Introduction To The Solar System For Children Through Pop Up Book Media

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ABSTRACT
One of the items that might help youngsters improve their cognitive talents is early exposure to the solar system. They will be familiar with the moon, the sun, and numerous other planets besides the Earth. The introduction of the solar system would help encourage youngsters to be thankful for Allah Subhanahu wa Ta'ala's magnificence. The introduction of the solar system as something new that cannot be seen directly necessitates the introduction of a more appealing learning medium for youngsters. Research on learning media uses research and development, which adheres to Borg and Gall's theory but only at seven of the ten phases that it should. A pop-up book was created as a learning medium to introduce the solar system, *The Pop-Up Book* is a highly viable option for introducing the solar system to youngsters in order to fulfill the goal of cognitive development through science play activities
KEYWORDS
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INTRODUCTION

Cognitive development is a component of the development of children's fundamental abilities that is planned by the teacher to increase children's abilities and creativity based on their developmental stage (Suyadi & Dahlia, 2014). Children have different requirements than adults, which necessitates a distinct learning approach. Children's intellectual (cognitive) development, according to Jean Piaget, is the outcome of their interactions with their environment (Nadlifah, 2019), hence children must be exposed to their surroundings.

Generally, young children are drawn to items or activities that are imaginative, especially if the content is connected to strange objects such as nature, which has many fantastic and exciting things to learn.

Science is an aspect of knowledge that can disclose the existence and secrets of the universe. Early childhood science learning is organized around several topics, one

of which is the solar system. The solar system theme relates to KI-KD cognitive development programs for children aged 5–6 years, which include content. 2.2: behaving in a way that indicates a curious and materialistic mentality 3.8: become acquainted with the natural environment (animals, plants, weather, soil, water, rocks, sun, moon, and so on). To actualize a child's interest as a learning objective in cognitive development, the topic of the solar system will motivate children to pay close attention and learn more about it, resulting in excitement and new information for them. Themes will give multiple chances for children to document and reflect on what they learn (Asmawati, 2014), allowing them to acquire the intended information and abilities more easily.

Children's science knowledge is defined as a comprehension of scientific principles and their application in daily life (Samatowa, 2018). Learning science is intimately tied to scientific reality and events that exist and have occurred in the past. The most fundamental purpose of scientific education is to educate people who can use some of their core elements to solve issues. The scientific learning development program, according to Sumaji, strives to increase students' comprehension, curiosity, and respect for the planet as their home. (Samatowa, 2018).

It is crucial for students to learn about the solar system since it contains the earth, which is the home of all living creatures. Children in the solar system often only know the sun during the day, the moon at night, and the earth they tread, with no knowledge of the many other magnificent worlds besides Earth. As a result, an introduction to the solar system for early children will give them fresh information and experience, as well as nurture their interest in the advancement of science study.

Before moving on to the study stage, preliminary observations were done at numerous kindergarten and RA institutions to identify the extent to which the child's condition was in learning, particularly in science. Among the items discovered were: 1) the teacher's lack of imagination in imparting information about the cosmos and solar system; 2) Children's cognitive learning processes are hampered by a lack of media development; and 3) Children's cognitive learning processes are hampered by a lack of media development.

According to early reports, the scientific learning process that frequently occurs still employs the lecture technique, which might make youngsters feel bored since they merely listen without being directly involved in learning activities. Learning should be done in a pleasant and fascinating way, using interesting material.

The improvement of learning media employed by a teacher in the content being taught has a significant impact on the activity and success of children's learning. Teachers can utilize learning media to assist the learning process and achieve educational goals in a pleasant way if the media attracts children's attention and increases their activity. Early childhood learning media should have numerous aspects, such as beauty and meaningfulness. So, in addition to capturing children's attention aesthetically, these media may also have significance and advantages in terms of assisting the learning process and mastering learning information.

Pop-up book media is one type of learning medium that is appealing to early childhood learners. The use of pop-up book media to present the solar system to children is believed to raise children's learning attention and add new information in accordance with the STPPA's aims.

Some of the issues ahead served as the initial impetus for establishing the following research objectives: 1) Explain the development of pop-up book media on solar

system material to expand the scientific knowledge of 5–6-year-old children; and 2) Determine the eligibility of pop-up book media on solar system material to increase the scientific knowledge of 5–6-year-old children.

The research is believed to be able to: 1) contribute scientific understanding to cognitive development through science learning activities by defining the goals ahead of time. 2) Increase creativity in inventing and discovering new learning tools that can pique children's interest and make learning simpler for them. 3) Involve youngsters actively in scientific study to help them perceive things more clearly, particularly about the solar system.

Learning media will work extremely effectively if utilized appropriately and in accordance with the kid's features. According to Fadlilah, if the media is not used appropriately and an error happens in picking the media, the teacher's teachings will not be transmitted to pupils adequately. (Muhammad Fadlillah, 2014). The use of pop-up books as a learning medium to introduce youngsters to the solar system is predicted to enhance their cognitive development and improve their creative capacity.

METHOD

This is research and development (R&D). Research and development research is to uncover new models or ways to enhance product quality through sample trials, and if the findings are favorable, they are subjected to large-scale manufacturing. (8) (Dimyati, 2014).

This development research was utilized to create pop-up book learning media, the efficiency of which was assessed in groups of 5–6-year-old children in an effort to boost children's scientific understanding of the solar system. The subject of this project is a pop-up book learning medium, the viability of which will be investigated in order to increase children's cognitive capacities. The problem to be researched is the purpose of this study, which is to increase children's scientific abilities regarding the solar system using pop-up book learning mediums for children aged 5–6 years.

The development technique in this study is based on Borg and Gall's idea. The study and development of Borg and Gall are divided into 10 stages (Sugiyono, 2013). The following diagram depicts the 10 stages: Potential and problems, Data Collection, product design, design validation, design revision, product trials, product revision, usage trial, product revision, and mass production.

Researchers simplify and limit it to seven stages, without trial use (sufficient in product trials) and mass production, to minimize costs.

RESEARCH RESULTS AND ANALYSIS

Product Design

Based on the potential and problems, as well as the data collection that has been done, the researchers designed a *pop-up book learning media product* to increase children's scientific knowledge. Through *pop-up books*, researchers want to introduce children to the composition of the solar system, namely the planets and other celestial bodies. *Pop-up books* are made of picture paper, which is then formed into a book that, when opened, appears as a colorful three-dimensional image depicting planets and celestial bodies that are attractive to children. *A pop-up book* as a learning medium is expected to improve children's cognitive knowledge of science about the solar system. Creating *pop-up books* This was designed and compiled directly by the researcher.

Design Validation

After making learning media *pop up book* about the solar system, then the product is validated by several experts, namely: media experts and material experts.

The following is a Likert scale that is used as a score in each validation questionnaire :

Table 1. Likert Scale

No	Quantitative Analysis	Score
1	Completely agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The responses strongly agree, agree, disagree, and strongly disagree are scored from 1 to 4, describing a very negative stance to a very positive position. In this study, the degree of scale is measured using intervals. The following table (Arikunto & Suhardjono, 2017) shows how to convert scores into the criteria for this assessment:

Table 2. Eligibility Criteria

Percentage Score	Interpretation
p>80%	Very Eligible
61%<P≤80%	Eligible
41%<P≤60%	Fair enough
20%<P≤40%	Less feasible
P≤20%	Very less feasible

The pop up book trial for science learning for children aged 5-6 years obtaining a percentage of > 80%. and categorized as "Very Eligible" .

The product validation by experts is as follows:

Media Expert Validation, in the fields of physical, product aesthetics, and usage, with the following aspects: 1) The material used in pop-up book learning media's durability; 2) The material used in pop-up book learning media's safety; 3) The appealing design of the pop-up book; 4) The clarity of the topic and title on the pop-up book's cover, 5) The hue corresponds to the image used, 6) Creativity in constructing pop-up books, 7) The typeface used is plainly visible. 8) The text size corresponds to the image on the pop-up book. 9) Adequacy of the media, namely non-violence of standards, hate speech, and pornography 10) Media may help youngsters learn more easily, and 11) Media practicality (simple to store and transfer)

Based on the assessment of the 11 prepared statements, only one got a score of 3, namely "Compatibility of the size of the writing with the picture on the *pop up book*

", while the other 10 statements got a score of 4. Out of the 11 statements, the total score obtained was 43 .

To find out the percentage of indicator achievement (Very Eligible / Ineligible category) then use the following percentage formula:

$$x = \frac{total\ score}{max\ score} x100$$

$$x = \frac{43}{44} x100\%$$

$$x = 97{,}7\%$$

The percentage obtained from the assessment of media experts is 97.7% or category This shows that the *learning media is pop up book* "Very Eligible" to be used as learning media to increase children's scientific knowledge about the solar system.

Material Expert Validation . There are several components that are validated by material experts, namely: 1) Appropriateness of content with STPPA in the field of cognitive children aged 5–6 years; 2) Appropriateness of material with core competencies and fundamental skills 3) Assisting in the seamless operation of teaching and learning activities and making learning easier for youngsters 4) Material appropriateness using a scientific method (observing, inquiring, acquiring facts, associating, sharing) 5) Material presentation can boost children's cognitive ability. 6) Science learning information in pop-up book media is relevant to children's everyday knowledge. 7) Compatibility of 3-dimensional solar system pictures with instructional materials, 8) Media content can stimulate children's activity and inventiveness. 9) Material presentation can stimulate children's learning interests and curiosity. 10) Material connectivity on each sheet of the pop-up book shown 11) The topic is given in straightforward, clear, decent, and proper language. 12) Appropriateness of the material, i.e., not breaking standards, hate speech, or pornography

Based on the validation results, it can be seen that of the 12 prepared statements, only one gets a score of 3, namely "Material suitability with a scientific approach (observing, asking, gathering information, associating, communicating)," while the other 11 statements get a score of 4. Of the 12 statements, the total score obtained is 47.

To find out the percentage of indicator achievement (very eligible or ineligible category), use the following percentage formula:

$$x = \frac{total\ score}{max\ score} x100$$

$$x = \frac{47}{48} x100\%$$

$$x = 97{,}9\%$$

The percentage obtained from the assessment of material experts is 97.9%, or the "Very Eligible" category. This shows that the learning media *pop-up book is "very eligible" to be used as* a learning medium to increase children's scientific knowledge about the solar system.

Design Revision

After the product evaluation was carried out by expert validators, the validator's ideas were utilized as feedback for improving the product design from media and material perspectives. The updated results can be interpreted as follows: The

findings of the media experts' revision were color enhancements on the pop-up book, as follows: 1) The sun picture, which was initially orange, was replaced with a color more usually seen by children, namely yellow; and 2) The formerly sharp corner of the book was blunted or curved so that it could be handled safely by children.

The revisions from the material expert were in the form of an improvement in writing the wrong word and the addition of a little material on the pop-up book sheet "Earth."

Product Trials

Product trials were carried out on RA Ibrahimy Sukorejo Situbondo teachers and small groups of children aged 5–6 years. The involvement of *the* teacher in the assessment *of the pop-up book* This is because the teacher is a potential user and implementer of learning.

The following are the teacher's assessment markers for the products created: 1) The graphics in the book give learning opportunities for children's science knowledge. The book provides learning opportunities for children's science knowledge. The book provides learning opportunities for children's science knowledge. 3) The images in this flannel book are relevant to everyday life; 4) It is appropriate for children's cognitive development. 5) The three-dimensional visuals are clear; 6) The forms of the solar system items utilized are plainly apparent; 7) The cover complements the material's content; and 8) The colors chosen are appealing.

Of the eight indicators, only one gets a score of 3, while the other seven statements get a score of 4. Of the 8 indicators, the total score obtained is 31.

To find out the percentage of indicator achievement (very eligible or ineligible category), use the following percentage formula:

$$x = \frac{total\ score}{max\ score} x100$$

x=31/32 x100%

$$x = 96{,}8\%$$

The proportion acquired through material specialists' evaluation is 96.8%, or the "Very Eligible" category. This demonstrates that the learning media pop-up book is "very eligible" for use as a learning medium to improve children's scientific understanding of the solar system.

The following product study was conducted with a group of children aged 5–6 years. They employed an observation sheet instead of a questionnaire in the small group trials to validate media experts, materials, and teacher assessments.

Checklist observation is one of the observation strategies used to collect data in the form of a list, including the factors and subjects observed by the observer, with the observer just providing check marks. Because the observed behavior has been highly observed, indicators are determined in advance to have a high degree of selectivity (Ardy Wiyani Novan, 2014). The observation sheet includes a number of assessment indicators to help establish the viability of pop-up book media in developing children's scientific understanding of the solar system.

Based on the results of observations during the trial of pop-up book products, children look enthusiastic and excited to learn new things in pop-up book media that are solar system themed. Children actively participate in learning activities

with researchers. They are extremely curious about solar system stuff, as seen by their active participation in asking and responding to researcher questions. A media pop-up book helps children learn about the solar system by allowing them to learn the names of planets, the forms of planets, and other celestial objects found in the solar system. Children can also relate their facts and experiences to the material in pop-up book media themed on the solar system, such as the differences between day and night, the earth as the planet they inhabit, and evidence of God's greatness in creating the solar system or universe, for which we should be grateful.

The indicators in *the observation sheet are as* follows: 1) Children can tell the difference between day and night; 2) Children can identify the planet they live on; and 3) Children can count the number of photographs of planets in the pop-up book learning medium. 4) The kid can recall the names of at least three heavenly bodies from the pop-up book learning medium. 5) The youngster can point to the smallest and largest planet illustrations. 6) Using the features stated by the instructor, the youngster can estimate the name of the heavenly body. 7) Children can match drawings of planets to the layout of the solar system. 8) Children understand that planets and objects were created by God.

From the results of the observations made, three children achieved 8 indicators, one child achieved 7 indicators, and one child achieved 6 indicators. The indicators that were not achieved by the 2 children were the 4th and 6th indicators, namely "Children are able to remember the names of celestial objects in the learning media *pop-up book* at least 3 times" and "Children are able to guess the names of celestial bodies with the characteristics mentioned by the teacher".

To find out the percentage of indicator achievement (very eligible or ineligible category), use the following percentage formula:

$$\mathrm{x} = \frac{total\ score}{max\ score} x100$$

$$\frac{37}{40} x100\%$$

$$x = 92{,}5\%$$

The child indicator achieved 92.5%, putting it in the "Very Eligible" category. This demonstrates that the learning media pop-up book is "very eligible" for use as a learning medium for increasing children's scientific understanding of the solar system (cognitive development). According to Emzir, product changes are required if flaws and inadequacies are discovered during the product development trial run. (Emzir, 2011). With a percentage of more than 80% and a highly practical category, there is no need to change the product, and research is terminated without mass production at this point.

DISCUSSION

A pop-up book is a book with an image display that can be supported and generates attractive things that can move or produce stunning effects (Krisna, 2018). Pop-up book: this comes from the English phrase "popping out." Pop-up books are books with moveable pieces or three-dimensional aspects that create a more engaging tale visualization by presenting graphics that move when the pages are opened.

In this study, pop-up book learning media were used to help children aged 5–6 years learn about the solar system so that they might add to the notion of children's knowledge about their natural surroundings, excite their curiosity, and build their cognition.

According to Piaget, kindergarten-age children are in the pre-operational and concrete operational phases of development. Children's science activities should include the following criteria: cause-and-effect relationships are seen directly; allow children to explore; allow children to construct their own knowledge; allow children to answer questions "what" rather than "why," and place more emphasis on process rather than product. Object exploration activities are more enjoyable for youngsters. The child has no idea what the outcome will be. As a result, instructors are not required to teach youngsters diverse scientific topics. Allow youngsters to spontaneously derive meaning from their interactions with diverse items. In other words, the process is more significant (Suyanto, 2008). Children have joy in indirectly researching and developing their own knowledge using pop-up books.

One of the principles of accelerated learning is that positive emotions greatly improve learning; that is, positive emotions really help improve the learning process, so that children's learning conditions that are fun and interesting will accelerate their acquisition of knowledge (Hariyanto, 2013). A pop-up book is a unique visual medium. Visual media, according to Fadlillah, exclusively depends on the sense of sight to ensure that children understand what they are learning (Muhammad Fadlillah, 2014). Children will focus their learning attention on appealing media and activities, accelerating mastery of the targeted learning goals.

Children's cognitive development, as it has been established in recent years, comprises learning and solving problems, thinking rationally, and thinking symbolically. STPPA's cognitive development in components of learning and problem solving for children aged 5–6 years includes: 1) exhibiting inquisitive and probing activities 2) Putting knowledge or expertise to use in a new situation 3) Demonstrate a creative approach to issue solutions (Ministry of Education and Culture, 2014). The instructor, as a facilitator, must be innovative in employing pop-up book media to enhance its purpose and motivate students in learning, problem solving, and logical thinking.

The selection of solar system material in the construction of preschool learning media is because it is critical to present solar system material to children in order for them to understand the magnificence of God. Allah demonstrates that there is no QS. Verses 4 of Al-Sajadah:

اللّٰهُ الَّذِيْ خَلَقَ السَّمٰوٰتِ وَالْاَرْضَ وَمَا بَيْنَهُمَا فِيْ سِتَّةِ اَيَّامٍ ثُمَّ اسْتَوٰى عَلَى الْعَرْشِۗ مَا لَكُمْ مِّنْ دُوْنِهٖ مِنْ وَّلِيٍّ وَّلَا شَفِيْعٍۗ اَفَلَا تَتَذَكَّرُوْنَ

Meaning: " *It is Allah who created the heavens and the earth and everything between them within six days, then he resided on the Throne. You all do not have a helper and intercessor apart from Him. Then have you not noticed* ?"

Children are crucial not only for learning about the solar system, but also for understanding the magnificence of Allah SWT as the creator of the solar system. The information is provided in an integrated manner in Islamic education in the design of the pop-up book, notably through imparting knowledge about Allah as the creator of the cosmos.

According to the features of infant development, recognition of God's creation as a conduit for understanding something abstract in a tangible way They can investigate God's numerous creations before the instructor links them to the creator.(Akbar Sa'dun, 2019)

Before being tested in learning activities with children, *the pop-up book* was first revised according to the suggestions of validators in the media field and experts so that it has better quality as a learning medium. The technical quality of a teaching material includes three things: simple and relevant language, communicative language, and physical design (Tabany, 2015). Media expert assessment results The validation carried out by media experts covers three aspects: physical, product aesthetics, and usage. From the assessment of the media expert validator, the average value is 3.90 with a percentage criterion of 97.7%, and the assessment category is "Very Eligible".

The results of the material expert's assessment In *the* validation carried out by material experts, there were 12 points regarding the media field in *the pop-up book material* that must be assessed. And the presentation of the results of the assessment gets an average value of 3.91 with the criteria for a feasibility percentage of 97.9% and the assessment category of "Very Eligible".

Product trials were conducted for children aged 5–6 years through RA Ibrahimy Sukorejo Banyuputih Situbondo teacher assessments and small group learning activities. The average score in the assessment given by the teacher, RA Ibrahimy Sukorejo Banyuputih Situbondo, was 3.87 with a percentage of 96.8%, and the evaluation category was "Very Decent."

While the study was done on a small sample of youngsters aged 5–6 years, the observation approach was employed. Researchers watched children's learning activities using assessment indicators to identify the accomplishment of indicators in each kid, resulting in the conclusion that the child's indicators were achieved at 92.5%, or the "Very Eligible" category.

According to Suharsimi Arikunto's eligibility criteria in the Research Management book, a proportion greater than 80% is classified as "very eligible"(Arikunto & Suhardjono, 2017). This demonstrates that the learning media for pop-up books is "very eligible" for use as learning media to boost children's scientific understanding of the solar system.

According to Kemp and Dayton, learning media for children can make the learning process more interesting, the quality of children's learning can be improved, and the learning process can occur anywhere and anytime (Muhammad Fadlillah, 2014). This was proven during the COVID-19 pandemic, when children remained enthusiastic about participating in learning activities using *pop-up book media* even though learning is not carried out in class.

The lack of reading interest among Indonesian students and society in general has a detrimental impact on educational quality (Hanani, 2013). To address these land issues, children must be encouraged to enjoy reading activities from an early age. The books or media utilized must be engaging and age-appropriate for the child in order for them to be encouraged to read. Motivation, as an inner component, generates and underpins direct learning activities (Ahmadi & Supriyono, 2020). Children will be directed to study the information in the book via engaging pop-up book media, making them active participants in the learning process. According to Jean Piaget's theory, knowledge is produced by the learner's activity, i.e., knowledge may be received through the learner's action(Fridani, 2018). Children learn not just from what is taught to them but also from their perceptions and actions. (Yusuf, 2018). Children learn to solve issues and think rationally about what they see and feel during their cognitive development. (Rahayu, 2013) Because of its qualities, the creation of pop-up book media is extremely suited to be used as a learning medium for early children.

CONCLUSIONS

Potential and issues, data collecting, product design, design validation, design revision, product trial, and product revision are the seven steps of developing pop-up book learning medium for expanding children's understanding of the solar system. specialists, especially media and material specialists, validate product design. The validation data are used to help revise the product. The teacher's evaluation generates material for refining the product at the final step during the product testing stage. To improve children's scientific knowledge of the solar system, product testing were conducted on groups of youngsters aged 5-6 years.

Pop-up book learning media can be seen from the percentage of validators' assessments, teacher assessments, and product trials. The material expert validator's assessment got a percentage of 97.9%, while the media expert validator's assessment got a percentage of 97.7%. The assessment of teacher responses got a percentage of 96.8%, and the assessment of product trials carried out in groups of children aged 5–6 years got a percentage of 92.5%. Based on the results of these percentages, pop-up book media is categorized as "very eligible" to be used as a learning medium to increase children's scientific knowledge about the solar system.

The category of generating pop-up book media on the solar system is supposed to improve children's scientific understanding in terms of processes, products, and scientific attitudes. Teachers can instill in their students an attitude of responsibility, curiosity, discipline, diligence, honesty, and openness to the opinions of others, so that children are touched not only cognitively but also affectively and can become scientists of noble character.

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