DESCRIPTION OF THE CONDITION AND QUALITY OF THE PILLOW BOOK MEDIA BASED FUN POP-UP PRIMARY SCHOOL GRADE 1 IN BENDOSARI

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Abstract:
This research aims to 1) to analyze the needs of the media pillow book based fun pop-up in primary school in Bendosari. 2) Design media pillow book based fun pop-up in primary school in Bendosari Sub. Research methods the research was the development of a preliminary phase investigation is limited and design. This research is carried out in primary school in Bendosari Year 2016/2017 In the study of engineering development only on needs analysis and design models of learning. The results of this research is the 1) media Pillow Book based fun pop-up required mainly grade 1 elementary school in Bendosari. Study on class 1 as long as it still refers to thematic printed books, and teachers have yet to utilize media learning properly. Whereas the characteristics of children from the age of under 7 years, patterns of thinking are still at levels seen tangible objects. So indispensable that concrete media to grow the learning process on low grade children in elementary school. 2) Media pillow book based pop-up fun consists of material and evaluation. On the learning material presented an image 3 demensi that describe the members of the human body. The results of the assessment of some primary school teachers se-Bendosari Sub-district on media pillow book based fun pop-up can be used only the need for improvements in the penyajikan Word or sentence. The results of the revision of the initial concept of the use of media pillow book based fun pop-up.

Keywords: learning media, Practical book pillow, fun pop-up.

A. Introduction

IPA learning in elementary school will be effective if students actively participate or engage in the learning process. Maslichah Ash'ari, (2006) explains that the principles of learning that can embody the active student learning situation as follows: a. principles of interest; b. background Principle; c. the principle of finding; d. the principle of learning while doing (learning by doing); e. the principle of learning while playing; e. the principle of social relations.

In addition to basic teaching, teachers should be able to grow the soul of creativity learning of students in the IPA. The majority of primary school teachers

in Sukoharjo has yet to implement it. In the process of teaching and learning in the school does not currently have the maximum opportunities to students to develop his creativity. This is due to the teacher's learning style that always mendrill the students to memorize various concepts without any understanding of the concept (Wuryastuti, 2009).

In the science learning in elementary school at the moment, the process skills have yet to appear. The teacher reasoned to chase a target of the curriculum. In this case the conventional IPA lesson impressed only prepares learners for higher studies, instead of setting up a human resources are critical, sensitive to the environment, creative, and understand simple technology present in the midst of the community.

Innovation is one of the options of corporations in the face of market competition and sustainable management. Freeman (2004) considers innovation as the effort of the company through the use of technology and information to develop, produce and market products that are new to the industry. In other words, innovation is the modification or the invention ideas for improvement on an ongoing basis and development to meet the needs of customers. Pervaiz K. Ahmed and Charles d. Shepherd (2010) the company can generate innovation R&D (Research and Development), production and marketing approach and eventually lead to commercialization of innovation. In other words, innovation is the process of realizing new ideas, different from the first, by way of production or by making it into a real, where is the innovation generation evaluation, new concept and implementation. Where the use of new and different methods and technologies to improve the quality of cost or lower, to meet or exceed the company's target.

In General, if a child is exposed to a book, children are less interested at all. The reality in the field, often a child ripping the book given by the master, meremat the book to the shabby, until in the end the book was not observed at all. Book pillow can be used as an alternative to replace the role of the book takes the form of paper. Expected with this pillow book, reducing the possibilities of negative treatment towards the book paper. (Muhlis and Dwi, 2011)

Pop up book is a book that has parts that can move when the page is opened so that the construction paper book on pages change. At a glance pop up similar to origami where both art inimempergunakan paper folding techniques. However, origami is more focused on creating objects or objects while more likely to pop up on the manufacture of mechanical paper that can make the image look more different from either side of the perspective/dimensions, change the form to can move the compiled sealami possible (Dzuanda 2009).

In addition, according to Dewantari (2014) is a pop-up book or cards which when opened could display the form tigadimensi or arising. Whereas the definition of pop-up bookadalah pop-up groups that merged into 1 book, forming a unified story and coated with a hardcover (Nancy and Ronda, 2012)

In addition to the above factors, the media learning or props that are used when teaching should also be heeded. One form of media learning book-shaped pillow. Through the Pillow Book learners can play while learning. However, the shape of the pillow book and never used in elementary school is unfortunately still are simple. The pillow book is already being used for learning in elementary school picture-shaped wake up space, figures accompanied by fruit/wake up space, form and shape of the letters of the alphabet. So this encourages researchers to develop a form of more innovative Pillow Book. In addition to the simple forms, media book pillow is not yet widely used in elementary school. Not all of the primary school in Sukoharjo ever use media book pillow. This Pillow Book media, feels unfamiliar to teachers for learning IPA especially. Whereas IPA learning in primary school teachers ' demands for more innovative and creative so that students are interested in following the instruction.

Pop up book has the ability to strengthen the impression that want delivered in an illustration so that it can better be felt. The visual appearance of the more prolific makes it increasingly feels real coupled with surprise given in every courtyard. Pictures can suddenly appeared from behind a courtyard or a magnificent building able to stand amongst the pages with this pemvisualisasi way, the impression you'd like displayed can be read by (Dzuanda 2009).

One of the things that is new, to address various problems learning the IPA in elementary school. Then, researchers try to offer alternative solutions in the form of book-based pillow Fun pop-up with adapted nature about students in everyday life. In this case the three dimensional shape of the pillow book, interesting, fun, and a challenge to the students. So expect the IPA learning in elementary school se-Sukoharjo in accordance with the expected goal. Therefore, this research will take the title of "Media design Learning IPA-based Fun Pillow Book-shaped pop-ups in order to establish the concept of Learning and SCIENCE in the elementary school".

B. Research Methods

This research is carried out in primary school in Bendosari Subdistrict was conducted from April to October the year Lessons 2016/2017. The instruments used to analyze the needs of a product-based pillow books Fun Pop-ups through the method of interview and observation sheets. While the drafting of the book pillow based Fun pop-ups based on analysis of initial conditions and focus group discussions to determine the shape of the pillow book that will be designed. Assessment of prototype-based design of Pillow books Fun Pop-up through sheets of the learning media quality assessment.

This research includes the kind of research and development. This type of research aims to produce products from a particular development. The method of this study refers to a theory advanced by Borg & Gall (1983). As for the steps in the research and development (R D &) limited only at the stage of a preliminary investigation and design. As for the plot of her research can be presented in Figure 1.
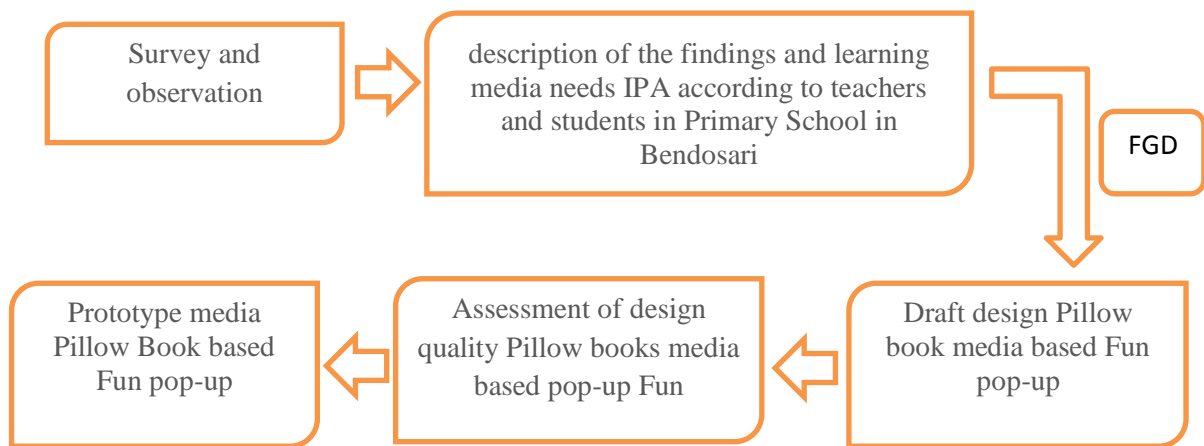
Figure 1. Flow Research

C. Results and Discussion

The results of the survey and description of the observation field obtained from interviews on the teacher and grade 1 Primary School Jombor 2 and Primary School Mertan 1, as follows:

a. On the Primary School Land in district Bendoari are already using curriculum 2013 on low grade.

b. learning more berlansgsung using the method especially lectures and class 1 has not only learning to use media to use the textbook from the Government.

c. Media learning pillow book has never been used on learning science high class or low class.

As for the results of the analysis of the weaknesses and the need for learning science, some enter the teacher to arrange a media pembelajrn is

a. Cognitive development on low grade need a concrete supporting media learning IPA.

b. Learning Media being used is not merely a 2D image. Pillow book learning media can support the development of cognitive grade redah.

c. adjustment of syllabus and Learning implementation plan are not using old media-based FUN pillow book pop-up.

Based on the results of the needs analysis and weaknesses then can sort the initial draft syllabus and learning implementation plan (RPP) through the medium of the book pillow based fun pop-up book usage instructions, pillow-based fun pop-up media products, and the beginning of the book Pillow fun-based pop-up.

The results of the Focus Group discussion (FGD), by reviewing some of the aspects that is the presentation of the material science, curriculum, evaluation of learning, Linguistic, Keterlaksanaan, appearance, the quality of the display.

The results of the quality assessment media-based pillow book fun pop-up retrieved from the assessment based on several aspects. Aspects that are assessed on question form the quality of teachers consist of 6 i.e. aspects of the presentation of the material in the IPA, keseuaian to the curriculum used, evaluation study presented, linguistic, appearance, and quality of the display. On the presentation of the material science gained 3.75 average rating with a category is enough. The second aspect, the suitability of the curriculum used obtained average value of 3 with a category is enough. This aspect of the evaluation study dsajikan, linguistic, appearance and quality of the display on the pillow book-based media Fun pop-up obtained average value of 4 with good category.

This suggests that the learning modules developed are on valid criteria. Media book pillow can also help students to learn IPA actively and independently. Students can also play design, menjdodohkan and play a role through the medium of the book pillow. In addition, by using this medium students learn to apply the knowledge they have in everyday life.

The media pillow book made as a replica of part of the human body in a more real. The appearance of the book pillow is made more concrete images. This is in accordance with the cognitive development of the students, in class 1 are still age 6-7 years including at the stage of pre-opresional. According to Piaget (TH) this stage is the stage of thinking in egocentric reasons is dominated by the perception of more intuition than logical thinking has not quickly do concentration. So still dipelukan things that can attract attention and concrete media.

The pillow book based fun pop-up is designed so that students can learn while playing. Appearance on the pillow book made more colorful and can arise like

dolls 4 dimensions. This can motivate students and students can apply the material body care by using the tools in accordance with their functions. The quality of the appearance of the book pillow is made through the flannel that results in better than any book made from paper. Grade 1 primary school in Bendosari can use the media whenever, and wherever they are. It is seen from the kepaktisan book pillow is light and easy to carry everywhere.

This Pillow Book media can help students to learn science actively and independently. This is because media book pillow is made systematically and comes with an evaluation of learning such as ask and pick the tool body correctly. If students can learn independently, so the students can learn in accordance with its own merits, more active, and is not dependent on the teacher.

Furthermore, by using this medium students can learn to use the knowledge they had finish issues everyday. Thus, the students learn from the experiences they have and apply the concepts they earn in the real life. This is in accordance with the opinion of the (Suprijono, 2009:79) stating that contextual learning is the concept that encourages students to determine the relationship between knowledge assets with its application in real life. Students need to learn about the application of the science they are learning so that science is useful and not just stored away.

D. Summary

Based on a discussion that reached this novice lecturer research, then it can be inferred that

1. The initial conditions of the media learning IPA in elementary school, learning is still using methods lecture and learning media use on class 1 is not yet optimal. The use of concrete learning media can make innovative and creative learning in students. The characteristics of grade 1 students are still adequate for the introduction of concrete object. This need for concrete learning media development and fun. Media development the book pillow is reasonably necessary for the support of learning science grade 1.

2. media design learning IPA-based Fun Pillow Book-shaped pop-ups in order to establish the concept of learning and SCIENCE in the elementary school. Aspects that are assessed on question form the quality of teachers consist of 6 i.e. aspects of the presentation of the material in the IPA, keseuaian to the curriculum used, evaluation study presented, linguistic, appearance, and quality of the display. On the presentation of the material SCIENCE gained 3.75 average rating with a category is enough. The second aspect, the suitability of the curriculum used obtained average value of 3 with a category is enough. This aspect of the evaluation study dsajikan, linguistic, appearance and quality of the display on the pillow book-based media Fun pop-up obtained average value of 4 with good category.

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