

Application of Pop-Up Book Media in Developing Children's Linguistic Intelligence

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ABSTRACT

Pop-up books are very different from ordinary storybooks. Pop-up books are more modern when the pages are opened, they form three dimensions, and when closed, they become two dimensions so that children become interested in participating in learning activities using pop-up book media, especially in developing children's linguistic intelligence. This study aims to discover that pop-up book media can help develop children's linguistic intelligence. When opened into a three-dimensional image, Media designed to be a 900-shaped book can make children interested, happy, and active in expressing the language. This study uses a qualitative descriptive research with data collection carried out directly at the Primary Kindergarten location. Data collection tools used by researchers using observation, interviews, and documentation. The subjects in this study used 12 students, data analysis techniques used data reduction, data display and data verification. Learning activities with pop-up book media show the results that this activity can develop early childhood linguistic intelligence, which is shown that children are able to answer more complex questions, children are able to communicate orally without embarrassment, children already have an additional vocabulary, and the child can already understand the symbols in preparation for entering the next educational stage, namely *calistung*, the child can also retell today's activities.

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1. INTRODUCTION

Media and instructional approaches are used as a part of the teaching process. In and out of the classroom, media can be used as a teaching tool. Media use can help students grow and develop in many ways. The media can pique Children's interest, leading to increased engagement and enjoyment

in educational pursuits. Since media itself can foster growth in certain areas of a child's development, it's important that they be tailored to the specific learning that will take place during an activity (Zaini & Dewi, 2017). To facilitate the exchange of knowledge and understanding, media play a crucial role as a means of communication (Ismail & Farahsanti, 2021). Meanwhile, Anita defines media as "anything used to disseminate information to an audience" (Moto, 2019). Learning media come in many forms, as described by Heinich and Molenda (Surachman, 2016): written text, spoken word (audio), moving images (video), virtual reality (VR), artificial intelligence (AI), and human beings.

A teacher needs media to support children's growth and learning processes. Teachers should use their creativity to develop educational materials that keep kids interested in learning and won't be boring (Nu'man et al., 2022). The teacher can prepare materials using either electronic devices or materials gathered naturally nearby that humans have crafted. The development of game-based electronic media for young children is currently accelerating significantly. At the same time, natural-made media is how a teacher uses the materials around him to create creative, unique, and non-boring teaching media (Bozzola, 2021). The researchers concluded that the media are methods, tools, and materials to aid the process of teaching and learning activities and to build children's learning motivation, both through the use of materials or objects, to ensure that the learning process is conveyed optimally to students, and that with the media, it can develop every development in the child.

One of the media to develop aspects of children's development is to use pop-up book media. Activities using these media can make children interested and can develop children's linguistic intelligence. This media is different from other media in general. Where this media is in the form of book sheets that are made into three dimensions, the images on each sheet of the book appear to appear. With this media, children will focus and concentrate on reading and seeing the material that will be delivered on that day (Karisma et al., 2020). With the pop-up book media, which is made as creative as possible by the teacher and each sheet gives a surprise that makes children more excited when listening to stories and then retells the contents of each page so that children can stimulate their language or linguistic intelligence (Sentarik & Kusmariyatni, 2020).

When opened, the picture in a pop-up book will move, as described by Dzuanda (Idhartono, 2020). These books use two- or three-dimensional images to present stories that youngsters will find engaging. With a pop-up book that is so appealingly constructed according to the learning demands of kids, Azizan also found that the media is extremely appropriate in helping children's learning processes (Fadzilah et al., 2019). Children's interest and curiosity are piqued by how information is presented in media pop-up books (Viana Sari & Kusmariyatni, 2020). By using media that is both interesting and within the child's developmental range, teachers can boost their pupils' motivation to study (Goestiani et al., 2021). Pop-up books are a great example of the kind of unconventional media that may be utilised to pique kids' interests. This alternative kind of media has been shown to increase learning and aid in a wide range of child development areas (S. A. Sari, 2017). Intriguing and making it easier for kids to read, grasp, and know what's in the pop-up book, this medium is perfect for toddlers and preschoolers (N. E. Sari & Suryana, 2019).

According to the results of Sidabutar's research, how the teacher delivers the content of the material to be discussed to children using a pop-up book, where the media is associated with linguistic intelligence, this media can help educators to have a verbal dialogue with children, as well as conduct questions and answers. With the help of these measurements, and this media attracts children's attention and interest, it will develop their linguistic intelligence (Sidabutar et al., 2019). This media is designed to be a book in three-dimensional form, a story with pictures that can move when every page is opened, so that it makes children feel happy and can even make questions and answers between teachers and children, as well as train children's speech and develop linguistic intelligence. At first glance, pop-ups are almost the same as origami because they both use folding techniques. However, origami is an activity which folds paper into an object or object, while pop-ups tend to make paper in the form of a dimensional image and can move when opening the page so that it makes the reader

interested in reading it and also feeling happy. The pop-up book is very different from the usual storybooks. This pop-up book is more modern; when the page is opened, it will form three dimensions, and when it is closed, it will be two-dimensional.

Gardner stated that linguistic intelligence is how a person solves a problem by creating a new idea that has value and can benefit many people. Gardner also said that humans have seven different types of intelligence, and each intelligence has different stages of development according to a child's development stage. The intelligence that Gardner refers to is linguistic intelligence (Ulwiyah, 2019). Meanwhile, according to Sumadi, linguistic intelligence is the ability to manage words into a sentence orally or in writing and use the word appropriately (Musyadad & Ingrum, 2018). Sujiono also stated that linguistic or language intelligence is the ability of a child to manage his words into a sentence, usually, the more vocabulary the child has, the easier it will be for children to express their opinions to others or be able to conduct appropriate questions and answers between a teacher and students. Ideally, people with good linguistic intelligence usually very easy to accept what is heard, listen, speak to the interlocutor well, and are skilled in conveying arguments in written form. But again, a person's linguistic intelligence is at a different stage of development (Nur Tanfidiyah & Ferdian Utama, 2019).

Linguistic intelligence also teaches how to express words, express a sentence, and convince others of the expression conveyed (Aldalalah, 2021). There are no students who do not develop their linguistic intelligence because the teacher can help them by using the appropriate strategy according to their stage of development. It is just some linguistically intelligent children may not have the same logical intelligence as others (Joshi, 2020). Early childhood linguistic intelligence is important because it can teach kids to talk, communicate, and express their opinions to a specific interlocutor (Wulansari & Asmaroini, 2018). This linguistic intelligence greatly affects a child's interaction both orally and in writing (Kurniaman et al., 2020). By developing a child's linguistic intelligence, a teacher will also prepare media or methods that are in accordance with their goals that can increase the child's own language vocabulary (Hasanudin et al., 2018). In addition to helping children develop their language skills through the use of media, teachers can also help students advance their cognitive abilities (Tebe et al., 2019). Preparing more vocabulary during kindergarten, it also facilitates the child's continued language development as he moves on to the following grade level (Khalaf, 2021). Based on Permendikbud No. 137 of 2014 in the Standard for the Level of Achievement of Child Development aged 5-6 years states that linguistic intelligence includes aspects of language development or linguistic intelligence whose contents are: answering a more precise question, being able to communicate, having the vocabulary, and recognizing symbols for school preparation (Zulfitria & Fadhila, 2021).

Applying pop-up book media in developing children's linguistic intelligence is relevant to several previous research results. Pop-up book media is feasible and effective to be developed and applied as a material for learning for both early childhood and secondary schools, and can improve children's learning outcomes, improve aspects of children's development of the pop-up book media used, as well as the ability and mastery of teachers in applying pop-up book media greatly support success in developing children's linguistic intelligence (Nisa, 2020), (Hidayah, 2020), (Kusumaningrum & Wahyono, 2019), (Alviolita & Huda, 2019), (Ulfa & Nasryah, 2020). In the relevant research mentioned above and in terms of developing children's linguistic intelligence, the researcher used the Transformation type pop-up book media which was arranged based on small pieces forming a vertical. The ones on the pages of the book, if opened sideways or upwards, will form a three-dimensional shape. The purpose of applying this media for researchers is expected to be able to develop children's linguistic intelligence. From the results of observations made in Kindergarten Pratama, Tirtayasa, Sukabumi, and Bandar Lampung, it can be seen that children have difficulty understanding the media in front of them, children still have difficulty expressing and retelling what has been explained, and children get bored quickly when learning is carried out, children's vocabulary is still small, and children still have difficulty conveying something they want both to their peers and to the teacher. This proves that the child's linguistic intelligence has not developed properly. Therefore the importance of media that can

support the child's language development process. From the problems above, the researchers researched to help children's linguistic intelligence with pop-up book media in Primary Kindergarten, Tirtayasa, Sukabumi, Bandar Lampung.

2. METHODS

The purpose of this study, which employs a qualitative descriptive approach, is to learn whether or not pop-up books which feature images and content from the story but whose background has been altered to make it more visually appealing and relevant to the needs of the child. It can aid in the development of the latter's linguistic intelligence. Interviews, direct observation, and careful note-taking are all part of the data collection process. Class B teachers at Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung, were the intended interviewees. Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung was the location where researchers photographed students engaged in various learning activities and collected supplementary materials. At Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung, 20 students from class B (aged 5-6 years) participated in this study. This study aims to determine the efficacy of using pop-up books to foster linguistic intelligence in pre-schoolers between the ages of five and six at Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lalang, Indonesia. The study begins with formulating a research question, followed by selecting and implementing relevant data sources, data collection, analysis, reduction, presentation, and conclusion/data verification. What follows is a brief summary of each section of this investigation.

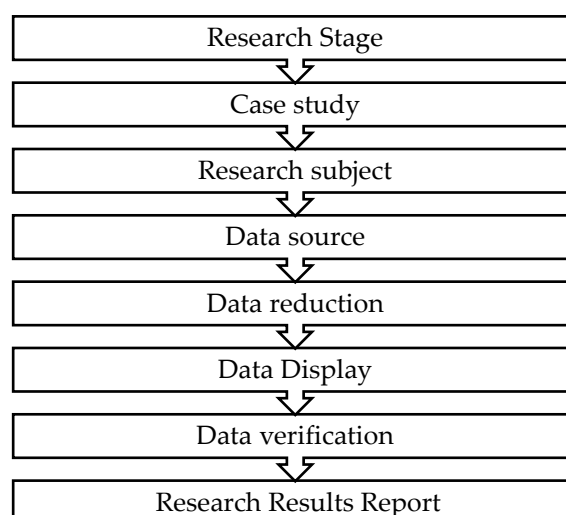


Figure 1. Research Stages

3. FINDINGS AND DISCUSSION

3.1 Developing Children Linguistic Intelligence in Kindergarten

Researcher interviews at Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung revealed that the pop-up book medium was used there, albeit on a weekly basis. Then the researchers also made observations and collected theories about pop-up book media as a learning activity tool. In this study, the researchers found that the learning media that was carried out at Pratama Kindergarten, Tirtayasa, Sukabumi, Bandar Lampung could develop children's linguistic intelligence. The process of developing children's linguistic intelligence is done by providing learning to children using storytelling methods and media that can help the linguistic intelligence process develop with pop-up book media. The media is done by telling stories to children, repeating the stories told, and asking questions about the themes to be discussed.

The application of the pop-up book in developing linguistic intelligence is carried out in several stages, including the planning, implementation, and final assessment steps.

3.1.1 Planning

Planning in this lesson is detailed and structured by setting themes, methods, media, and teaching materials that will be delivered to students. Activities in this learning process consist of three stages, namely initial or opening activities, core activities, and closing activities. And finally, the teacher evaluates or assesses students (Fitri, 2017). Therefore, it is necessary to take steps to implement pop-up book media. In the planning process, the first step is taken every day to achieve the expected goals, namely designing or compiling an implementation plan in learning, Daily Learning Implementation Plan, which is adjusted to the theme that will be discussed.

3.1.2 Implementing

Early on in the process of integrating pop-up books into the classroom's storytelling repertoire, the teacher would read the pop-up book's title aloud and then describe its contents. The instructor also provides a model for pronouncing the pop-up book's sentences. The teacher then hands the child a sheet of paper and directs them to recount what was said, expecting the youngster to use the paper to record the five words he or she learned. After finishing an activity, students are given free time to relax, wash their hands, and eat their packed lunches before returning to class.

3.1.3 Evaluating

At this point, the educator is called upon to make more frequent determinations regarding an evaluation of the students' language intelligence activities. This exercise makes it much easier for the educator to evaluate each student's progress at the end of each class and keep track of it academically. Many children gain linguistic intelligence through pop-up book media; for instance, when the teacher informs the pop-up book media whose theme is transportation with sub-themes, the children gain new vocabulary. Children have no trouble naming cars, motorbikes, bicycles, and any other land-based mode of mobility. Counting the number of cars and bikes in a pop-up media book is only one example of how youngsters can learn to recognise and use symbols. The child can record his thoughts on the narrative the teacher told him using a pop-up book. In addition, when using a pop-up book, students are able to confidently and accurately retell the story without fear of ridicule or scepticism. If there are wheeled buses, the youngster can describe how many are there, where they stop, and the purpose of the assignment.

The pop-up book is a great tool for education, especially when it is tailored to the topic at hand. Pop-up books are a form of educational media that can improve a child's language or linguistic intelligence by keeping them engaged, joyful, and focused throughout the learning process. Researcher indicates that pop-up books that adhere to the Child Development Achievement Level Standards in Permendikbud No. 137 of 2014 are effective in fostering linguistic intelligence. This photo was taken at Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung, Indonesia, during an activity designed to foster linguistic intelligence through the medium of pop-up books.



Figure 2. Transport theme pop-up book



Figure 3. The teacher instructs the children to write 5 words



Figure 4. The teacher asks questions to the children

Activities like those listed above demonstrate how pop-up books can be used to foster children's language learning. Using pop-up books is only one way to help kids develop the language intelligence they need to become articulate speakers and writers. Children's linguistic intelligence is the language they'll use every day in conversations while sharing ideas, and when seeking information from others. The environment also has a significant role in shaping children's linguistic abilities. Teachers aren't the only ones responsible for expanding kids' vocabularies; parents do too, by teaching them how to string together words into sentences to express their needs. He has exceptional linguistic intelligence, particularly in terms of recognising different types of words; this allows him to take in what he hears, process it, and then articulate it in his own words. When a kid reaches this level of intelligence, he or she is still in the pre-operational stage of development, at which point he or she is still egocentric in speaking and prefers to talk to oneself when engaged in a game, but by the time he or she reaches kindergarten, he or she will begin to use the words he or she has acquired to ask questions. Educators who use pop-up books can make this a reality, particularly in the area of linguistic intelligence.

3.2 The Effectiveness of Pop-Up Book Media in Developing Children's Linguistic Intelligence

Linguistic intelligence needs to evolve alongside the times and in tandem with the advancement of science and technology. For teachers to be effective in the classroom, they need to be well-versed in a variety of instructional strategies, including, but not limited to, a variety of models, methods, and even innovative learning media (Mujiono et al., 2019). Pop-up books are one of the new forms of educational media that have been shown to increase children's linguistic ability. If you want your child

to feel that he has a strong love for learning, is driven, and creative in studying, then using pop-up books as a media in his educational pursuits is a great idea. It would be a shame if students didn't participate in learning activities given the high level of interest that exists in pupils who feel interested and also happy with the media that the teacher has supplied. Teachers should expect the most effective outcomes from their learning activities if they inspire their pupils to actively answer the predetermined questions. Therefore, educators should be courageous to try new things in the classroom and embrace change.

According to the study's findings, teachers at Pratama Kindergarten in Tirtayasa, Sukabumi, Bandar Lampung use pop-up books to condition their students' attitudes towards learning and to foster their linguistic intelligence. The process begins with the teacher preparing the RPPH in accordance with the activities, conditions, and goals to be achieved. Children are encouraged to experiment with pop-up books, designed to give the illusion of depth, to enhance their language intelligence. The book is meant to pique kids' interest in the 3D forms they'll find on the next page, with the hope that this would fuel their enthusiasm for learning.

Using data from the aforementioned studies, the author argues that using pop-up books at Tirtayasa Sukabumi Bandar Lampung Elementary Kindergarten can help students learn language skills. Pop-up book media can also help kids learn the language, but they have a far larger impact since they are more engaging and interactive. Children can correctly pronounce words, recount stories, and answer teacher questions; this has been thoroughly examined in accordance with regulation no. 137 of 2014 issued by the Ministry of Education and Culture. Writing words from the subject on a blank sheet given by the teacher is a great way for kids to practise their fine motor and cognitive abilities while also keeping track of how many topics are covered in class.

4. CONCLUSION

There are three learning techniques for developing children's linguistic intelligence through the use of pop-up book media: a pre-learning stage, a learning stage, and a post-learning assessment. The aforementioned steps can be taken sequentially, with the instructor preparing themes to be studied according to daily implementation, as well as preparing activities that will be carried out by children to build their language intelligence, and then evaluating the effectiveness of these steps. Learning occurs in a logical progression through its stages, fulfilling instructor and student expectations along the way. Since the sample size and geographic scope of this study are both inadequate for drawing broad conclusions, the research cannot be considered conclusive. More people and a larger area should be used in future studies to facilitate accurate results.

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