

Increasing Artistic Creativity for Children Aged 5–6

Years Through Pop-Up Book Media

Nurul Azmi Pasaribu¹, Masganti Sit²

^{1,2} Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

e-mail: *¹nurul0308212104@uinsu.ac.id, ²masganti@uinsu.ac.id

ARTICLE INFO

Article history:

Received: July 23, 2025

Accepted: August 9, 2025

Available online on:

August 11, 2025

Keywords:

Artistic creativity; early childhood education; pop-up book media; classroom action research; creative expression development

Copyright ©2025 by Authors.
Published by Universitas
Muhammadiyah Tangerang

ABSTRACT

This study aims to improve the artistic creativity of children aged 5–6 years through pop-up book media at RA Islamiyyah Gunung Melayu. The method used was Classroom Action Research (CAR) employing the Kemmis and McTaggart model in two cycles. The research subjects were 23 children, consisting of 9 girls and 14 boys. Data were collected through observation and documentation, focusing on trying new ideas, involving others, and overcoming challenges. The results showed a significant increase: in the pre-cycle, only 25.5% of children were in the developing category, which increased to 75% in Cycle I and reached 93.75% in Cycle II in the very well-developed category. These findings indicate that pop-up book media is effective in stimulating children's artistic creativity through enjoyable and interactive learning experiences.

Introduction

According to Munandar, creativity is the ability to make new combinations based on existing data, information, or elements. Creativity is not only about drawing well, but also about how children

think and express themselves in unique and creative ways (Amirah, 2023). It involves creating ease, inventing, and sharing ways to provide the required items for continuity and comfort. Children's creations should align with their interests and talents so they can develop optimally according to their growth (Eha et al., 2024).

Creativity can be fostered by educating within an environment close to the child, such as the physical, technical, and social environments (Pianda & Rahmiati, 2020). For optimal growth, educating within the child's surroundings helps develop creativity, allows direct information exchange, fosters communication, encourages hands-on learning, develops environmental awareness, and helps solve problems they face (Mayar et al., 2022).

To stimulate creativity in early childhood learning, pop-up book media can be created according to the child's developmental stage, allowing them to learn through play (Winnuly et al., 2023). Play is the main activity for developing imagination and creativity. It can stimulate goal achievement, such as choosing or matching colors, which is a process in itself.

A pop-up book is a book with pictures that can pop up or move when opened. It is designed with attractive shapes and colors to make children enjoy looking at and reading it. For early childhood, pop-up books are used to introduce letters, numbers, colors, animals, moral stories, or other concepts in a fun and easy-to-understand way. Since the images "pop out" from the page, children become more engaged, active,

and able to remember the story content better (Febriani et al., 2023).

Creating pop-up books or books with three-dimensional elements is rarely, if ever, done by teachers at RA Islamiyyah. Therefore, the researcher was interested in creating pop-up book media to stimulate children's imagination and creativity. Additionally, pop-up books can enhance children's divergent thinking skills—the ability to view a problem from various perspectives and find multiple solutions (Manik & Wulan, 2024).

Through interaction with this type of book, children can develop their imagination, create their own stories, and practice understanding cause-and-effect relationships. Therefore, research on the effectiveness of pop-up books in enhancing the creative thinking of young children is important. Learning media also play a significant role in education (Febriani et al., 2023a). The use of varied media can increase children's motivation and interest in learning.

As one form of learning, pop-up books offer visual appeal that stimulates curiosity and imagination. They not only present information in an engaging way but also encourage direct interaction with the learning material (Danur & Mayar, 2020).

Based on research observations at RA Islamiyyah, it was found that the artistic creativity of Class B children aged 5–6 years was still undeveloped. Students were unable to create new works, often imitating what the teacher demonstrated at school, and some even copied their peers' work. They had not yet developed the ability to

visualize and produce their own creations (Salsabila & Muhid, 2021), partly due to low interest in exploration and self-initiated creativity, and a lack of active and creative learning.

For example, when making shapes, teachers demanded that children replicate demonstrated objects without giving them opportunities to create based on their own imagination. This led the researcher to choose the pop-up book as a teaching aid to capture children's attention and break the monotony of learning.

This study offers novelty in focus, approach, and expected outcomes. Previous studies, such as Astuti (2021), used pop-up book media to improve speaking skills in early childhood, while Rahmawati (2021) focused on storytelling abilities. Most uses of pop-up books have centered on language development. In contrast, this study specifically addresses visual artistic creativity in children aged 5–6 years, such as drawing, coloring, and shaping.

Another novelty lies in using pop-up books as a stimulus for artistic expression, giving children the role of creators, not just story recipients. The study also applies specific artistic creativity indicators for early childhood, aligning with their developmental characteristics. Thus, it contributes not only to cognitive and language development but also to the enhancement of aesthetics, imagination, and creative expression through engaging visual media (Febriani et al., 2023).

Methods

This study collected data through observation and documentation

within the framework of Classroom Action Research (CAR) (Utomo et al., 2024). Observations were conducted to assess the level of achievement of children during learning activities using pop-up book media, both individually and in groups. Documentation was also employed to capture activities during the creation of pop-up books, serving as evidence and supporting data.

The classroom action method involved collaboration between the researcher and the teacher to jointly solve learning problems in the classroom. The research subjects were children aged 5–6 years at RA Islamiyyah Gunung Melayu. The participants consisted of 23 children, comprising 9 girls and 14 boys.

The instrument used was a scoring sheet to measure the children’s creativity in making pop-up books. To assess creativity, the researcher prepared achievement indicators presented in Table 1. According to Rabson, as cited in *Integration of Traditional Games in STEAM Education for Early Childhood*, several artistic creativity indicators include (Anggraini et al., 2022):

No	Indicator	Description
1	Engaging in new activities	The child can participate in new activities correctly.
2	Trying new ideas and analyzing new activities	The child can explore new ideas through making pop-up books effectively.

3	Involving others	The child can seek assistance from peers and the teacher.
4	Completing challenges	The child can complete the challenge of making a pop-up book.

Once the data were collected, they were analyzed to calculate the mean score. Data analysis began by measuring children's achievement levels based on Table 2.

Table 2. Child Achievement Scoring Guide

Achievement Level	Score
Not Yet Developed	1
Beginning to Develop	2
Developing as Expected	3
Very Well Developed	4

The data were obtained from observations over two cycles. The results were then compiled into a percentage diagram of achievement levels using the following formula:

$$\frac{F}{N} \times 100 =$$

Notes:

- F = Score obtained
- N = Maximum indicator score (16)
- 100 = Constant

To calculate the mean score of all children's achievements:

$$\bar{X} = \frac{\sum Xi}{N}$$

Where:

- \bar{X} = Average score
- \sum = Total score of all children
- N = Total number of children

The research design followed the Kemmis and McTaggart model, which describes one cycle consisting of four steps: planning, action, observation, and reflection. After completing one cycle, the process continues until the research goals are met (Hafidah et al., 2022).

Results and Discussions

Pre-Cycle

The pre-cycle activity was the initial step taken to help children improve their creativity. Based on statements from the classroom teacher at RA Islamiyyah Gunung Melayu, the creativity achievement level of the children was only 25.5%, which was included in the "Not Yet Developed" category. Therefore, the researcher introduced pop-up book media to the children to help increase their creativity before taking the next action.

Cycle 1 Action

In the first cycle stage, the researcher conducted the activity over two meetings by having the children create pop-up books individually. In the first meeting, the researcher invited the children to see how the

process of making a pop-up book was carried out. Then, once the children understood and comprehended it, the researcher provided additional explanations to those who did not yet understand. In this activity, there were children who could understand without the teacher's explanation, and there were also those who could not understand and thus needed help from the teacher.

The results of this activity showed that 8 children were in the "Developing as Expected" category, 8 children were categorized as "Beginning to Develop," and 7 children were categorized as "Not Yet Developed" because they were not yet able to make a pop-up book and had to be assisted by the teacher and their peers.

Based on the Cycle 1 activities carried out with children aged 5–6 years, it can be seen that some children were still confused and needed the teacher's help, but there were also children who responded quickly without the teacher's help. The percentage data analysis in Figure 2 shows that the achievement scores of the children at RA Islamiyyah Gunung Melayu in Cycle 1 still included seven children whose scores were below >50. The average artistic creativity score of the children in Cycle 1 reached 75%, which is in the "Developing as Expected" category. Seeing that the results of Cycle 1 had not yet fully increased, a reflection stage was carried out before implementing Cycle 2.

Cycle 2 Action

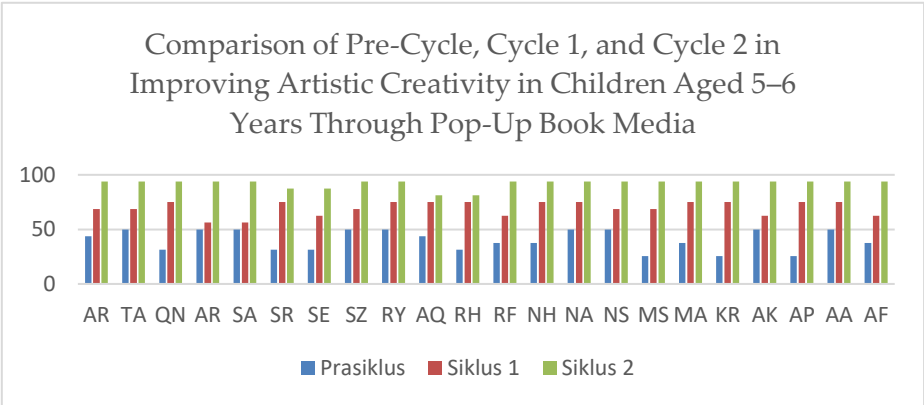
After the researcher reflected on the results of Cycle 1, the process continued to Cycle 2 with the same media, namely pop-up books, but

with a different method: the children created pop-up books in groups with their peers. Observations in Cycle 2 showed that the children’s artistic creativity had fully improved.

In the first meeting, the children were invited to watch once again how to make the pop-up book to sharpen their memory so they would not forget the process. In the second meeting, the children were given the tools and materials, and the researcher re-explained the steps so that they understood how to make the pop-up book.

Based on the Cycle 2 activities carried out with children aged 5–6 years, it can be seen that almost all the children’s artistic creativity began to increase. When working in groups, the children were more active and even more creative, helping each other. Based on the percentage diagram in Figure 3, it can be seen that the achievements at RA Islamiyyah Gunung Melayu in Cycle 2 had increased significantly to above >50%. The average score in Cycle 2 reached 93.75%, categorized as “Very Well Developed.”

Table 1. Comparison of Pre-Cycle, Cycle 1, and Cycle 2



Based on the comparison graph between Pre-Cycle, Cycle 1, and Cycle 2, there was a significant increase in the artistic creativity of children aged 5–6 years after using pop-up book media. In the Pre-Cycle stage, most children scored below 60%, showing that their creativity was still low. However, after learning activities in Cycle 1 using pop-up book media, the average score increased to around 70%–80%. This shows that pop-up book media can attract children's interest and encourage them to be more active and creative in artistic activities.

Figure 1. Pop-Up Book Activity



Figure 2. Pop-Up Book Activity



Next, in the Cycle 2 stage, the increase in scores was more evident, with almost all children scoring above 90%. These results show that consistent and well-directed use of pop-up book media can help

children express themselves better and maximize their artistic creativity. In other words, pop-up book media has proven effective in increasing the artistic creativity of early childhood because it is attractive, interactive, and stimulates imagination (Putri et al., 2024).

The use of media in learning is one alternative for overcoming children's learning problems in class. Media plays several roles as children's learning materials, including: making children more creative, serving as a source of interaction between educators and students, stimulating children's memory, and fostering independence through real experiences (Sit, 2023).

Conclusion

This study proves that the use of pop-up book media can effectively improve the artistic creativity of children aged 5–6 years at RA Islamiyyah Gunung Melayu. This is evident from the increase in the percentage of children's creativity achievements, which rose from 25.5% in the pre-cycle, to 75% in Cycle I, and reached 93.75% in Cycle II. The children became more active, creative, and enthusiastic in exploring and creating artworks through interactive and enjoyable visual media. The use of pop-up books not only attracts children's attention but also encourages them to try new ideas, involve others, and complete challenges independently. This activity provides space for children to express their imagination and practice divergent thinking. Therefore, the pop-up book is an appropriate learning medium to develop the aesthetic, imaginative, and creative expression aspects of early

childhood.

References

- Amirah, N. (2023). Meningkatkan Kemampuan Menyimak Pada Anak Usia Dini Melalui Kegiatan Digital Storytelling. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, 5(2), 1348.
- Angraini, A., Sit, M., & Basri, M. (2022). Mengembangkan kecerdasan visual spasial anak melalui kegiatan kolase pada anak usia dini. *Jurnal Pelita PAUD*, 6(2), 248-254. <https://doi.org/10.33222/pelitapaud.v6i2.1937>
- Danur, D. T., & Mayar, F. (2020). Mengembangkan Potensi Kreativitas Seni Pada Anak Usia Dini Melalui Kegiatan Menyusun Daun. *Ensiklopedia of Journal*, 2(2), 170–174.
- Eha, E., Dewi, R. S., & Pribadi, R. A. (2024). Proses Pengembangan Kreativitas Peserta Didik Melalui Kegiatan Pembelajaran Berbasis Pendekatan Saintifik Di Sd Negeri Ciomas 2. *JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar*, 10(1), 256–277. <https://doi.org/10.31932/jpdp.v10i1.3156>
- Febriani, S. A., Dwiyantri, L., & Yulianto, D. (2023). Pengembangan Media Pop Up Book Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Anak Usia Dini. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 8(2), 1–8. <https://doi.org/10.29407/pn.v8i2.16387>
- Hafidah, R., Dewi, N. K., Syamsudin, M. M., Pudyaningtyas, A. R., Nurjanah, N. E., & Sholeha, V. (2022). Meningkatkan Kompetensi Profesionalisme Guru Paud Melalui Pelatihan Penerapan Penelitian Tindakan Kelas (Ptk). *JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini)*, 3(1), 19–34. <https://doi.org/10.26740/jp2kgaud.v3n1.19-34>
- Manik, R. T. Y., & Wulan, D. S. A. (2024). Pengaruh Penggunaan Media Pop-Up Book untuk Perkembangan Bahasa Lisan Ekspresif Anak Usia 5-6 Tahun di TK Tunas Harapan Ambarita. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 2(4), 22-37. <https://doi.org/10.47861/khirani.v2i4.1323>
- Putri, V. M., Yaswinda, & Mahyuddin, N. (2024). Development of Pop-Up Book Media Based on Multisensory for Scientific Literacy of

- Early Childhood. *Jurnal Ilmiah Potensia*, 9(1), 48–59. <https://doi.org/10.33369/jip.9.1.48-59>
- Rusanti, D. D., Naimah, N., & Putro, K. Z. (2022). Pengembangan Kreativitas Anak Melalui Kegiatan Bermain Plastisin di TK Al-Khairiyah Bandar Lampung. *Jurnal Penelitian Medan Agama*, 13(2), 73. <https://doi.org/10.58836/jpma.v13i2.12861>
- Sit, M. (2023). Pengembangan Media Busy Book untuk Meningkatkan Kemampuan Aksara dan Angka pada Anak Usia 5-6 Tahun. *Aulad: Journal on Early Childhood*, 6(2), 260-271. <https://doi.org/10.31004/aulad.v6i2.512>
- Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode penelitian tindakan kelas (PTK): Panduan praktis untuk guru dan mahasiswa di institusi pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4), 19-19. <https://doi.org/10.47134/ptk.v1i4.821>
- Winnuly, W., Fauziah, P. Y., Triana, R. S., & Susanti, T. (2023). Pengembangan media pembelajaran pop-up storybook interaktif untuk anak usia dini. *Jurnal Pendidikan Anak*, 36-48. <https://journal.uny.ac.id/v3/jpa>