

Development of An Islamic Story–Based Pop-Up Book Media to Foster Tolerance Attitudes in Early Childhood

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Abstract: Instilling tolerance from an early age is essential in character education, particularly in early childhood education within pluralistic societies. However, tolerance is often taught verbally and lacks engaging media appropriate to children's developmental characteristics. This study aims to develop an Islamic story-based Pop-Up Book and examine its validity, practicality, and effectiveness in fostering tolerance among children at RA Nahdlatul Walad Tulungagung. The novelty lies in integrating Islamic storytelling, interactive three-dimensional Pop-Up Book design, and measurable tolerance indicators, including sharing, cooperation, respecting differences, helping peers, and appreciating others. The study employed a Research and Development (R&D) approach using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. Participants included two expert validators, two RA teachers, and 16 children aged 5–6 years. Data were collected through validation sheets, teacher questionnaires, behavioral observations, cloze tests, and learning assessments. Data were analyzed using descriptive quantitative techniques, validity and practicality percentages, and N-Gain analysis. The results demonstrated high validity, with content and construct validity scores of 3.76 and 3.52, respectively. The media was also categorized as very practical. Learning outcomes increased from an average of 5.90 to 13.48, with N-Gain scores of 0.50–0.73, indicating moderate to high effectiveness. Observations confirmed improved tolerance behaviors. Thus, the Islamic story-based Pop-Up Book is valid, practical.

Kata Kunci:

Media pembelajaran, pop-up book, kisah Islami, toleransi, anak usia dini

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Abstrak: Penanaman nilai toleransi sejak dini merupakan bagian penting dalam pendidikan karakter, khususnya pada pendidikan anak usia dini di tengah masyarakat yang majemuk. Namun, pendidikan toleransi sering disampaikan secara verbal dan belum didukung secara optimal oleh media pembelajaran yang menarik serta sesuai dengan karakteristik perkembangan anak. Penelitian ini bertujuan mengembangkan media pembelajaran Pop-Up Book berbasis cerita Islami serta menguji validitas, kepraktisan, dan efektivitasnya dalam menumbuhkan sikap toleransi anak di RA Nahdlatul Walad Tulungagung. Kebaruan penelitian ini terletak pada integrasi cerita Islami, desain Pop-Up Book tiga dimensi yang interaktif, dan indikator

toleransi yang terukur, meliputi berbagi, bekerja sama, menghargai perbedaan, membantu teman, dan menghargai orang lain. Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas dua validator ahli, dua guru RA, dan 16 anak usia 5–6 tahun. Data dikumpulkan melalui lembar validasi ahli, angket respons guru, observasi perilaku toleransi, cloze test,

dan penilaian hasil belajar. Analisis data menggunakan teknik deskriptif kuantitatif, persentase validitas dan kepraktisan, serta analisis N-Gain. Hasil penelitian menunjukkan media memiliki validitas tinggi dengan skor validitas isi 3,76 dan validitas konstruk 3,52 serta tingkat kepraktisan sangat baik. Hasil belajar meningkat dari rata-rata 5,90 menjadi 13,48, dengan N-Gain 0,50–0,73 yang termasuk kategori sedang hingga tinggi. Observasi juga menunjukkan peningkatan perilaku toleransi anak. Dengan demikian, Pop-Up Book berbasis cerita Islami dinyatakan valid, praktis, dan efektif untuk memperkuat nilai toleransi pada pendidikan anak usia dini.

INTRODUCTION

Early childhood education is a fundamental phase in the formation of a child's personality, moral values, and social interaction patterns. At this stage of development, children are in a sensitive period that is greatly influenced by learning experiences gained from the family, school, and community environment. Therefore, education at the early childhood level is not only oriented towards developing cognitive abilities, but also emphasizes the formation of character and positive social attitudes, including tolerance. According to Fikri, tolerance is an important value in a pluralistic society because it is related to an individual's ability to appreciate differences, live side by side harmoniously, and build inclusive social relationships (Rohman et al. 2023).

In recent years, concerns have arisen regarding the influx of intolerant ideologies into educational settings, including early childhood education institutions. This phenomenon is evident in several learning practices that limit children's social interactions, such as prohibiting certain activities deemed inconsistent with the views of certain groups, rigidly separating learning spaces, and limiting social interactions with different groups. These conditions have the potential to influence children's perspectives on social diversity from an early age. Rahmatullah argues that education that does not provide space for understanding diversity has the potential to create a generation that is exclusive and difficult to accept differences (Rahmatullah, Shobahiya, and Aryani 2025).

From a cognitive development perspective, early childhood is in the preoperational stage, a phase when children's understanding of the world is still concrete and symbolic. At this stage, Dwijanti explained that children tend to accept information from their environment as truth without in-depth critical thinking (Dwijantie and Nurishlah 2025). This demonstrates that the learning experiences children acquire during their early development will significantly influence the formation of their mindset and social attitudes in the future. Therefore, the value of tolerance needs to be introduced early through an educational approach that is appropriate to the child's developmental characteristics.

In the context of Islamic education, tolerance is a moral value firmly grounded in religious teachings. Asfa argues that Islam places tolerance as part of social morality, encouraging people to respect differences and live side by side peacefully in a diverse society (Asfa and Basir 2025). Tolerance education from an Islamic perspective is not only concerned with interfaith relations but also encompasses mutual respect in everyday social life.

However, instilling the value of tolerance in early childhood cannot be achieved through a purely verbal approach. Children need learning media that can provide concrete, visual, and interactive learning experiences. Sabrina believes that learning media play a crucial role in helping students understand abstract concepts through more easily understood visual representations (Sabrina et al. 2023). In early childhood education, the use of visually appealing media that allows for direct interaction has been shown to increase children's attention, understanding, and emotional engagement in the learning process.

One medium that can be used to support character learning is a pop-up book, a storybook that features three-dimensional visual displays and can be moved. This medium allows children to actively engage by opening, touching, and observing the illustrations that appear from the pages. Daswananda stated that pop-up books function not only as a reading medium but also as a means of exploration that can stimulate the imagination and strengthen conceptual understanding through visual and kinesthetic experiences (Daswananda and Fathoni 2024).

When pop-up books are combined with Islamic stories, they can be an effective way to internalize moral and social values in children. Islamic stories have pedagogical power because they present moral values through stories and exemplary characters that are easily understood by children. Purnasari stated that story-based learning allows children to understand values through emotional and imaginative experiences, making the moral messages more memorable (Hajar and Purnasari 2025).

Several previous studies have shown that the use of pop-up books in early childhood learning has a positive impact on children's conceptual understanding and the development of social attitudes. Ariyani and Setyowati's research demonstrated that pop-up books effectively increase the understanding of social values in early childhood (Ariyani and Setyowati 2021). Another study conducted by Ekawati and Purwowidodo also showed that the use of pop-up books was able to increase students' tolerance attitudes through interactive visual story-based learning (Ekawati and Purwowidodo 2024). However, the development of Islamic story-based pop-up books specifically designed to instill tolerance values in early childhood remains relatively limited.

Based on this situation, this study aims to develop Islamic story-based pop-up book learning media that can be used to instill tolerance attitudes from an early age in young children at RA Nahdlatul Walad Tulungagung. This research focuses not only on the media development process but also examines the media's feasibility, practicality, and effectiveness in supporting the learning of tolerance values in children.

METHOD

This study employed a Research and Development (R&D) method using the ADDIE development model, which consists of five stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. (Ranuharja et al. 2021) The *Analysis* stage was conducted to identify learning needs, children's characteristics, existing learning conditions, currently used instructional media, and the need for developing media to foster tolerance attitudes in early childhood. The *Design* stage involved designing the media concept, learning objectives, Islamic storylines, characters, illustrations, language, and Pop-Up elements adapted to the developmental characteristics of children aged 5–6 years. The *Development* stage involved producing the initial Islamic Story-Based Pop-Up Book, which was subsequently validated by material and media experts to assess the suitability of Islamic content, tolerance values, language, design, illustrations, readability, and the quality of the media construction (Aida et al. 2025). The validation results were used as the basis for product revision to obtain a more appropriate instructional medium. The *Implementation* stage was conducted with 16 children aged 5–6 years at RA Nahdlatul Walad Tulungagung through storytelling activities, observation of illustrations and Pop-Up elements, question-and-answer sessions, and discussions about tolerance-related behaviors in everyday life. The final stage, *Evaluation*, was conducted through formative and summative evaluations to assess the quality of the product and identify weaknesses in the media throughout the development and implementation processes.

Research data were collected through observation, interviews, expert validation questionnaires, teacher response questionnaires, and documentation. (Sudarno, Anggoro, and Fukui 2025) Observation was used to identify the development of children's tolerance attitudes, including their ability to respect differences, share, cooperate, help peers, listen to others, accept different opinions, and demonstrate fair behavior. Interviews with teachers were conducted to obtain information about instructional media needs and the existing implementation of tolerance education in the institution. Validation questionnaires were administered to material and media experts to assess the appropriateness of the product's content and design, while teacher response questionnaires were used to determine the practicality and attractiveness of the developed media. Quantitative data were analyzed descriptively by calculating the percentage of obtained scores relative to the maximum possible scores and interpreting the results based on predetermined feasibility criteria. Meanwhile, qualitative data obtained from observations, interviews, and

validator comments were analyzed descriptively and used as a basis for improving the product (Akmalia et al. 2021). Through this systematic procedure, the study aimed to produce an Islamic Story-Based Pop-Up Book that is valid, practical, and potentially effective as an instructional medium for fostering tolerance attitudes among young children.

RESULTS AND DISCUSSION

Needs Analysis for Learning Media Development

The needs analysis shows that the teaching of tolerance values at RA Nahdlatul Walad Tulungagung is still delivered verbally through stories and teacher advice, without the support of interactive visual learning media. Teachers generally instill character values through storytelling, simple conversations, and direct instruction. Although these methods play an important role in character education, learning practices that rely solely on verbal explanations tend to be less effective in sustaining the attention of young children for long periods.

This situation impacts the process of children receiving moral messages. Estari argues that early childhood has different learning characteristics than students at higher levels of education (Estari 2020). Children tend to understand information more easily when it is presented in a concrete, engaging manner and supported by visual elements. Without instructional media that align with these developmental characteristics, the process of internalizing the value of tolerance may not occur optimally and may fail to provide meaningful learning experiences for children.

The findings of the study also indicate that the learning media available in the classroom have not been specifically designed to support the teaching of tolerance values. The media currently used are still general in nature and have not yet utilized visual approaches capable of illustrating social situations related to mutual respect, appreciation of differences, and cooperation with peers. As a result, children have not obtained a concrete understanding of how tolerance is practiced in daily life.

Theoretically, this condition can be explained through cognitive development theory, which states that early childhood learners are in the preoperational stage. At this stage, children's thinking processes are strongly influenced by concrete and visual experiences. Therefore, conveying abstract concepts such as tolerance requires the support of learning media that can make these values more tangible, allowing children to understand them more easily.

Experts in early childhood education also emphasize that the use of engaging instructional media can increase children's involvement in the learning process. Interactive visual media can assist children in understanding moral messages through storylines, illustrations, and situations that are closely related to their everyday experiences. In this way, character education is not merely delivered through verbal advice but is also experienced through enjoyable and meaningful learning activities.

Based on these considerations, the use of visual media such as a pop-up book is considered a relevant alternative to support the teaching of tolerance values in early childhood education. A pop-up book can present stories in an attractive three-dimensional form that captures children's attention and helps them understand the moral messages conveyed. Through this medium, the learning process is expected to become more interactive, enabling the value of tolerance to be instilled more effectively in children's daily lives.

B. Development of Islamic Story-Based Pop-Up Book Media

The development of pop-up book media in this study was conducted using the ADDIE development model, which includes five main stages: analysis, design, development, implementation, and evaluation. (Rustandi 2021). This model was selected because it provides a systematic framework for developing instructional media that aligns with the needs of learners. During the analysis stage, the researcher identified learning needs, the characteristics of early childhood learners, and the learning conditions at RA Nahdlatul Walad Tulungagung, which were still largely limited to verbal teaching methods without the support of interactive visual media.

The design stage was carried out by developing the concept of a pop-up book containing values of tolerance in children's daily lives. The researcher designed a simple storyline that is easy to understand and closely related to children's social experiences in both school and family environments. The values highlighted in the story include sharing, helping others, respecting differences, cooperating with friends, and demonstrating mutual respect. The preparation of the story also considered the use of communicative language that is appropriate to the language development level of early childhood learners.

At the development stage, the story design was then transformed into a pop-up book media equipped with three-dimensional illustrations. Each page was designed with movable pop-up elements that present more vivid and engaging visual forms. The colorful visual design, expressive story characters, and three-dimensional structures that appear when the pages are opened are intended to increase children's curiosity and attention during the learning process.

In addition to presenting the main story, the developed pop-up book media is also equipped with interactive activities that encourage active child participation. In several parts of the story, reflective questions are inserted that teachers can use to stimulate simple discussions with the children. These activities aim to help children understand the meaning of tolerant behavior presented in the story and relate it to their experiences in everyday life at school.

The presence of interactive elements in this media also supports a participatory learning process. According to Aulia, children are not only positioned as listeners to the story but are also involved in the process of thinking, expressing opinions, and reflecting on the values presented in the narrative. This involvement is expected to strengthen children's understanding of tolerance and encourage them to apply these values in their social interactions with peers. (Aulia and Normaliza 2024). Interaction between teachers and children through simple question-and-answer activities can strengthen children's understanding of the social values conveyed in the story. Thus, pop-up books serve not only as a means of reading but also as a learning tool that encourages social interaction and communication.

Based on the perspective of social learning theory, the use of stories with characters who demonstrate tolerant behavior can serve as behavioral models for children. Warini stated that social learning theory explains that children learn through the process of observing and imitating the behavior displayed by others. (Warini, Hidayat, and Ilmi 2023). Characters in stories who demonstrate attitudes of mutual assistance, respect for differences, and cooperation can serve as concrete examples that children can easily understand and imitate in their daily lives.

Educational experts also emphasize that children tend to imitate the behavior observed in characters they find interesting, relevant to their own experiences, and who receive positive reinforcement from their environment. Therefore, presenting Islamic stories in pop-up books, showcasing exemplary characters' tolerance, is expected to help shape children's social behavior gradually. Through a combination of storytelling, three-dimensional visuals, and interactive activities, this medium is expected to be an effective learning tool for instilling the value of tolerance in early childhood.

C. Validity of the Learning Media

The validation of the Islamic story-based pop-up book media in this study was conducted to ensure that the developed product met an appropriate level of feasibility before being implemented in the learning process. The validation process involved several experts with relevant competencies, including a material expert, a media expert, and early childhood education practitioners. The involvement of these validators aimed to evaluate the quality of the content, the visual presentation of the media, and the suitability of the product with the developmental characteristics of early childhood learners.

The validation results indicate that the developed pop-up book media obtained an average score of 3.76 in the aspect of content validity. This score demonstrates that the material presented in the media is aligned with the intended learning objectives, particularly in instilling values of tolerance among early childhood learners. The story content reflects tolerance-related values

relevant to children's daily lives, such as sharing, respecting differences, and cooperating with peers.

In terms of construct validity, the media obtained an average score of 3.52, which is also categorized as valid. This evaluation shows that the structure of the media presentation, visual design, and storyline organization have been systematically arranged and are easily understood by children. Furthermore, the use of colorful illustrations and three-dimensional elements in the pop-up book enhances visual attractiveness and helps children understand the story more effectively.

The validators also assessed that the language used in the media was appropriate for the language development level of early childhood learners. The sentences are simple, communicative, and easily understood by children. This aspect is important because language that is compatible with children's abilities enables them to comprehend the moral messages contained in the story more effectively.

In addition to the language aspect, the visual illustrations presented in the media also received positive evaluations from the validators. The images were considered engaging, expressive, and capable of representing social situations related to tolerant behavior. These visual representations help children gain a more concrete understanding of attitudes such as mutual respect and cooperation in everyday life.

From the perspective of instructional media development, a product can be considered feasible for use when it meets the criteria of both strong content validity and construct validity. According to Farida, valid instructional media indicates that the material content, design, and presentation of the product are aligned with learning objectives and the needs of learners (Farida, Destiniar, and Fuadiah 2022). Thus, the validation results in this study show that the Islamic story-based pop-up book media developed has met the eligibility criteria as a learning medium for early childhood.

D. Practicality and Effectiveness of Media in Instilling Tolerance Attitudes

The use of pop-up book media in learning activities demonstrated positive responses from both teachers and students. Based on the teachers' responses and classroom observations, the media was considered easy to use, attractive, and appropriate for the developmental characteristics of early childhood learners. Teachers reported that the three-dimensional visual presentation and story-based content made the learning activities more engaging and facilitated the delivery of moral and religious messages more concretely and understandably. Instead of receiving moral values only through verbal explanations, children were provided with visual representations and sequential story events that enabled them to connect the messages with situations that were familiar to their daily lives. The children also appeared more enthusiastic and attentive when listening to the stories presented through the pop-up book. They actively responded to the teacher's questions, expressed their opinions about the characters and events in the story, and interacted with their peers during the learning activities. This active participation suggests that the use of pop-up book media can create a more interactive and child-centered learning environment in which children are not merely passive recipients of information but become actively involved in constructing their understanding through observation, listening, questioning, and communication.

The positive classroom responses were also reflected in the development of children's tolerant behavior. Based on the results of classroom observations, the use of the Islamic story-based pop-up book was associated with improvements in several observable indicators of tolerance. Children increasingly demonstrated willingness to share learning materials and toys with their friends, cooperate during group activities, listen to the opinions of others, and respect friends who had different characteristics, preferences, or abilities. These behavioral changes are particularly important in early childhood because tolerance is not developed merely through the memorization of definitions or verbal instructions but through repeated experiences and meaningful social interactions. The stories presented in the pop-up book provided children with

concrete examples of situations involving differences, cooperation, kindness, and respect. Through the characters and conflicts presented in the stories, children could observe the consequences of positive and negative behaviors and gradually develop an understanding of why respectful and cooperative behavior is important. The teacher also played an important role in reinforcing these messages by asking reflective questions, providing explanations, and connecting the story events with children's everyday experiences. Therefore, the pop-up book functioned not only as a visual learning medium but also as a stimulus for social interaction and moral reflection.

The results of the learning evaluation further supported the positive contribution of the developed media. The average learning score increased substantially from 5.90 at the initial meeting to 13.48 at the third meeting. This increase indicates that children demonstrated considerable progress in understanding the learning content after participating in activities supported by the pop-up book. Furthermore, the N-Gain scores ranged from 0.50 to 0.73, indicating moderate to high levels of improvement. The increase in learning outcomes can be understood in relation to the characteristics of the media, which combines narrative, visual illustration, physical manipulation, and teacher-child interaction. Such a combination provides children with multiple opportunities to encounter and process the same moral concepts in different forms. For young learners, who generally have relatively limited attention spans and learn effectively through concrete and sensory experiences, the three-dimensional characteristics of a pop-up book can make abstract concepts such as tolerance, respect, cooperation, and sharing more tangible. Consequently, the learning process becomes more meaningful because children are able to see, hear, discuss, and respond to the moral situations represented in the stories.

These findings indicate that an Islamic story-based pop-up book has considerable potential to support character education, particularly the development of tolerance among children in early childhood learning settings. The effectiveness of the media can be attributed not only to its attractive visual appearance but also to the integration of Islamic values into contextual and age-appropriate narratives. Stories can provide children with a safe and meaningful context for learning moral values because children can identify with the characters, follow the sequence of events, and observe how problems are resolved. When tolerance values are embedded within stories rather than presented as isolated concepts, children are more likely to understand their practical meaning. The visual, emotional, and motoric engagement generated during the use of the pop-up book further strengthens this learning experience. Children can manipulate the pages, observe three-dimensional figures, listen to the narrative, respond to questions, and participate in discussions. These activities engage several aspects of children's development simultaneously, including cognitive, language, social-emotional, and motor development. Thus, the use of pop-up book media can provide an integrated learning experience that goes beyond the transmission of knowledge and contributes to the development of children's attitudes and behaviors.

The findings are also consistent with the principles of multimedia learning. Riyanto (2025) argues that, from the perspective of multimedia learning theory, the presentation of information through a combination of visual and verbal elements can enhance learners' comprehension and memory retention. This perspective helps explain why pop-up book media that combines colorful visual illustrations, three-dimensional objects, and narrative stories can support children's understanding of tolerance values more effectively than verbal explanation alone. The visual elements provide children with concrete representations of the situations described in the story, while the verbal narrative provides additional information that guides their interpretation of the images and events. When these elements are presented coherently, children have greater opportunities to connect new information with their existing experiences. In the context of this study, the combination of visual and verbal information may have helped children remember the characters, situations, and moral messages contained in the stories. The physical interaction involved in turning pages and observing the pop-up elements may have further strengthened their attention and engagement. Therefore, the findings suggest that Islamic story-based pop-up books can serve as an effective and developmentally appropriate medium for

integrating literacy, storytelling, religious values, and character education in early childhood classrooms.

Furthermore, the improvement in tolerance-related behavior suggests that the learning impact of the pop-up book may extend beyond cognitive achievement. Character education requires learning experiences that allow children to repeatedly encounter, discuss, practice, and demonstrate desired values in authentic social situations. In this regard, the pop-up book provides an initial stimulus through which tolerance values can be introduced and discussed, while classroom interaction provides opportunities for children to translate those values into observable behavior. The teacher's role remains essential in ensuring that the moral messages contained in the stories are connected to real-life situations. For example, after reading a story about sharing, the teacher can encourage children to share learning materials with their classmates; after discussing differences among characters, the teacher can invite children to appreciate differences among their peers. Such reinforcement can transform the moral messages contained in the story into practical habits. Therefore, the findings demonstrate that the developed pop-up book should be viewed not simply as a supplementary teaching aid, but as a pedagogical medium that can facilitate meaningful interactions between children, teachers, stories, and moral values.

CONCLUSION

This study produced a Pop-Up Book learning media based on Islamic stories designed to instill attitudes of tolerance in early childhood. The media was developed using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The results of the study indicate that the developed media has a high level of feasibility based on validation results from both material experts and media experts.

The implementation of this media in learning activities shows that the Pop-Up Book is able to increase children's engagement in the learning process and assist them in understanding the concept of tolerance more concretely through storytelling and three-dimensional visualization. The use of Islamic stories in this media also provides added value because it not only conveys moral messages but also strengthens character education from an Islamic perspective.

Through engaging narratives and interactive visuals, children can learn about the importance of respecting differences, cooperating with others, and showing mutual respect in social life. Therefore, the Islamic story-based Pop-Up Book can serve as an effective innovation in learning media to instill values of tolerance from an early age. Future research is recommended to examine the effectiveness of this media on a broader scale and to develop more diverse story variations so that it can be applied in various early childhood learning contexts.

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