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Using Pop-Up Book Media to Enhance Reading Interest among Elementary School Students

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Abstract

Reading interest plays an important role in supporting students' literacy development and academic achievement, particularly at the elementary school level. However, the rapid advancement of digital technology has influenced students' learning habits, resulting in decreased interest in printed reading materials. Data from UNESCO indicate that Indonesia's literacy rate remains relatively low, while reports from We Are Social show that Indonesian children spend a significant amount of time using digital devices each day. Therefore, innovative and engaging instructional media are needed to increase students' reading interest. This study aims to analyze the implementation of Pop-Up Book media in improving the reading interest of fourth-grade students at SD Negeri 1 Rantepao. The study employed a mixed-methods approach involving 20 students. Data were collected through observation, interviews, tests, and documentation. The results showed a significant improvement in students' reading interest after the implementation of the Pop-Up Book media. The use of three-dimensional visual elements in Pop-Up Books successfully increased students' engagement and participation in reading activities. These findings suggest that Pop-Up Book media can serve as an effective and innovative instructional strategy to enhance students' reading interest, particularly in elementary school literacy learning contexts.

Keywords: Pop-Up Book media, reading interest, elementary school students, literacy learning, instructional media

INTRODUCTION

Reading is one of the most essential language skills and serves as a fundamental component of the learning process in schools. Through reading activities, students can acquire various types of information, broaden their knowledge, and develop critical and systematic thinking skills. Good reading skills are reflected in students' ability to recognize words, understand sentence meanings, and connect information from texts with their prior knowledge or experiences (Rahim, 2008). However, at the elementary school level, low reading interest may hinder the

development of students' reading and writing skills, which can ultimately affect their overall academic achievement.

The increasing use of interactive learning media in education provides opportunities for students to experience more engaging and meaningful learning processes. Nevertheless, reading activities in elementary schools are still frequently conducted using conventional reading materials that lack variety, which often reduces students' interest in reading. This condition can be observed through students' limited attention during reading

activities, their low level of active engagement in understanding reading materials, and the relatively low frequency of reading both inside and outside the classroom. In fact, elementary school students are in the concrete operational stage of cognitive development and therefore require visual and interactive learning media to support their understanding of learning materials more effectively.

Similar conditions were identified among fourth-grade students at SDN 1 Rantepao based on the researcher's preliminary observations. During Indonesian language reading lessons, several students showed limited attention toward the reading materials provided by the teacher. Students tended to read only when instructed and had not yet developed independent reading habits. In addition, students' participation in reading activities remained limited because the reading materials used were not sufficiently engaging to attract their interest. As a result, students' reading frequency remained low, and their comprehension of reading materials was not yet optimal.

These conditions indicate the need for more engaging instructional media that are appropriate for the developmental characteristics of elementary school students. One alternative instructional medium that can be utilized is the Pop-Up Book, which presents three-dimensional visual elements that provide more concrete and enjoyable reading experiences. The use of Pop-Up Book media is expected to increase students' attention, motivation, and active participation in reading activities.

Based on these problems, this study aims to examine the implementation of Pop-Up Book media to improve the reading interest of fourth-grade students at SDN 1 Rantepao. This research was conducted to investigate how the use of Pop-Up Book media can support the improvement of students' reading interest in Indonesian language learning at the elementary school level.

THEORETICAL FRAMEWORK

Definition of Instructional Media

Instructional media refer to all forms of tools or resources used by teachers to deliver learning messages and information to students. According to Arsyad (2020), instructional media are anything that can convey messages from teachers to students in ways that stimulate students' thoughts, feelings, attention, and interest in learning. Therefore, instructional media function as intermediaries in achieving learning objectives more effectively and efficiently.

Gerlach and Ely, as cited in Sadiman (2019), also state that media include anything that can be used to transmit messages in ways that stimulate students' thoughts, feelings, and attention toward learning activities. With the support of instructional media, the learning process does not rely solely on teachers' verbal explanations but also involves students' visual and kinesthetic learning experiences.

Furthermore, media are also defined as carriers of information or messages from a source to a receiver. When the message is intended to influence changes in learners' behavior, such media are referred to as instructional media (Walma, as cited in Rusli et al., 2017)

Definition of Pop-Up Book Media

According to Maryani (2022), a Pop-Up Book is a three-dimensional book-based instructional medium that presents images and text that appear when the pages are opened, creating interactive and engaging effects for students. This interactive visual

presentation helps attract students' attention and supports their participation during learning activities.

Similarly, Susanti and Wulandari (2022) state that Pop-Up Books represent a form of visual instructional media designed to improve elementary school students' reading interest due to their attractive appearance and ease of comprehension.

Therefore, Pop-Up Books can be understood as three-dimensional visual instructional media that provide enjoyable reading experiences and help motivate students to better understand reading materials.

Benefits of Pop-Up Book Media

According to Maryani (2022), the use of Pop-Up Book media can help students understand reading materials more effectively because the combination of engaging text and illustrations enables students to remain focused and motivated during reading activities.

Meanwhile, Ramadhan and Nasution (2023) argue that Pop-Up Books play an important role in increasing students' learning activity, strengthening memory retention, and fostering creativity in understanding learning materials.

In addition, Pop-Up Book media provide several educational benefits, including: 1) Increasing students' reading interest through engaging visual presentations; 2) Enhancing students' motivation and enjoyment during reading activities; 3) Facilitating students' comprehension of reading materials through three-dimensional illustrations; and 4) Promoting students' appreciation of local culture when integrated with regional stories, such as Toraja folklore

Reading Interest

Interest is a psychological factor that plays an important role in determining an individual's tendency to engage in a particular activity. Hurlock (2009) explains that interest is a strong source of motivation that encourages individuals to participate in learning activities. Similarly, Schunk (2012) states that interest emerges when individuals feel attracted to or willing to engage in a particular activity, which motivates them to become more deeply involved in that activity.

In the context of literacy development, reading activities cannot be carried out optimally without the presence of internal interest within the individual. Rahim (2008) defines reading interest as a strong desire accompanied by real efforts to engage in reading activities. This view is further supported by Darmono (2007), who states that reading interest refers to an individual's psychological tendency to voluntarily engage in reading activities.

Based on these perspectives, reading interest can be defined as a psychological drive that encourages individuals to feel attracted to, enjoy, and voluntarily participate in reading activities. Reading interest not only includes the aspect of enjoyment but also involves mental readiness and internal motivation to search for, select, and appreciate reading materials. Therefore, the higher an individual's reading interest, the greater the likelihood that they will engage in reading activities regularly and more deeply.

METHOD

Research Design and Sample

This study employed both quantitative and qualitative research instruments as part of a mixed-methods approach. Quantitative data were obtained through reading-interest tests in the form of pre-tests and post-tests, which were used to measure students'

levels of reading interest before and after the implementation of Pop-Up Book media in reading instruction. The pre-test was administered to identify students' initial levels of reading interest, while the post-test was conducted to examine changes in students' reading interest after the use of the Pop-Up Book media.

Meanwhile, qualitative data were collected from both primary and secondary sources. Primary data were obtained through classroom observations conducted during the learning process and interviews with the fourth-grade teacher. Secondary data were collected through documentation, including archives of learning activities, photographs of literacy activities, and supporting documents related to the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) at SDN 1 Rantepao.

Instruments and Data Collection

The research instruments used in this study consisted of both quantitative and qualitative instruments. Quantitative data were collected through reading-interest tests administered in the form of pre-tests and post-tests to determine students' levels of reading interest before and after the implementation of Pop-Up Book media in Indonesian language reading instruction. The pre-test was used to identify students' initial reading-interest levels, while the post-test was used to measure changes in students' reading interest after the application of Pop-Up Book media during the learning process.

Qualitative data were obtained from both primary and secondary sources. Primary data included interview results with the fourth-grade teacher and observations conducted throughout the learning activities. Secondary data consisted of supporting documents such as records of classroom learning activities, photographs of literacy activities, and documents related to the implementation of the School Literacy Movement (GLS) at SDN 1 Rantepao.

Research Procedure

The research procedure was conducted in several stages: the planning stage, the implementation stage, and the reporting stage. During the planning stage, the researcher conducted preliminary observations and prepared the required research instruments.

The implementation stage began with administering the reading-interest pre-test, followed by the application of Pop-Up Book media in Indonesian language reading instruction for fourth-grade students. The implementation stage concluded with administering the post-test to identify changes in students' reading interest after the use of the instructional media.

Throughout the learning process, the researcher also conducted observations, interviews, and documentation as supporting data for the study. The entire research process was carried out within a predetermined timeframe in accordance with the research schedule at SDN 1 Rantepao.

Data Analysis

Data analysis in this study was conducted using the interactive qualitative data analysis model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing. Quantitative data obtained from students' reading-interest pre-tests and post-tests were used as supporting data to examine changes in students' reading-interest levels before and after the implementation of Pop-Up Book media in Indonesian language reading instruction. The comparison between pre-test and post-test results was then described descriptively to strengthen the research findings.

Meanwhile, qualitative data obtained through observations, interviews, and documentation were analyzed systematically following the Miles and Huberman model. During the data reduction stage, the researcher selected and simplified data relevant to the focus of the study. In the data display stage, the classified information was organized systematically in descriptive form to facilitate understanding of the research findings. The final stage involved conclusion drawing and verification, which aimed to interpret the meaning of the analyzed data and provide a clear description of the influence of the implementation of Pop-Up Book media on students' reading interest.

To ensure the validity of the research data, the researcher applied source triangulation and technique triangulation by comparing data obtained from observations, interviews, documentation, and the results of the pre-tests and post-tests. This process ensured that the research findings were valid and reliable.

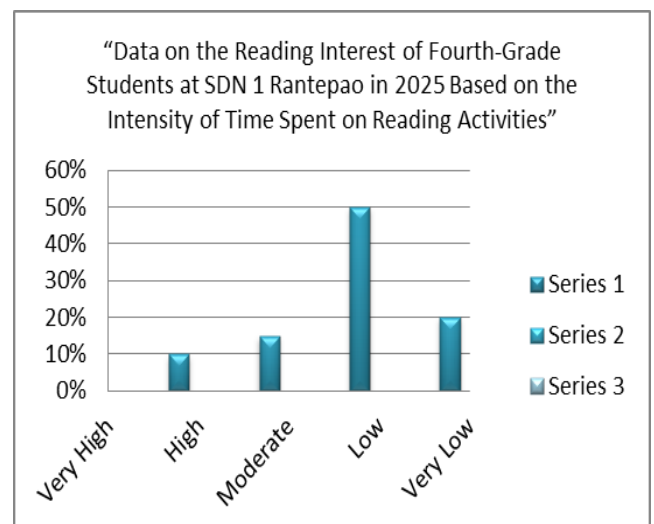
RESULTS AND DISCUSSION

RESULTS AND DISCUSSION

The research data were obtained through observations and interviews with several relevant sources, including the classroom teacher, the school librarian, and students. These data were further supported by questionnaire results completed by students regarding the intensity of their daily reading activities. Based on the overall findings, it was identified that the reading interest of fourth-grade students at SDN 1 Rantepao was still relatively low. This condition was reflected in students' reading habits, which were generally limited to classroom learning activities. Outside instructional hours, including during holidays, most students had not yet developed independent reading habits.

This condition is further illustrated through the distribution graph of students' reading-interest categories, which shows that the majority of students were classified in the low and very low reading-interest categories. Therefore, appropriate efforts are needed through the use of more engaging instructional media, such as Pop-Up Book media, to improve students' reading interest in accordance with their developmental characteristics at the elementary school level.

Figure 1 presents the distribution of reading-interest levels among fourth-grade students at SDN 1 Rantepao before the implementation of the Pop-Up Book media. The figure indicates that most students were categorized as having low and very low levels of reading interest.



Grafik 1. Reading Interest Categories of Fourth-Grade Students at SDN 1 Rantepao Before the Implementation of Pop-Up Book Media

Based on the data obtained, it was found that only 5% (1 student) were categorized as having very high reading interest, 10% (2 students) were categorized as high, 15% (3 students) were categorized as moderate, 50% (11 students) were categorized as low, and 20% (4 students) were categorized as very low, out of a total of 20 students. These findings were supported by the results of students' reading activity journals and questionnaires that had been completed by the students.

The reading activity journals indicated that students consistently allocated time outside instructional hours to read and record important information from the reading materials they studied. This condition was reflected through several indicators, including the number of reading materials completed, the regularity of time allocated for reading, and the frequency of reading activities performed by the students. In line with Dalman (2017), an individual's level of reading interest can be identified through several aspects, such as reading intensity, the amount of time spent reading, and the variety of reading sources utilized.

In addition to the questionnaire results used to determine students' reading-interest categories, the researcher also administered a pre-test to explore students' comprehension before the implementation of the digital folklore-based learning media. Since reading is one of the primary ways students obtain information, the pre-test results were used to examine students' initial levels of understanding. The following section presents the pre-test results of fourth-grade students at SDN 1 Rantepao.

Table 1. Pre-Test Scores of Fourth-Grade Students at SDN 1 Rantepao

NO.	NISN	NAME	SCORE	REMARKS
1	3155698588	ADTL	65	Not Passed
2	3159852456	ALF	55	Not Passed
3	3166884548	A P	55	Not Passed
4	3157190859	BPP	70	Not Passed
5	3150600840	CP	75	Passed
6	3154692806	CHP	60	Not Passed
7	3166824460	FFA	65	Not Passed
8	3156321456	FIR	55	Not Passed
9	3169574371	FAT	65	Not Passed
10	3167610526	GINP	70	Not Passed
11	3169187770	GRM	60	Not Passed
12	3152755370	HBPE	55	Not Passed
13	3156953616	HRMG	50	Not Passed
14	3165521763	VLLG	80	Pased
15	3159938161	MKW	70	Not Passed
16	3153784920	MBL	60	Not Passed
17	3155974875	MLA	55	Not Passed

18	3167858096	RPT	55	Not Passed
19	3158347706	SWPG	55	Not Passed
20	3160525420	SPMT	60	Not Passed

Results and Discussion (continued)

Based on the data presented, only 15% of students (3 out of 20 students) achieved the mastery category. This condition indicates that the literacy skills of fourth-grade students at SDN 1 Rantepao were still relatively low and closely related to their low level of reading interest. Low reading interest may influence students' reading ability because limited engagement in reading activities can restrict their capacity to understand reading materials effectively. In line with Rahim (2008), reading interest represents a strong internal motivation that encourages individuals to engage in continuous reading activities, which in turn influences their ability to comprehend information from texts. Furthermore, Dalman (2014) states that reading comprehension skills are strongly influenced by readers' active involvement in reading activities. Therefore, low reading interest may lead to students' limited ability to understand textual information optimally.

This finding is consistent with the view that one of the factors influencing students' low academic achievement is their low reading interest. Limited reading interest may restrict students' ability to obtain information and understand learning materials effectively (Rahim, 2008). To strengthen these findings, the researcher also conducted interviews with several stakeholders within the school environment at SDN 1 Rantepao, including the fourth-grade homeroom teacher.

Based on the interview results with the fourth-grade homeroom teacher, it was found that the school had implemented a 15-minute reading activity before the start of lessons as part of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) program. However, this activity had not yet fully succeeded in increasing students' reading interest because the available reading materials were still considered less engaging for students. The teacher also explained that some students tended to feel bored quickly when reading the textbooks used in class. In addition, based on communication with parents, it was revealed that at home some students spent more of their free time using digital devices rather than reading books.

These findings were further supported by interview results with the school librarian at SDN 1 Rantepao, who stated that although the School Literacy Movement (GLS) program had been implemented continuously, the level of library visits among fourth-grade students remained relatively low. Based on library visitation records, students had not yet developed independent reading habits outside classroom learning activities. This condition indicates that although literacy programs have been implemented, more innovative and engaging instructional strategies are still needed to improve students' reading interest.

Based on the results of observations, questionnaires, and interviews conducted in this study, it can be concluded that the reading interest of fourth-grade students at SDN 1 Rantepao remained relatively low. This low level of reading interest also contributed to students' limited exposure to information obtained through reading activities. Therefore, appropriate efforts are needed through the use of more engaging instructional media that are suitable for the developmental characteristics of elementary school students.

As one alternative solution, the researcher implemented the use of Pop-Up Book media in reading activities. Pop-Up Book media were selected because their three-dimensional visual presentation can help increase students' attention and engagement during reading activities. The use of visual and interactive instructional media is expected to foster students' reading interest and help them understand reading materials more easily and enjoyably. Increasing students' reading interest is essential because reading activities play a significant role in developing thinking skills, broadening knowledge, and supporting students' long-term academic success (Dalman, 2014).

After the implementation of Pop-Up Book media in reading instruction for approximately one month, positive changes in students' reading interest were observed. Based on interview results with the classroom teacher and the school librarian, supported by students' reading activity journals, students' reading interest showed a considerable improvement. Students began to demonstrate greater enthusiasm for reading activities both during classroom instruction and outside instructional hours. In addition, students gradually became more accustomed to utilizing various reading resources available at school to expand their knowledge.

The improvement in students' reading interest is further presented in the following data:

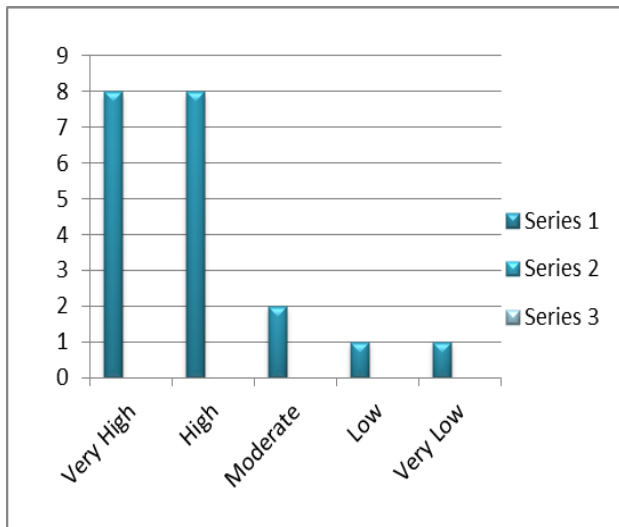


Figure 2. Reading Interest Categories of Fourth-Grade Students at SDN 1 Rantepao After the Implementation of Pop-Up Book Media

The data presented in Figure 2 indicate a significant improvement in the reading interest of fourth-grade students at SDN 1 Rantepao after the implementation of Pop-Up Book media in reading instruction. Based on the initial data, only 1 student (5%) was categorized as having very high reading interest, while 2 students (10%) were categorized as high. However, after the implementation of the Pop-Up Book media, the number of students in the very high category increased to 8 students (40%), and the number of students in the high category also increased to 8 students (40%). Meanwhile, 4 students (20%) were categorized as having moderate reading interest out of a total of 20 students. This improvement indicates that the use of engaging and visually interactive instructional media can enhance students' attention and participation in reading activities.

The improvement in students' reading interest was further supported by the results of the post-test, which showed better performance compared to the previous pre-test results. These

findings suggest that the use of varied instructional media that are appropriate for the developmental characteristics of elementary school students can have a positive impact on students' reading interest. Engaging instructional media can help students focus more effectively on understanding reading materials and gradually develop consistent reading habits. In line with Dalman (2014), the appropriate use of instructional media in reading activities can increase students' engagement and facilitate their understanding of information obtained from texts. Therefore, the implementation of Pop-Up Book media can serve as an effective alternative instructional strategy for improving elementary school students' reading interest. Table 2. Post-Test Scores of Fourth-Grade Students at SDN 1 Rantepao

NO.	NISN	NAME	SCORE	REMARKS
1	3155698588	ADTL	70	Not Passed
2	3159852456	ALF	80	Passed
3	3166884548	A P	85	Passed
4	3157190859	BPP	80	Passed
5	3150600840	CP	90	Passed
6	3154692806	CHP	80	Passed
7	3166824460	FFA	80	Passed
8	3156321456	FIR	85	Passed
9	3169574371	FAT	75	Passed
10	3167610526	GINP	80	Passed
11	3169187770	GRM	60	Not Passed
12	3152755370	HBPE	75	Passed
13	3156953616	HRMG	80	Passed
14	3165521763	VLLG	95	Passed
15	3159938161	MKW	85	Passed
16	3153784920	MBL	90	Passed
17	3155974875	MLA	85	Passed
18	3167858096	RPT	85	Passed
19	3158347706	SWPG	80	Passed
20	3160525420	SPMT	80	Passed

The data presented in Table 2 indicate that out of 20 students, only 2 students did not achieve the mastery criteria after the post-test was administered. These results demonstrate a considerable improvement compared to the previous pre-test results, in which only 3 students achieved the mastery criteria. After the implementation of the Pop-Up Book media, the number of students who achieved mastery increased to 18 students (90%). This improvement suggests that increased reading interest contributed positively to students' ability to understand reading materials, enabling them to answer questions more effectively. This finding is consistent with Tang et al. (2017), who stated that reading interest has a strong relationship with reading comprehension ability.

The improvement in students' reading interest was further supported by follow-up interview results with the fourth-grade homeroom teacher at SDN 1 Rantepao, conducted after the

implementation of the Pop-Up Book media in reading instruction. Based on these interviews, the teacher reported positive changes in students' reading habits following the use of the Pop-Up Book media. The teacher also explained that most students began to demonstrate more active participation in reading activities and showed greater consistency in completing assigned reading tasks. In addition, based on information obtained from parents, students began to allocate more time at home to read available reading materials, both from school and other sources.

These findings were further strengthened by interview results with the school librarian at SDN 1 Rantepao, who stated that after the implementation of more engaging instructional media in reading activities, there was an increase in the number of visits by fourth-grade students to the school library. Based on library visitation records, fourth-grade students became more active in utilizing library facilities compared to the previous period. Some students even began borrowing books to read at home. This condition indicates that the use of innovative instructional media can gradually encourage the development of students' reading habits.

Based on the results of observations, questionnaires, interviews, and the improvement in post-test results, it can be concluded that the implementation of Pop-Up Book media was effective in improving the reading interest of fourth-grade students at SDN 1 Rantepao. The improvement in reading interest not only affected students' ability to understand reading materials but also contributed to the expansion of their knowledge through more active reading activities. This finding is consistent with Dalman (2014), who stated that students' active involvement in reading activities helps improve their understanding of information obtained from texts.

In addition, students demonstrated increased engagement in understanding story content and were better able to identify the messages presented in reading materials delivered through the Pop-Up Book media. Instructional media equipped with engaging visual elements helped students understand story sequences more easily, making reading activities more enjoyable. This condition indicates that the use of instructional media aligned with the developmental characteristics of elementary school students can help improve reading interest while simultaneously strengthening reading comprehension.

Furthermore, the use of Pop-Up Book media helped address several limitations previously identified in conventional reading instruction. Media that present three-dimensional illustrations provide more concrete learning experiences, encouraging students to become more actively involved in reading activities. This finding is consistent with constructivist learning theory, which suggests that students' understanding develops through active and meaningful learning experiences. Therefore, the implementation of Pop-Up Book media not only contributes to improving students' reading interest but also provides practical implications for teachers in developing more creative and engaging reading instruction at the elementary school level.

CONCLUSIONS

Based on the results of the study, it can be concluded that the implementation of Pop-Up Book media was effective in improving the reading interest of fourth-grade students at SDN 1 Rantepao. This improvement was evident from the changes in students' reading-interest categories before and after the implementation of the media and was further supported by the results of the pre-test

and post-test, as well as observations and interviews indicating increased student attention, engagement, and reading habits during the learning process.

The visual and interactive characteristics of the Pop-Up Book media provided more engaging and meaningful reading experiences, which helped students better understand reading materials. Therefore, Pop-Up Book media can serve as an innovative alternative instructional medium that teachers can utilize to improve students' reading interest in Indonesian language learning at the elementary school level.

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