** The process of making pop-up books involves language and writing skills, which can help improve students' abilities in these areas.

- g. Community Empowerment: Through this project, the local community can be actively involved in supporting students' education and character development, thus strengthening solidarity and togetherness within the community.

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