

ABSTRACT

Damayanti, Yrmina. 2026. Development of a Javanese Culture–Based Interactive Pop-Up Book to Improve First Grade Elementary Students’ Motivation and Reading-Writing Literacy Skills. Thesis. Yogyakarta: Master’s Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Sanata Dharma.

This study aims to develop a Javanese culture–based interactive pop-up book to enhance first grade elementary students’ learning motivation and reading-writing literacy skills. The development of this product was grounded in students’ needs for learning experiences that are varied, concrete-operational, enjoyable, and aligned with the characteristics of children’s literature. On the other hand, teachers require instructional media that can stimulate critical and creative thinking, enrich learning stimuli, encourage collaboration, and strengthen students’ literacy skills. The resulting book integrates Javanese culture–based stories with three-dimensional (pop-up) features and beginning reading and writing activities, thereby providing a more interactive, contextual, and meaningful learning experience compared to conventional one-way books.

This research employed a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate. The Analyze stage identified students’ and teachers’ needs and examined the existing literacy learning conditions in the classroom. The Design stage involved planning the Javanese culture–based story content, pop-up design, and integrated reading and writing literacy activities. The Develop stage focused on product creation and expert validation to assess the appropriateness of content, language, and visual presentation. The revised product was then implemented in a limited trial involving 15 first grade students. The Evaluate stage assessed the product’s effectiveness through statistical analysis and learning reflection.

The expert validation results showed a mean score of 3.05 categorized as “Good,” indicating that the product is feasible for use. The effectiveness test revealed a significant improvement between the pretest ($M = 72.33$) and posttest ($M = 86.33$) scores, with t -test results showing $p < 0.05$, indicating that the implementation of the book significantly improved students’ motivation and literacy skills. The effect size was categorized as large ($r = 0.911$ or 83%), with an N-Gain score of 54.66% in the moderate category. Therefore, the Javanese culture–based interactive pop-up book is proven to be an effective literacy learning medium for first grade elementary students.

Keywords: *interactive pop-up book, Javanese culture, learning motivation, reading and writing literacy skills, first grade elementary students.*

ABSTRAK

Damayanti, Yrmina. 2026. Pengembangan Buku Pop-Up Interaktif Berbasis Budaya Jawa untuk Meningkatkan Motivasi dan Keterampilan Literasi Membaca dan Menulis Siswa Kelas I SD. *Tesis*. Yogyakarta: MPBInd, FKIP, Universitas Sanata Dharma

Penelitian ini bertujuan untuk mengembangkan buku pop-up interaktif berbasis budaya Jawa untuk meningkatkan motivasi dan keterampilan literasi membaca dan menulis siswa kelas I Sekolah Dasar. Pengembangan produk dilatarbelakangi oleh kebutuhan siswa akan pembelajaran yang kaya variasi, bersifat operasional konkret, menyenangkan, dan sesuai dengan karakteristik sastra anak. Pada sisi lain guru membutuhkan media pembelajaran yang mampu menstimulasi berpikir kritis dan kreatif, memperkaya stimulus belajar, mendorong kolaborasi, serta menguatkan keterampilan literasi membaca dan menulis. Buku yang dihasilkan memadukan unsur cerita berbasis budaya Jawa dengan tampilan tiga dimensi (pop-up) serta aktivitas membaca dan menulis permulaan, sehingga menghadirkan pengalaman belajar yang lebih interaktif, kontekstual, dan bermakna dibandingkan buku konvensional yang cenderung satu arah.

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi lima tahap, yaitu *Analyze*, *Design*, *Develop*, *Implement*, dan *Evaluate*. Tahap *Analyze* dilakukan untuk mengidentifikasi kebutuhan siswa dan guru serta menganalisis kondisi pembelajaran literasi di kelas. Tahap *Design* mencakup perancangan isi cerita berbasis budaya Jawa, desain pop-up, serta aktivitas literasi membaca dan menulis yang terintegrasi. Tahap *Develop* berfokus pada pembuatan produk dan validasi oleh para ahli untuk menilai kelayakan isi, bahasa, dan tampilan. Produk yang telah direvisi kemudian diujicobakan secara terbatas kepada 15 siswa kelas I pada tahap *Implement*. Tahap *Evaluate* dilakukan untuk menilai efektivitas produk berdasarkan hasil uji statistik dan refleksi pembelajaran.

Hasil validasi oleh para ahli menunjukkan rerata skor 3,05 dengan kategori “Baik”, sehingga produk dinyatakan layak digunakan. Uji efektivitas menunjukkan adanya peningkatan signifikan antara nilai *pretest* ($M = 72,33$) dan *posttest* ($M = 86,33$) dengan hasil uji t menunjukkan $p < 0,05$, sehingga terdapat pengaruh penerapan buku terhadap peningkatan motivasi dan keterampilan literasi siswa. Besar pengaruh termasuk kategori efek besar ($r = 0,911$ atau 83%), dengan nilai N-Gain sebesar 54,66% dalam kategori sedang. Dengan demikian, buku pop-up interaktif berbasis budaya Jawa terbukti efektif sebagai media pembelajaran literasi di kelas I SD.

Kata Kunci: buku pop-up interaktif, budaya Jawa, motivasi belajar, keterampilan literasi membaca dan menulis, siswa kelas I SD