Design Interactive Book of The Tanah Airku Theme for Early Childhood with Art-Base in Semarang District

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Abstract

Nationalism education in this globalization era is a form of filterization for children to maintain national identity and culture. The National insight in the 2013 PAUD curriculum is contained in the theme of my homeland. The problem is the lack of teaching materials for the homeland theme caused the lack of teacher creativity. The teaching materials consist of interactive book for children and manual/ guide book for teacher/ facilitator using an artwork base according to the Waldorf learning models. The research subject of children aged 4-6 years amounted to 20 children. This research uses a mix method. The results showed the validity and data gained from 80% expert materials, media experts 82.2%, and a 82.5% teacher response entered in a very good category. The results of the feasibility test of 20 students showed that the student's interest was very high in the resulting interactive book. Based on the results of interviews with the teacher showed that students seemed more enthusiastic and enthusiastic in learning so that the activity in the class also increased. Based on the results of the validation of the material experts, media experts, teachers, and student responses that on average show a good category. Then the interactive book media theme of my homeland can be used as a learning tool in an interesting way and in accordance with the development and abilities of students.

Keywords: *Interactive Book; Early Childhood; Teaching Materials; Homeland; Artwork.*

Abstrak

Pendidikan wawasan kebangsaan pada era globalisasi ini merupakan bentuk filterisasi bagi anak-anak untuk mempertahankan identitas dan budaya bangsa. Wawasan kebangsaan dalam Kurikulum PAUD 2013 termuat dalam tema tanah airku. Permasalahan yang ada adalah minimnya bahan ajar untuk tema tanah air disebabkan kurangnya kreativitas guru. Karya perancangan bahan ajar berupa buku interaktif untuk anak dan buku panduan untuk guru/ pendamping yang dirancang menggunakan basis karya seni sesuai dengan model pembelajaran Waldorf. Subjek penelitian anak usia 4-6 tahun berjumlah 20 anak. Penelitian ini menggunakan metode campuran. Hasil dari penelitian menunjukan kevalidan data yang diperoleh dari ahli materi 80%, ahli media 82,2%, dan respon guru 82,5% masuk dalam kategori sangat baik. Hasil pengujian kelayakan terhadap 20 siswa menunjukkan ketertarikan siswa terhadap buku interaktif yang dihasilkan sangat tinggi. Berdasarkan hasil wawancara dengan guru menunjukkan bahwa siswa tampak lebih bersemangat dan antusias dalam belajar sehingga keaktifan di kelaspun meningkat. Berdasarkan hasil validasi ahli materi, ahli media, guru, dan respon siswa yang rata-rata menunjukkan kategori baik. Maka media buku interaktif tema tanah airku dapat digunakan sebagai sarana belajar dengan cara yang menarik dan sesuai dengan perkembangan dan kemampuan siswa.

Kata Kunci: *Buku Interaktif; Anak Usia Dini; Bahan Ajar; Tanah Air; Karya Seni.*

INTRODUCTION

Modernization appears marked by the start of a globalization system that led to the complexity of issues and values that spread became universal. It will cause cultural conflicts occuring between local and foreign cultures. One of the elements of society that also grew up in the era of globalization is early childhood, which is very easy to get information from various sources that are not well filtered. The negative impact of information from globalization can create opposition between outside values against the nation's ideology such as the issue of radicalism. Efforts that can be made to anticipate the negative effects of globalization are through the effectiveness of national development (Natalia, 2016). Nationality insight education is a national development that can be done for early childhood.

Nationality insight education material in Permendikbud No. 146 of 2014, has also been included in the learning process that is contained in the 2013 Early Childhood Education curriculum contained in the theme of the homeland which is divided into 6 sub-themes. In the learning process later, the teacher serve as a material presenter and are obligated to develop learning topics in order to provide optimal learning outcomes. According to Erik Erikson, Kindergarten child in the period of 4-6 years year as the sense of initiative phase. It should be noted that in this period children must be encouraged to develop initiatives, such as the pleasure of asking questions of what is seen, heard, and felt. To achieve this goal it is necessary to design and innovate media in its implementation, teachers must have various concepts and ways to boost the quality of learning (Wahyuni, 2014).

Based on the research conducted by Hidayatulloh and Anis in a thesis entitled Empowerment of RA Teachers in Salatiga City and Semarang Regency to Improve Learning Quality shows that some RA teachers in the city of Salatiga and Semarang district need to develop professionalism sustainably. The cause of the problem include lack of training of educational aids making. Based on the results of interviews and observations conducted at Kindergarten Mulyo Adi and Kindergarten Virgo Maria 2 Bawen, Semarang Regency, educators generally complain about the difficulty in making a teaching material for early

childhood. Teaching materials provided by the Education Office are only limited to learning such as reading, writing, and arithmetic at the preparation center and the beam center. As for material teaching materials such as nationality Insight subtheme homeland, educators must be creative to create the right teaching materials according to the child's ability and development.

The learning materials of national insights for early childhood can be developed through methods based on artwork. This method is in line with the Waldorf learning model that the entire concept can be introduced to the child in an artistic way, used in the story, and making the child through art, such as drawing, painting, carving, singing, motion art (eurhythmy), handicrafts, speeches, and drama. Large art projects will encourage smooth motion skills. While the development of intelligence does not originate from direct teaching but through discovery and imitation which is arranged by the child itself so that the learning process can be more accepted by children (Rohidi, 2016).

Based on these issues and problems, the design of homeland theme teaching materials in the form of interactive children's books and teacher's manuals, will help to produce learning programs and implementation of learning in accordance with the development and needs of early childhood.

RESEARCH METHOD

The method on this research is using a mix method, which is a research step by combining two methods of research at once, qualitative and quantitative in a research activity, so that the data will be obtained more comprehensive, valid, reliable, and objective (Sugiyono, 2011). In qualitative research children will be respected as personal, whole individuals, as subjects. Contrary to the quantitative method that puts the child as an object. Empathy can only be built if the child is faced and interpreted as the subject (Putra, 2012). This method is suitable for research that is being done because in data collection, it takes a deeper data source to find the problems encountered when learning process takes place in PAUD school related to the theme of nationality education, and what learning models are usually applied, looking at instructional media what is used is in accordance with the

development / ability of students, as well as other in-depth information and this cannot be done with a quantitative approach. This data is then processed and finally pulled one conclusion.

In this study, the author adopted measures research and development model Research, Design, Production, Evaluation (RDPE) introduced by Richey and Klein (2007). Research, Design, Production, Evaluation conducted in this research can be seen in Figure 1.

Figure 1. Research stages of Research, Design, Production, Evaluation
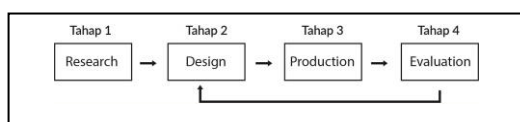
The first stage is research. Aims to know the problems faced during the teaching and learning process in schools related to the education of national insights, the theme of Tanah Airku, and the learning model of what is usually applied, looking at the learning media and compliance with the development/ ability of students. The data obtained in the form of primary data and secondary data. Primary data were collected through direct observation, in-depth interviews, documentation studies conducted in 2 PAUD Semarang District namely PAUD Mulyo Adi Bawen PAUD Virgo Maria Ambarawa. Observation is done passively and participatively. Further documentation studies were gathered at the time of observation. In-depth interviews are done with 4 teachers and parents. The next interview was done to Mrs. Ajeng Ayu Widiastuti, S.S., M.A. as Lecturer of Teacher Education Study Program at the Faculty of Teachers Training and education (FKIP) Satya Wacana Christian University (SWCU). Furthermore, the collection of secondary data through documents and references from the research journals and manuals are also carried out. Then collected data is analyzed by describing the data in detail using 5W + 1H so will get the focus of research from relevant data.

The second stage is the design stage. This stage begins with the development of ideas and the main concept of teaching materials design. Concepts designed in the form of verbal and visual concepts that include design details such as size, shape, visual style, and typography that are adapted to children aged 4-6 years as a target audience. After the concept was designed, then the process of designing content, book sketches, and the interactive mechanisms of the book roughly. The next process is the production process, starting from digitizing books that is changing the rough sketch to digital using graphics software. The digitalization phase also includes a book layouting process up to print-ready design.

The third stage is the production stage. This stage is done by printing interactive books and guidebooks, assembling / compiling interactive mechanisms in the book section. Interactive book paper materials and manuals use BC 200 gsm paper for content, while the cover paper material uses 180 gsm Art paper with a lamination process. The last process done from the production stage is the book finishing process using a hard cover volume type.

The fourth stage is the evaluation stage that is done to the material experts and media experts who have become professionals in their respective fields. Next step is the test stage to the target audience and the target market is children aged 4-6 years and teachers. The data obtained will then be processed and analyzed descriptively-quantitative, then interpreted into a qualitative form using a scale rating. The research was conducted in PAUD Mulyo Adi Bawen, Semarang regency with the research subject of kindergarten A and kindergarten B students with a total of 20 children.

RESULTS AND DISCUSSION

Based on the results of the collection and analysis of data that has been done, the results of a number of early childhood education teachers in Semarang District have difficulty in holding educational aids and teaching materials independently. The government, especially the Education Office, has helped to provide a number of teaching materials and teaching aids to the centers of preparation and beam centers. However, to provide teaching aids and teaching materials at other centers such as the role playing center, the science center, the arts center, the teacher must be designed independently. The design of the teaching materials designed must be adjusted to the PAUD learning stage consisting of the following stages.

1. Opening activities are used to prepare children psychologically and physically to participate in the

learning process. The activity starts with praying together and the children will use an interactive book as a media for early recognition of the taught subtheme.

2. The core activities are carried out by creating art according to the sub-theme studied. The teacher will use a guidebook that contains instructions / tutorials in creating art from each sub-theme. The recalling process is also carried out in the midst of artistic work activities to reinforce the play experience, memory, and concepts learned by children.

3. The closing activity is filled with a simple conclusion, reflection/feedback on the activity that is done.

The material presented and contained in the interactive books and handbook is the theme of Tanah Airku. The theme will be divided into 6 sub-themes, about the name of the country, the national symbol, the flag, the president, the national anthem, and the introduction of the rural, urban, coastal and mountainous environment.

Pop up interactive book type was chosen as the main media to make the book look attractive and attract the child's attention so it was expected to clarify the children in understanding the material provided. Pop-ups can provide more engaging story visualizations. Starting from the appearance of images that look more have dimensions, the image can move when the page is opened or the shifted part, the shape that can be changed, has a texture like the original object even some that can make a sound. Things like this make the story more fun and interesting to enjoy (Dzuanda, 2009:2). The guidebooks are designed to assist teachers in presenting core activities that provide a live learning experience, thus providing enough space for children to explore according to their development.

Interactive Book Design

Book design refers to the data that has been analyzed. The book design works entitled "Tanah Airku Indonesia". The title represents the main message in the design of the introduction of material and learning about the theme of the Indonesian homeland. The interactive book uses a size of 210 x 297 mm so that all the illustrations and content contained in the book become clearer for the child to

understand. The visual concept on the book Kaver is designed to represent from the materials that will be
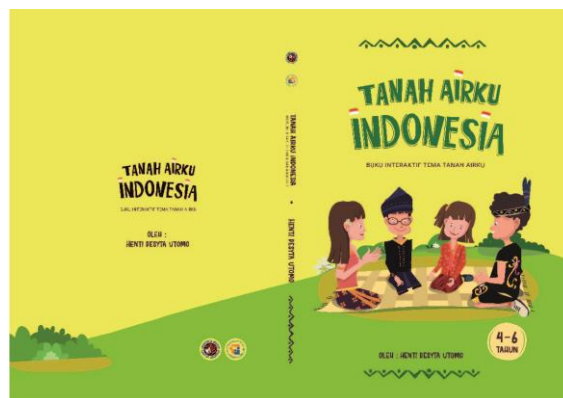
described on the content of the book. The book cover is an illustration of children with different traditional clothes that interact with each other to illustrate unity and represent the diverse values of Indonesian culture. The book cover design can be seen in Figure 2.

Figure 2. The design of the front and back cover books

Visualization of books for kids using vector techniques with multiple shading layers to bring up dimensions in images. The illustration style created is a combination of cartoon and realist techniques. The colors used are bright colors (middle value) preferred by children in accordance with the results of a survey conducted in the previous data collection. Illustration images are used because children are generally easier and more interested in books with more illustrated drawings than writing. Most children also prefer a color visual display rather than a black and white visual display (Lukens, 2003:41).

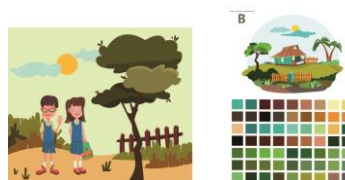The selected illustration style and color results can be seen in Figure 3.

Figure 3. Design style and selected colors

The design work of the entire book page uses more dominant visual elements than text elements to help the child understand the content contained in the book. The layout used is the type of symmetrical layout with almost the same pattern on every page.

The font used is the Sans Serif font group. The Sans Serif typeface is used because it refers to a simple typographic form, As an introductory need for children by prioritizing the level of comfort and readability. The use of the Rockinsoda font is used in the name of the sub-theme and the name of the compiler on the cover page. The lyrics of the national anthem use the Hlmt-Rounded font while the writing of the table of contents uses the Roboto font. The process of designing the title of the book uses a custom-designed typography. The types of fonts used in the book can be seen in Figure 4.

Figure 4. Font type used

The material presentation is done using several interactive mechanisms and pop up mechanisms. Interactive mechanisms used are touch and feel, lift a flap, slide and see, and pull tabs. These mechanisms require the active participation of the child to feel the texture, the activity of opening the panel, interesting activities and sliding the paper panels so that the book display is able to attract attention and train the motor development of children. Pop up mechanisms used in the book include v-folding technique, straps technique, and floating plane. The purpose of using this pop up technique to provide a book display with effects arising and varied so that the child can communicate and get information in a variety of ways that is through form, motion, and visual. Here are some interactive mechanisms in the book.

Figure 5. Interactive mechanism in the book

Contents of Book

Content preparation uses the 2013 RPPH PAUD reference along with its Basic Competence. The theme of Tanah Airku is divided into 6 sub-themes, namely the name of the country, the country of the symbol, the flag, the president, the national anthem, and the introduction of the rural, urban, coastal and mountainous environment. Each subtheme will be embodied in interactive books and art-working activities in core activities. In line with that, Riyanto and Handoko (2004: 10) stated that early childhood must be trained in their hand skills because hand skills are a knowledge window. The following is the preparation of content in each subtheme:

1. Indonesian Country Name

The introduction of Indonesian country names in interactive books is illustrated through Indonesia map visualization. An interactive form that is designed to make use of the children's senses with texture games on Indonesian writings. The arrangement of core activities in this subtheme invites children to work on making a map of large islands in Indonesia using paper pulp and color paint.

2. Indonesian National Symbol

Interactive form in the introduction of subtheme of the state emblem using Garuda Pancasila image hidden beneath a lid open panel. This part of the child will be invited to count as a means of identifying each part of the symbol of Garuda Pancasila. The arrangement of activities in this subtheme invites children to work on creating a collage of Garuda bird using seeds or grains. The use of Garuda bird illustration images is suitable for children because according to Hedgpeth and Missal (2006: 6) that children observes the shape of the object and reproduces the visuals into the simplest element that characterizes the shape.

3. Indonesian National Flag

The flag sub-theme was introduced using the interactive sliding panel technique. The Panel will hide the red white flag image so the child is encouraged to find out. The preparation of core activities in this sub-theme invites children to create art by making simple red-and-white screen printing on fabric media using sandpaper and oil pastels.

4. State Presiden of Indonesia

The introduction of the Indonesian president and vice president is visualized using images in an interactive book. The interactive panel pull technique is used to introduce children to several previous Indonesian presidents. The preparation of the core activities in this sub-theme invites children to work on art by decorating photo frames made from paper using the method of high printing stamps made from potatoes/ sweet potatoes and color paint.

5. National Anthem

There are 4 national anthems that are commonly introduced to the theme of the Tanah Air including Indonesia Raya, Berkibarlah Benderaku, Garuda Pancasila, and Tanah Airku. The interactive form in the book is the closing book panel mechanism. So the child is encouraged to find out visualization of song meanings hidden beneath the panels. The arrangement of core activities in this subtheme invites the child to work with art by singing together and carrying out the flag ceremony with one of the children leading up front.

6. Rural, Urban, Coastal, and Mountainous Environments

Pop up mechanisms that produce 3-dimensional visualization are used in interactive books, to introduce rural, urban, coastal, and mountain sub-themes. Such a mechanism gives the child the opportunity to understand the material because it can communicate through form, motion, and visuals. The preparation of core activities in this sub-theme invites children to create art by playing roles about the profession and the introduction of the environment according to each subtheme using the props that have been available in the Role Play Center.

Core activities are done on the basis of artwork. The teacher will later have a guide book that contains learning objectives, tools and materials before art, as well as a guide that contains step-by-

step in conducting core activities. The guide book image can be seen in the following image.

Figure 6. Examples of teacher guide designs

Expert Evaluation and Testing

The collection of evaluation data is obtained through a questionnaire which is distributed together with interactive books and guidebooks and filled by respondents who will then be processed into an information. Sheet of questionnaire that was involved in 3 people is a material member, Ibu Ajeng Ayu Widiastuti, S.S., M.A. as Lecturer of Teacher Education study Program at Faculty of Teaching and Education, Satya Wacana Christian University, Salatiga, a children's book illustrator, Ibu Asa Laily F. Huda. S.Sn, as well as a paper engineer/creator of the interactive book, Ibu Alit Ayu Dewantari, M.Sn. The testing stage was conducted to PAUD's teachers, Ibu Sri Retno Wulandari and 20 PAUD students aged 4-6 years old. Measurements made against respondents using a Likert scale and rating scale with an assessment score of 4 = strongly agree, score 3 = agree, score 2 = disagree, score 1 = strongly disagree. The research instrument is presented in the form of a statement and made in the form of a check list so that it is more concise and easy to tabulate data. Scale Rating is used because it can process the measurement result of Likert scale that is raw data of numbers can then be interpreted in a qualitative sense.

Table 1. Interpretation of Scores on the rating scale model (Sugiyono, 2013: 170)

The Precentage	The Interpretation
0% - 25%	Not Very Good
26% - 50%	Not Good
51% - 75%	Good Enough
76% - 100%	Very Good

The result of validation is worthy or whether the use of materials from the questionnaire of material experts, media experts, teachers and students to the use of materials that form descriptive-quantitative data is then converted into a rating scale making it easier to draw final conclusions.

a. The Results of teaching materials evaluation by material experts

Evaluation results from material experts, total score, and feasibility percentage can be seen in the following table.

Table 2. Results of the Feasibility Percentage of Material Experts

No	Pernyataan	Kriteria Penilaian			
		SS	S	TS	STS
1	Media buku interaktif sesuai dengan Standar Kompetensi pembelajaran		1		
2	Media buku interaktif sesuai dengan Kompetensi Dasar pembelajaran		1		
3	Media buku interaktif sesuai dengan indikator dan tujuan pembelajaran		1		
4	Media buku interaktif memiliki kesesuaian dengan karakteristik dan perkembangan anak usia 4-6 tahun		1		
5	Media buku interaktif memberikan kemudahan dalam pembelajaran	1			
6	Media buku interaktif memberi motivasi belajar kepada siswa dalam kegiatan pembelajaran	1			
7	Media buku interaktif memiliki kejelasan dalam memuat materi		1		
8	Media buku interaktif memberikan kemudahan dalam memahami materi		1		
9	Dari aspek mekanisme interaktif dalam media buku mendukung tersampainya materi		1		
10	Melalui media buku interaktif dapat meningkatkan motivasi siswa untuk mempelajari materi		1		
	JUMLAH	2	8	0	0
	JUMLAH SKOR	8	24	0	0
	∑SKOR	32			
	PRESENTASE (%)	80 %			

It is known that the highest score per item = 4, number of items = 10, and the number of respondents = 1 person. The ideal number of scores (if each item gets the highest score) = 4 x 10 x 1 = 40. The total number of evaluation data collection results = (number x SS score) + (number x S score) + (number x TS score) + (number x STS score) = (2 x 4) + (8 x 3) + (0 x 2) + (0 x 1) = 32. So, based on the above data , the level of agreement on the material of teaching materials = (32: 40) x 100% = 80% than expected (100%). The conclusions of the results of the overall assessment conducted by experts on this material are included in the very good category when viewed from the interpretation of the score scale model scores. Thus, the work on the design of teaching materials for the theme of Tanah Airku that was developed was feasible to be tested based on the input and suggestions from the material experts that needed to be revised in an interactive book before field trials. The advice given from the material experts in the interactive book is the suggestion of using letters in the sub-page of my country in order to be changed to lowercase because early childhood will first learn to use lowercase in advance.

b. The Results of teaching materials evaluation by media experts

Evaluation results from media experts, total score, and feasibility percentage can be seen in the following table.

Table 3. Results of the Feasibility Percentage of Media Experts

It is known that the highest score per item = 4, number of items = 12, and the number of respondents = 2 person. The ideal number of scores (if each item gets the highest score) = 4 x 12 x 2 = 96. The total number of evaluation data collection

No	Pernyataan	Kriteria Penilaian			
		SS	S	TS	STS
1	Desain media buku interaktif sangat menarik		2		
2	Gambar/ ilustrasi dalam media buku interaktif menarik dan terpadu	1	1		
3	Media buku menggunakan tampilan mekanisme interaktif yang menarik dan sesuai dengan materi	1	1		
4	Media buku interaktif memiliki proporsi warna yang sesuai	2			
5	Media buku interaktif memiliki proporsi tata letak/ layout yang sesuai		2		
6	Media buku interaktif menggunakan jenis huruf yang sesuai	1	1		
7	Media buku interaktif menggunakan ukuran huruf yang sesuai		2		
8	Media buku interaktif memberi kesesuaian gambar/ ilustrasi dan kalimat untuk kejelasan materi		2		
9	Jenis kertas yang digunakan sesuai dengan media yang diharapkan		2		
10	Pengguna merasa aman dan nyaman		2		
11	Ilustrasi yang disajikan menyesuaikan dengan perkembangan anak usia 4-6 tahun	1	1		
12	Melalui media buku interaktif dapat meningkatkan minat dan motivasi siswa dalam pembelajaran	1	1		
	JUMLAH	7	17	0	0
	JUMLAH SKOR	28	51	0	0
	∑SKOR	79			
	PRESENTASE (%)	82,2 %			

results = (number x SS score) + (number x S score) + (number x TS score) + (number x STS score) = (7 x 4) + (17 x 3) + (0 x 2) + (0 x 1) = 79. So, based on the above data , the level of agreement of the media teaching materials = (79 : 96) x 100% = 82,2% than expected (100%). Conclusion of the overall assessment that has been done by this media expert is very good category when seen from the interpretation of Rating scale model score. Thus, the work of the theme of the material design of Tanah Airku is developed worthy to be tested based on the input and advice from the media experts who need to have revisions to the interactive book before the test field. Suggestions given by media experts in interactive books are suggestions on illustrations of cover sections that need to be enlarged and the addition of background on my flag sub-page. While the overall assessment of the interactive book shows a visual display / illustration with a combination of colors that are made very interesting, so this book is suitable for use as a learning medium for children. This is in accordance with the opinion of Muharrar (2003: 44) that the illustration is not only appearance but also functions as an attraction, decoration, meaning of deepening, and clarifying its contents.

c. The results of teaching material feasibility testing by the teacher

Evaluation results from media experts, total score, and feasibility percentage can be seen in the following table.

Table 4. Percentage of teacher eligibility Results

No	Pernyataan	Kriteria Penilaian			
		SS	S	TS	STS
1	Media buku interaktif sesuai dengan SK dan KD pembelajaran		1		
2	Media buku interaktif sesuai dengan tujuan pembelajaran		1		
3	Media buku interaktif memuat materi yang cukup dalam pembelajaran	1			
4	Media buku interaktif memiliki kesesuaian dengan kemampuan anak usia 4-6 tahun dalam memahami materi		1		
5	Media buku interaktif memiliki kesesuaian materi dengan ilustrasi/ gambar		1		
6	Media buku interaktif membantu anak usia 4-6 tahun dalam memahami tema tanah airku	1			
7	Bahan ajar basis karya seni dapat membantu anak usia 4-6 tahun dalam mempelajari tema tanah airku	1			
8	Bahan ajar memuat kegiatan berkarya seni yang sesuai dengan kemampuan anak usia 4-6 tahun		1		
9	Kegiatan karya seni yang dilaksanakan telah sesuai dengan materi pada setiap sub-tema		1		
10	Tidak ada penafsiran ganda dari setiap rancangan kegiatan kegiatan yang dilakukan		1		
	JUMLAH	3	7	0	0
	JUMLAH SKOR	12	21	0	0
	∑SKOR	33			
	PRESENTASE (%)	82,5 %			

It is known that the highest score per item = 4, number of items = 10, and the number of respondents = 1 person. The ideal number of scores (if each item gets the highest score) = 4 x 10 x 1 = 40. The total number of evaluation data collection results = (number x SS score) + (number x S score) + (number x TS score) + (number x STS score) = (3 x 4) + (7 x 3) + (0 x 2) + (0 x 1) = 33. So, based on the above data , the level of agreement on the material of teaching materials = (33: 40) x 100% = 82,5% than expected (100%). The conclusions of the results of the overall assessment conducted by the teacher on this material are included in the very good category when viewed from the interpretation of the score scale model scores. Thus, the work of the material design of Tanah Airku theme is developed worthy to be tested for the students because according to the needs of students aged 4-6 years, especially for learning theme of Tanah Airku.

d. The results of teaching materials feasibility for students aged 4-6 years

The results of teaching materials feasibility for students aged 4-6 years. Teaching material is presented to PAUD students in the form of teaching and learning activities in class. This assessment is obtained through the observation of teaching and learning activities with teachers and interview with teacher. Students ' interest in the interactive books to be used is very high, appearing from the enthusiasm of all students in the class to scramble to see the interactive books. All students immediately flipped through and looked at interactive books that were distributed, even most of them seemed to start paying attention to the contents of the book before the teacher invited students to pay attention to the contents of the book. When the teacher starts teaching by using an interactive book, students seem to concentrate on paying attention to the teacher and the interactive book section discussed. All students are enthusiastic in paying attention and trying every mechanism in the book. Some students seemed to be active in the learning process, both in paying attention to the teacher, retelling the material being taught and the experience of using interactive books. All students are interested in the interactive book media and still want to learn the next material using interactive books. Based on interviews with the teacher after teaching with interactive books, teachers feel happy because students seem more excited and enthusiastic about learning, being active in a class increases after using an interactive book. The teacher assumes the use of interactive books as PAUD learning media is very good and appropriate. The application of pop-up learning media can improve the ability of children in the field of cognitive development, the child easily understand the learning materials and the field of language development is that the child can know the letters and tell the story easily (Putri et al., 2018). In addition, the teacher also explained that the theme of my homeland was an abstract theme and was different from some of the learning themes in the other 2013 PAUD curriculum such as the theme of Tanaman, the theme of Profesi, or the theme of Transportasi. Thus, the use of Tanah Airku theme interactive books and core activity guidebooks with an artwork base is very helpful for teachers in realizing and presenting learning activities on Tanah Airku theme to PAUD students.

CONCLUSION

Based on the results of research that has been done, it can be concluded that the interactive book media can be used as a means of learning about the theme of Tanah Airku for children aged 4-6 years in an interesting way. The interactive book presents the appropriate materials and has illustrations that are easy to understand children aged 4-6 years while the interactive mechanisms in

the book add enthusiasm to the child in understanding the material of Tanah Airku. The art-base teaching materials presented in the guidebook can also assist PAUD teachers in presenting the learning materials of Tanah Airku theme that can be applied in core activities.

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