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# Development of Indonesian Cultural Environment Education Books to Increase Reading Students Elementary School (Interactive Pop-up Book Betawi Culture)

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**Abstract:-** This study aims at the development of textbooks Pop-Up theme Environmental Education lessons and Culture Jakarta (PLBJ) Elementary School, and can increase reading interest of second grade students of elementary school. The research method used is the type of Research and Development (R & D). The researcher conducts research and development of textbook of Environment and Culture Education Jakarta (PLBJ) elementary school interactive pop-up book theme of Betawi Culture. The level of eligibility of pop-up textbooks on the subjects of Environmental Education and Culture Jakarta (PLBJ) SD is known through validation by material experts, validation by media experts, validation by teachers and trials of use by students. Assessment obtained 95.30% of subjects of material experts, media experts 96, 18% to 82% of linguists. The results of the textbook eligibility test stating that the textbook of Environmental Education and Culture Jakarta (PLBJ) worthy to be used. The effectiveness performed to test the results table of the hypothesis is the average statistical price  $t = 13.619$  to 43 db and sig numbers. Or  $p\text{-value } 0.000 \leq 0.05$  or  $H_0$  is rejected. Thus concludes that there is a significant difference in reading interest between before and after the development of textbooks Pop-Up Book Education Environment and Culture Jakarta.

**Keywords:-** Cultural Environment Education Jakarta, reading interest, elementary school students, interactive Pop-Up Book.

## I. INTRODUCTION

Most Indonesians have not yet reached the stage of making reading activities as a fundamental need. UNESCO survey results, there is only 1 person out of 1,000 people in Indonesia who have a high reading interest. (kabarnews.com/the low -culture-culture-business-read-in Indonesia) [1]. At the level of primary education according to Triatma in the Journal of UNY (2016), states that the habit of reading children is still low [2]. Surveys have been recorded, reading activities of Primary School children in Indonesia

ranked 26th of 27 countries surveyed. The facts are reinforced the results of research Program for International Student Assessment (PISA) the 2003, Indonesia is ranked 40th out of 40 participating countries [3]. Lack of reading interest in this case can also be seen from the results of field surveys obtained that the students' responses to textbooks on the lesson of the Jakarta Cultural Environmental Education (PLBJ) studied are less interesting to read. The survey results stated that the response of elementary students, especially in this case class II, there are 40% of students who are still less interested in books read. From the results of the field there is the context of textbooks Cultural Environmental Education Jakarta (PLBJ) Class II only discusses conventional writing, some drawings, and evaluation questions in each chapter. The lack of interactive books on students impacts with a lack of student reading interest. (Survey result data in region V South Jakarta) [4].

One of the determinants of success in improving reading interest in students is determined on the quality of textbooks. The use of textbooks in the Jakarta Environmental and Cultural Education (PLBJ) learning in schools by teachers is still minimal. This fact encourages researchers to provide innovation in learning that is the development of interactive textbooks in the form of pop-up book. Pop-Up book is an interactive book that displays pages of books containing information in the form of three dimensions that can also be moved so as not boring readers.

The Pop-Up book designed comes with clear and interesting illustrations in material delivery, up-to-date information, shaped exercises crosswords, discussion pages, evaluation questions and feedback so as to be interactive to students. The availability of interactive textbooks will greatly assist the teaching and learning process in schools (Priyanto, 2012) [5].

The interactive textbook pop-up is one of the interactive textbooks that can increase students' reading interest in second grade students especially in the Jakarta Environmental and

Cultural Education (PLBJ) Elementary School of Betawi Culture theme. Interactive Pop-up textbooks are textbooks in the form of visual media through its printing process, which presents various messages through letters and illustrative images (Indriana in Masna, 2015) [6]. In addition, interactive textbooks pop-up are practical to use, easy to carry, two-dimensional and three-dimensional display that can add to the spirit of reading students. The Pop-Up book provides a special experience to the reader as it involves the reader in the story such as sliding, opening, and folding the section Pop-Up Book. This will create an impression of its own to the reader so it will be easier to enter into the memory when using this textbook.

With this research, it is expected to find a formulation in research and develop an interactive textbook on the subject of Environmental Education and Culture Jakarta (PLBJ) of elementary school of Betawi Culture theme, so that the final result of this research is a textbook product of Environment and Culture Education Jakarta Elementary School that is interactive in the form of pop-up book of Betawi Culture theme which can be a source of learning in elementary school in increasing reading interest of second grade students.

Based on the background description above, the formulation of the problem that will become the research reference is as follows:

- How are the steps in the development of textbook Pop-Up of Betawi Culture theme in the lesson of Environment and Culture Education Jakarta (PLBJ) Elementary School?
- Is the textbook Pop-Up effective in improving reading interest of second grade students of Elementary School?

#### A. Reading

Interest Reading interest in the child does not just appear, but through the long process that appears within the student. Interest in reading can be interpreted as a form of desire or high liver tendency (passion) to read (Siregar, 2004) [7]. The definition is in line with Darmono's opinion that reading interest is a tendency of the soul that encourages sесеorang doing something against reading (Darmono, 2001: 182) [8]. This understanding is in line according to Farida Rahim (2007) [9] interest in reading is a strong desire accompanied by attempts to read. A person who has a strong reading intention will manifest in his willingness to obtain reading material and then read it on his own consciousness or the encouragement of others.

Also described by Herman Wahadaniah (in the writings of Yunita Ratnasari, 2011) [10] interest in reading is a strong and deep attention accompanied by feelings of pleasure towards reading activities so as to direct a person to read by his own volition or the encouragement of others. Interest in reading is a tendency to possess a strong desire or interest with continuous efforts in a person to the reading activity is done continuously and followed the pleasure of non-coercion, on his own volition or encouragement from the outside so that someone understands or understand what which he reads.

Increased interest in reading will improve the quality of human resources. The teacher is the spearhead in improving students' reading interest. Therefore, efforts should be made to improve the reading interest of the community.

From the above description can be concluded that interest in reading is the desire and attention of someone accompanied by effort and pleasure to read. Interest in reading is referred to in this study is a benchmark reading desire of a Primary School student in daily life that can be proven through the intensity of reading every day.

#### B. Jakarta Environmental and Cultural

Education (PLBJ) according to KTSP, kemendikbud, 2006) [11] is one of the subjects of local content of DKI Jakarta provided starting from SD / MI / SDLB to SMP / MTs / SMPLB . PLBJ examines some scientific content about the natural environment, cultural environment, and social environment. At elementary level / MI the subject of PLBJ contains material values of life of Jakarta society and its culture. Through the subjects PLBJ students who attend school in Jakarta area directed to become citizens of Jakarta who are democratic, responsible and love peace. PLBJ Lessons are arranged in a systematic, comprehensive, integrated manner by combining PLKJ and Jakarta Arts in the learning process towards maturity and success in life in society. With this approach, it is expected that students will gain a broader understanding (Curriculum Mutan Lokal, PLBJ, Pemda DKI).

The subjects of PLBJ aims to have the following skills: a) To know concepts related to the life of the community and its environment; b) Have basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life; c) Commitment and awareness of the growing social and cultural values within Jakarta society; d) Have the ability to communicate, cooperate, and compete in a pluralistic society, locally, nationally and globally.

#### C. Textbook

One component of the learning system that holds an important role in the achievement of Competency Standards (SK) and Basic Competence (KD) is a textbook. According to Arifin (2009) [12] textbook is one means of success in teaching and learning process. Textbook is a unity of learning units that contain information, discussion and evaluation. The textbooks are structured systematically will facilitate learners in the material so as to support the achievement of learning objectives. Therefore, textbooks should be arranged in a systematic, interesting, and easily digested. Textbooks include one textbook. The textbook in question is the book that teachers use in teaching and learning.

According to Syamsul (2009) [13] Elements of importance in the meaning of textbooks are as follows (1) textbook is a textbook that is shown for students at a certain level. (3) The textbook is a standard book. (4) Textbooks are written for specific instructional purposes. (5) Textbooks are written to support a particular teaching program.

According to Geeny and Petty [14] in Tarigan (2009) Textbooks should have a clear point of view, especially regarding fillers. Textbooks as fillers should present a good source of material. No less importantly, textbooks should serve as a drawer of interest and motivation of students and readers. Reader motivation can arise because the language is simple, flowing, and easy to understand. Motivation can arise because of many new ideas and ideas. Motivation can arise, because the textbook contains various information relevant to the learning needs of students and readers.

Based on guidelines by Purwanto (2001) [15] The rules of textbook writing is something to be considered by the author of textbooks. The rules are as follows: 1) the appearance of the book interesting, moving students to read it. 2) Using standard and easy-to-understand Indonesian languages 3) Readable, Using standard types and font sizes not too small or large and easy to read, sentences and paragraphs arranged in easily understood structures.

There are three principles that are needed in the preparation of textbooks (Zulkarnaini 2009) [16], namely: a) Principles of relevance or relevance or closely related, meaning that learning materials should be relevant to the achievement of competence standards and basic competencies; b) The principle of consistency is a fixed conformity in the preparation of textbooks. For example, basic competence requires students' ability to master three kinds of concepts, the material presented are also three kinds; c) The principle of adequacy, meaning that the material presented should be sufficient to achieve basic competence.

With the textbook of teaching and learning attitudes in school becomes more smoothly and effectively. In general, textbooks provide facilities for independent learning activities, both on substance and about the presentation. The use of textbooks is part of the book culture, which is one of the signs of advanced society. Viewed from the learning process, textbook has an important role.

#### D. Interactive Pop-Up Book The theme of Betawi Culture

Interactive of the book to be developed is the interaction between children with books that have characters that will explain to them. Interactive books not only make children read, but also make the children enjoy the book. They can also interact with stories that are conveyed in books and actively participate as actors, whether through touch or observation.

According to Big Indonesian Dictionary [17], interactive is mutual action; inter-relationship; mutually active. From the meaning of the previous book can be concluded that an interactive book or movable book is a sheet of paper that contains information that can be done an interaction by the reader. Based on a journal written by Fanny Wiliyanto entitled Interactive Book Design Introduction and Preservation of Sugar Glider in Indonesia for 7-12 Years (ISI Jogjakarta), there are eight kinds of interactive books: pop-up, flip flap, pull tab, hidden object book, games, participation, play-A-

Song, touch and feel. In design, the authors make the book using techniques the flap the flap (flip the flap) and op-up.

The op-up book is a book that has a moving section when the book page is opened so that the paper construction on the page changes. Overview of pop-up book is almost the same as origami where both of these art use paper folding technique. However, origami focuses more on creating objects or objects, whereas pop-up books are more likely to be mechanical paper making which may make the image appear more different from either the perspective / dimension perspective, the shifting to moving as long as possible (Dzuanda, 2009) [18].

According to Ann Montanaro (2000), [19] some points to consider in the creation of textbooks such as pop-up books are as follows: a) Provide interesting examples and illustrations in order to support the exposure of learning materials; b) Provide the possibility for students to provide feedback or measure their mastery of the material provided by giving practice questions, assignments and the like; c) Konstekstual is the material presented related to the atmosphere or context of the task and environment of students; d) The language used is quite simple because students are only dealing with textbooks when studying independently.

Meanwhile, according to Bluemel and Taylor (2012: 23) [20] mention some usefulness of pop-up book, that is: a) To develop youth love to book and read. b) For early child learners to bridge the relationship between real life situations and the symbols that represent them. c) For older students or gifted and capable students can be useful for developing critical and creative thinking skills. d) For those who are reluctant to read, children with learning disabilities in English as a second language (ESL), can help students to capture meaning through an attractive representation of images and to arouse the desire and drive to read independently with the ability to do so skillfully. Meanwhile, according to Joko Muktiono (2003: 65) [21] pop-up book is a book that has a view that can be enforced images and form objects that are beautiful and can move or give amazing effects.

From the above exposure interactive pop-up book can give more pleasure in reading the story. In enjoying an interactive pop-up book, children not only read a story, they can interact with stories that are conveyed in books and actively participate as actors, either through touch, observation or even through sounds presented in an interactive pop-up book. The shock element of an interactive pop-up book can cultivate a child's curiosity about the continuation of a story that makes the child more fond of reading. Therefore, interactive textbooks pop-up are effectively used in Betawi Culture learning materials in the Jakarta Environmental and Cultural Education lesson (PLBJ) in Primary Schools, especially in grade 2 students.

## II. METHOD

Method This research uses research methods Research and Development (RnD). The design model developed is a Dick and Carey model that is oriented towards a systems approach [22]. This model of learning system design has long been used to create effective, efficient and engaging learning programs. Data analysis techniques used are qualitative descriptive statistics by using questionnaires and Tests. Questionnaire is a data analysis technique used to analyze the results of feasibility validation obtained from the validation of the feasibility test of the material experts, language and media experts and the students' individuality test, small group or field are analyzed by calculating the value based on the predetermined assessment scale. Data obtained from the test, analyzed by comparing the pre test and post test values of learners and see if there are significant differences in values. Therefore, the statistical calculations are performed by the t test formula with the help of SPSS20, namely: Testing the effectiveness of the model developed by the formula [23]:

$$t = \frac{\bar{Y}_1 - \bar{Y}_2}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

With the description:

$\bar{Y}_1$  = Average pre-test score

$\bar{Y}_2$  = Average post-test score

$\sum d^2$  = the number of squares of deviation

N = Subjects in the sample The

Researcher tested the hypothesis of the null hypothesis ( $H_0$ ), with the following test criteria: [12]  $H_0$  received if  $t_{arithmetic} < t_{table}$  then there is no difference in average student learning outcomes before and after being treated with the developed medium.

$H_0$  is rejected if  $t_{arithmetic} > t_{table}$  then there are differences in average student learning outcomes before and after being treated with interactive book developed.

## III. RESULTS

Needs analysis is the first step as a pre-production stage in the development of textbooks Cultural Environment Education Jakarta (PLBJ) interactive pop-up book.

### ➤ First Stage

- Initial survey of school location

This stage is done by going directly to the location of SDN Mangarai 09 Pagi Tebet District to determine the level of primary school classes in accordance with the needs of this study. After being classed in the second grade of elementary school that became the selected case study, it was then used as a reference in determining the type of subject chosen as the case study in this study. Selected textbook of Environmental

and Cultural Education (PLBJ) that raised Betawi Culture education in it.

- Initial interview with one of the teachers. In the selection of class and subject type, it also involves classroom teachers to get additional information related to the second grade students' habit in teaching and learning activities of PLBJ. Because in the book PLBJ more description of sentences are displayed, then the learning activities more with the method of reading together in the classroom.
- Needs analysis is done by distributing questionnaires to teachers and students. The results of the questionnaire were that the primary school students were less interested in reading on the environmental and cultural education subjects of Jakarta. This resulted from the content of the book that the student identified 83% of the description (writing) and 17% visual (images). So that the activity of interaction between student and also with teacher only limited to question and answer only. Not only was it identified that the use of previous books did not appeal to students to read them. The material presented in the book is less clear in the delivery, so students are still difficult to understand the reading. For teachers using existing books are less varied in choosing material content, so the need for textbook Cultural Environment Education Jakarta developed. Thus from these conditions became one of the causes indicated decreased interest in students reading books.

Observing that, the teaching textbook of the Jakarta Cultural Environmental Education in elementary school is still not maximized by making it easier for learners to realize more interactive learning concepts, so that the textbook of Cultural Environment Education Jakarta is developed by interactive pop-up book technique.

Interactive textbooks Pop-up are practical to use, easy to carry, two-dimensional and three-dimensional display that can add to students' reading spirits. The Pop-Up book provides a special experience to the reader as it involves the reader in the story such as sliding, opening, and folding the section Pop-Up Book. This will create an impression of its own to the reader so it will be easier to enter into the memory when using this textbook.

### ➤ The second stage (Production)

The second stage is the production of the development of cultural education textbooks of education Jakarta (PLBJ) is done by using two main steps that step digitally and manually. The digital step in question is making the display using adobe in Design. The steps of book making are explained as follows:

#### A. visual reference search betawi culture

The selection of chapters of the lesson is the element of environmental education and local culture betawi. Dampu Bulan is actually a kind of yard game, which is usually done in the yard around the house or school. One of the goals of the

game is to educate children to socialize with their surroundings, especially around their home or school. Despite the limited land conditions in Jakarta, the location of the game is also an adjustment that can be done on the terrace or in the house.

#### B. The distribution of Flow

Comic using Adobe photoshop CS5 software starting from coloring and printing. The manual step here is to create a script and story board. The step in developing the comic-based social media media is the first character creation of the proclamation, determining the character of the characters in this comic done several things related to the need through the study of documents in the form of books and various references that support the learning material of Indonesian history in preparing the proclamation independence. From the results of the study of the document selected the figure of freedom fighters.

#### C. Betawi visual visual reference search

Selection of the chapter of the lesson is the element of environmental education and local culture betawi. Dampu Bulan is actually a kind of yard game, which is usually done in the yard around the house or school. One of the goals of the game is to educate children to socialize with their surroundings, especially around their home or school. Despite the limited land conditions in Jakarta, the location of the game is also an adjustment that can be done on the terrace or in the house.

Visual presented in the book identified as much as 17% in the form of illustrative images. It is illustrated that there are three girls who are playing a month in a yard, but there is no visible element of the Betawi environment or culture in the illustration. Therefore, in the process of this research, also collected some visual references that can be used as a reference in making the illustration picture game dampu bulan, such as photos or pictures about the condition of the yard around the home of the Betawi people, the Betawi children are playing in the yard, characteristic of the culture Betawi or Jakarta, and play activities with the moon itself.

#### D. Distribution of the description of the story The

Description written in the textbook of the PLBJ consists of: a brief explanation of the origin of the game, the narration of the game situation accompanied by the steps of the game, the essence of the game, the moral values contained, and the form of exercise questions to test the understanding of the material .

#### E. Distribution of visual visual needs

To be displayed contains typical local culture of Jakarta and Betawi. Which will be featured in: book layout, game character characters, and game step illustrations. The characteristic of local culture in this developed material is visualized by the illustration of home atmosphere of betawi

people's house and the distinctive style of betawi decoration that appears on the book layout design.

#### F. Analysis of textbook design

The results of design identification in the textbook of PLBJ used as research material include: plot, figure, and setting (background). The plot used in the game story of the moon in the material chapter 9 is a forward flow that tells the process of playing with the moon. Then the chosen character was three girls, about eight or nine years old, who looked like a playmate around the dwelling, a neatly-worn clothing-shirt. And the background displayed through the illustrations is the yard around the dwelling.

In the game material dampu bulan can also be played in the house (terrace house) in addition to the yard if the rain arrives. But it is not illustrated in Chapter 9. As a textbook PLBJ, the hallmark of Jakarta culture or Betawi culture is not seen. The PLBJ textbooks are designed very simply, from book form, material layout, and colors used only slightly (blue, white, and black). Part of the interaction between students in addition to reading books, there are also simple exercise questions related to the material.

#### G. Distribution of People Figure

Shown in Dampu Moon game story there are three girls. Illustrated peer-style, well-dressed and fully-fledged shoes are playing on a page. The three daughters are named Lusi, Mira, and Santi. In the book is not shown or written which one is Lusi, Mira, and Santi. It can only be seen from the way Indonesians read left to right. So Lusi can be perceived to the far left, the middle Mira, and then the last Santi on the right.



Fig 1:- Sketches of characters from left to right: Lusi, Mira, and Santi

three characters are portrayed with joyful facial expressions with everyday home clothes. By bringing a typical ornament of coconut root roots to further enliven the moon game atmosphere. In the illutrasi made for this study are depicted children who play in the yard of the house with simple everyday clothes and wear daily slippers. The purpose of this style illustration is to re-display the atmosphere of the past game filled with simple happiness as the visual reference in Figure 1. above.

**H. Background Creation**

Created as an illustration of the playground setting in the month in this study is still depicted in the home yard and added the atmosphere of the living room or the typical Balinese house terrace. Illustration used in accordance with the visual reference Figure 2. The following illustration sketch is made:



Fig 2:- Illustration Lusi, Santi, and Mira while playing together in the yard around the house are still many garden plants

In this study deliberately displayed some illustrations of alternative places play with the moon if the weather outside is unfriendly.

**I. Producing Supporting**

Illustrations The supporting illustrations required in this month's story are: play tools with moon (gacoan), hompimpa, and how to play with the moon. Here is the sketch of the illustration in question:

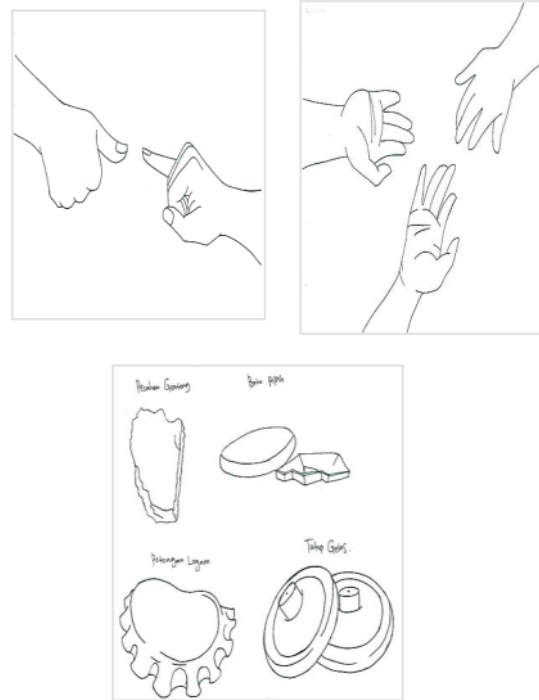


Fig 3:- Sketches of supporting illustrations in game stories can be months

**J. Staining Process Illustration**

The process of planning in the illustrations to be included in Chapter 9 refers to the visual reference shown in Figure 4. The color of the soil used is the brown color of the soil or usually people call the red soil for the characteristic of the land in the area of Jakarta. The colors used for the color of the characters are used soft colors. This coloring process through the process of digital coloring using adobe photoshop software or adobe illustrator.



Fig 4:- One example of basic coloring on an illustration sketch that will be used on material content.

**K. Creating a Layout Book**

Creating a layout book will be processed through the process of layout digital using In Design adobe software or can also use coreldraw. This textbook PLBJ will be made in size 17.6 cm x 25 cm with a cover design and colored contents.

**L. Third Stage**

The experiments were carried out with four stages including: stage 1 Expert Judgment, two randomized trials to several students, stage three small group trials, stage four large group trials. Experiments conducted by 3 expert material experts obtained a percentage of 96.36%. Experts

Educational Technology learn a percentage of 97.78%. And Language experts get 80% presentage. The result of field trials identified that one-to-one trial obtained 93.81% percentage while in small group trial obtained 96.54% percentage means that the use book interactive of -based in the category practical and easy to use by participants educated in the social science learning process in Elementary School. So from the feasibility test of one-to-one learner and small group is conducted large field test group to test the effectiveness of interactive pop-up book.

Based on the calculation of pre test and post test through t test obtained the results of social science learning ie average learning outcomes of learners before the given media comic by 7.00 and standard deviation 640 and after given book interactive of 8.42 with standard deviation 583.

|        |        | Mean | N  | Std. Deviation | Std. Error Mean |
|--------|--------|------|----|----------------|-----------------|
| pair t | pretes | 7,00 | 45 | ,640           | ,095            |
|        | postes | 8,42 | 45 | ,583           | ,087            |

Table 1 . Paired Samples Statistics

This means that there is a difference descriptively the average of reading interest of students who before and after the book given the development of education environment culture Jakarta-based interactive pop-up. Where where is obtained the difference mean = 1.422 which means dissolved scores of reading interest of students between after and before the book given an interactive development pop-up book.

The positive thing is meaningful after being given an interactive pop-up textbook reading score of higher students' reading interest than before an interactive pop-up book was given. Furthermore, the standard error means that indicate the average error rate of average difference. The most important result of the average of this table is the statistical price t = 13, 817 with db 44 and sig numbers. Or p-value 0.000 <0,05 or Ho is rejected. So it is concluded that there is a significant difference of reading interest between before and after given development of textbook of Cultural Environment Environment Jakarta (PLBJ) Based Interactive Pop-Up Book.

| Pair | Paired Differences |                |                 |   | t      | df     | Sig. (2-tailed) |       |      |
|------|--------------------|----------------|-----------------|---|--------|--------|-----------------|-------|------|
|      | mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |                 |       |      |
|      |                    |                |                 | Lower                                     |        |        |                 | Upper |      |
| 1    | Pretest - posttest | -1,652         | ,680            | ,106                                      | -1,530 | -1,205 | -13,807         | 44    | ,000 |

Table 2. Paired Samples Test

**IV. DISCUSSION**

The model used in conducting this development research is the Dick and Carey model. The Dick and Carey Model [25] consists of 10 steps, each step very clear in its intent and purpose so that the designer who is carrying out the development is suitable as a basis for studying other design models. Trial of development of textbook of Cultural Environment Environment Jakarta (PLBJ) Based on Interactive Pop-Up Book in Primary School is valid by material, media and language experts. So that teaching book Cultural Environment

Environment Jakarta (PLBJ) Based Interactive Pop-Up Book can be used in learning. Likewise after the test try to

learners textbook Cultural Environment Education Jakarta (PLBJ) Based Interactive Pop-Up Book is either individually or small groups provide convenience in understanding the material and practical to use.

The effectiveness of textbook of Cultural Environment Education of Jakarta (PLBJ) Based on Interactive Pop-Up Book this gives the difference after conducted by field test to the students. Based on the calculation of pre test and post test obtained statistical data t = 13, 817 with db 44 and sig numbers. Or p-value 0.000 <0,05 or Ho is rejected. So it is concluded that there is a significant difference of reading interest between before and after given development of textbook of Cultural Environment Environment Jakarta (PLBJ) Based Interactive Pop-Up Book. Based on that, the use



of textbook Cultural Environment Education Jakarta (PLBJ) Based Interactive Pop-Up Book provides a positive stimulus for learners in understanding learning materials, providing stimulus for diligent reading.

Mayer (2001) [26] explains that a combination of text and visuals leads to learning better than just text alone. This opinion is in line with research conducted by Tricia Bingham, et.al (2016) [27] which explains that the development of textbook of Cultural Environment Education Jakarta (PLBJ) Based Interactive Pop-Up Book is very effective use, because this textbook integrate between text, images and narration, and an interesting element of the matter. By reading learners and engaging directly in visual, verbal, helping learners in understanding learning and reducing misunderstandings. As well as from the development of textbooks of Cultural Environment Education Jakarta (PLBJ) Interactive Based Pop-Up Book proven to effectively increase the involvement of learners in motivating and providing a strategic message in realizing the abstract concept to the real situation of learners. Thus, the development of textbook Cultural Environment Education Jakarta (PLBJ) Based Interactive Pop-Up Book can be an alternative or a stoned media in learning and interest in reading students.

## V. CONCLUSION

Development of textbook of Cultural Environment Education Jakarta (PLBJ) Based on Interactive Pop-Up Book is easy for learners in comprehending learning materials, giving stimulation to diligent reading, with textbook of Cultural Environment Environment Jakarta (PLBJ) Based on Interactive Pop-Up Book material can be translated from abstract ideas into a more realistic form because the material is visualized with the words presented simultaneously between images and writing that ultimately the experience of learners becomes more.

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