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DEVELOPMENT OF A POP-UP BOOK ON MY HOME AS PART OF THE UNITED REPUBLIC OF INDONESIA

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ABSTRACT

The teaching of the "My Home: Part of the Republic of Indonesia" curriculum in third grade at Al-Hikmah Islamic Elementary School still relies on lectures, printed textbooks, and simple illustrations, causing students to struggle with concrete understanding of the material. This situation highlights the need for engaging, visual learning media tailored to the characteristics of elementary school students. This study aims to develop a pop-up book as a learning medium for the "My Home: Part of the Republic of Indonesia" curriculum and to assess the medium's feasibility based on expert evaluation and user feedback. The study employs the Research and Development (R&D) method using the 4D development model, which includes Define, Design, Develop, and Disseminate. The developed learning material covers topics such as Indonesia as an archipelagic nation, one's place of residence as part of the Republic of Indonesia, societal diversity, and national unity, while integrating Islamic values such as mutual respect, living in harmony, and mutual assistance. The results indicate that the learning material achieved a media expert validation rate of 90.38% and a content expert validation rate of 85.42%. Student responses also indicated a high level of interest in using the media, with 91.7% of students falling into the "very interested" category. Thus, the developed Pop-Up Book can be used as a concrete, engaging, and contextual learning support tool for Pancasila Education for third-grade students at Al-Hikmah Islamic Elementary School.

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Introduction

The Unitary State of the Republic of Indonesia (NKRI) embodies the unity of the nation, encompassing the diversity of ethnic groups, cultures, and regions; therefore, an understanding of it must be instilled starting at the elementary education level as part of fostering a sense of national identity among the younger generation. Current trends indicate a decline in students' sense of national identity in elementary schools due to the rapid advancement of science and technology, as well as globalization, which influence students' sense of self. Concern over the erosion of nationalist values among Indonesian childen has likewisw been documented as an important issue in national education (Suarno et al., 2021). This situation underscores the need to continuously strengthen students' sense of national identity—including their understanding of their role as part of the NKRI—through instructional materials and learning media tailored to the characteristics of elementary-aged students. In the context of Pancasila Education for third-grade elementary school students, this material is known as the theme "My Home Is Part of the NKRI," which introduces the levels of administrative regions as well as the diversity of the students' surrounding environments.

Third-grade elementary school students are generally between the ages of 7 and 9 and are in the concrete operational stage of cognitive development. At this stage, children begin to think logically but still require concrete objects or experiences to understand certain concepts (Imanulhaq & Ichsan, 2022) . Therefore, presenting material that relies solely on symbols or verbal explanations can make it difficult for students to grasp abstract concepts. The use of instructional media capable of visualizing concepts—such as administrative territorial levels and diversity in the "My Home: Part of the Republic of Indonesia" curriculum—is essential to make learning more accessible and meaningful. Studies on the use of instructional media among third-grade elementary school students also indicate that visual media can help connect instructional content to students' learning experiences (Adi Sanjaya et al., 2024) . Evidence from piaget based research is consistent with this view childen in the concrete operations stage depend on what they see, hear, and feel, and have difficulty reasoning in abstractions (Cerovac & Keane, 2025).

In practice, the teaching of national identity in elementary schools is generally still integrated into the Pancasila Education curriculum and is heavily influenced by how teachers manage the learning process, while specialized media to visualize the material remains limited(Zulfa et al., 2022) . Ruyadi & Supriyono (2024) also explain that national awareness material for elementary school students needs to be presented systematically, covering, among other things, the background of the name "Indonesia," racial and ethnic diversity, and the national language. These conditions highlight the importance of teachers' creativity in presenting the material in a way that aligns with the students' characteristics. At Al-Hikmah Islamic Elementary School, based on initial observations and interviews with third-grade teachers, instruction on the topic "My Home: Part of the Republic of Indonesia" remains conventional and centered on lectures and textbooks. The teaching materials used by teachers are still limited to textbook packages and simple drawings on the blackboard. Fifteen out of 23 third-grade students demonstrated suboptimal understanding of the material based on their daily test scores, as reported by the third-grade teacher. Farlier research at primary schools in Jayapura, Papua, likeswisw noted a perceived decline in the sense of nationalism and positioned schools as agents of nationalism throuhg the learning process(Abu Bakar et al., 2018) .

Various studies have examined the use of pop-up books as teaching media in elementary schools across a range of subjects. Ananda et al., 2024) developed a pop-up book to introduce the symbols of the Pancasila principles in elementary schools and demonstrated that this medium is suitable for use in Pancasila Education instruction. Kamal et al., 2024) used pop-up books in Social Studies instruction and reported an improvement in student learning outcomes following the use of this medium. Furthermore,(Isnaini Retnaning Hidayati et al., 2025) developed a pop-up book based on local culture for the topic of cultural diversity for fourth-grade elementary school students and demonstrated that this medium helped students understand the concept of diversity more concretely.

Although the use of pop-up books in civics and diversity education has been extensively studied, these studies differ in terms of content, grade level, and the contexts addressed. Julianto et al., 2021) developed a pop-up book featuring the local wisdom of Lasem Batik for elementary schools without specifying a particular grade level. Rachman et al., 2022) developed a pop-up book on wetland ecosystems and demonstrated that this medium received a high level of approval from media experts and subject matter experts. Based on these studies, pop-up books have been used for various learning topics; however, their specific application to regional studies and the position of the Unitary State of the Republic of Indonesia (NKRI) for third-grade students—particularly in the context of Islamic elementary schools—still warrants further investigation.

Based on the literature review conducted, no study has been found that specifically develops a pop-up book for the "My Home Is Part of the Republic of Indonesia" curriculum for third-grade students in the context of Islamic elementary schools that integrates Islamic values into discussions of diversity and unity. This gap warrants further attention because material related to geography, diversity, and one's identity as part of the NKRI needs to be presented concretely in a manner suited to the characteristics of elementary school students, while the learning media available at the research site remain limited. The novelty of this study lies in the development of a pop-up book specifically designed for the "My Home: Part of the Republic of Indonesia" curriculum by integrating Islamic values into the presentation of diversity-related content. This study focuses on the media development process and the assessment of its suitability based on evaluations by subject matter experts, media experts, and user feedback. Thus, this study aims to describe the development process of the pop-up book media for the "My Home Is Part of the Unitary State of the Republic of Indonesia" curriculum for third-grade students at Al-Hikmah Islamic Elementary School and to determine the media's suitability based on evaluations by subject matter experts, media experts, as well as feedback from teachers and students.

Method

This study is a research and development (R&D) project aimed at producing a pop-up book on the topic "My Home: Part of the Republic of Indonesia" for third-grade students at Al-Hikmah Islamic Elementary School. The development model used is the 4D model, which consists of Define, Design, Develop, and Disseminate(Bahosin Sihombing et al., 2024) . The test subjects in this study were 23 third-grade students at Al-Hikmah Islamic Elementary School. Research data sources included observation results and interviews with the third-grade teacher, evaluations from media and content experts, as well as teacher and student responses to the developed media. The research instruments consisted of an observation sheet, an interview guide, a media expert validation sheet, a subject

matter expert validation sheet, and teacher and student response questionnaires. The media expert validation sheet comprised 13 indicators covering aspects of visual appearance/design, technical aspects and construction, presentation, and practicality of use. The subject matter expert validation sheet consists of 12 indicators covering curriculum, accuracy and depth of content, integration of Islamic values, language, and benefits. Evaluations used a 1–4 scale. The teacher and student response questionnaires were used to gauge reactions to the use of the media after the pilot test. Data collection was conducted through observation, interviews, and the distribution of questionnaires. This R&D approach, using the 4D development model, aligns with other educational media development studies that have also proven to produce valid and practical products for use at the elementary education level (Lathifah et al., 2025) .

The development of the learning media was carried out in four stages. In the Define stage, the researchers conducted a needs analysis, a student analysis, and a learning context analysis through observations and interviews with third-grade teachers. The Design stage involved creating a content map, designing the content, illustrations, layout, colors, typography, and pop-up features, as well as integrating Islamic values appropriate for third-grade students. The Develop stage involved product creation, validation by media and subject matter experts, revisions based on validators' feedback, and limited pilot testing with third-grade students. Testing and the use of the media in instruction were incorporated into the Development phase as part of product testing, rather than as a separate phase within the 4D model. The Dissemination phase was conducted on a limited basis through the use and distribution of the product at Al-Hikmah Islamic Elementary School.

Validation results and responses were analyzed using quantitative descriptive methods. The percentage score was calculated using the formula: γ = (total score obtained / maximum possible score) × 100%. The resulting percentages were then interpreted based on the rating categories used in the study: $80\% < \gamma \leq 100\%$ (very high); $60\% < \gamma \leq 80\%$ (high); $40\% < \gamma \leq 60\%$ (moderate); $20\% < \gamma \leq 40\%$ (low); and $0\% \leq \gamma \leq 20\%$ (very low). Data in the form of comments and suggestions from the validators were used as input for product revisions. Analysis of teacher and student responses was used to describe the level of user interest and feedback regarding the developed media. This study did not conduct an effectiveness test to measure improvements in learning outcomes because it did not use a pretest-posttest design or a comparison group.

The criteria for interpreting the assessment percentages are presented in Table 1.

$$\gamma = \frac{\text{Total validation score obtained}}{\text{Maximum possible score}} \times 100\%$$

The validation results were then analyzed and categorized based on the percentages obtained in accordance with the criteria in Table 1, "Criteria for Interpreting Assessment Percentages," as follows:

Table 1. Criteria for Interpreting Assessment Percentages

γ (%)	Interpretasi
$80 < \gamma \leq 100$	Very High
$60 < \gamma \leq 80$	High
$40 < \gamma \leq 60$	Moderate
$20 < \gamma \leq 40$	Low
$0 \leq \gamma \leq 20$	Very Low

Results and Discussion

During the *Define* stage, the analysis phase of this study was conducted to obtain information regarding learning needs, student characteristics, the learning context, and learning objectives, which served as the basis for the development of the Pop-Up Book teaching material. Based on observations of Pancasila education lessons on the topic "My Home: Part of the Unitary State of the Republic of Indonesia," it was found that the lecture method and assignment-based approaches were still predominantly used. The teaching media and materials employed consisted of printed books and simple illustrations. Pop-Up Books had not yet been utilized for this topic, resulting in limited visual and concrete " presentation of the material. This finding aligns with the general state of national identity education in elementary schools, which remains heavily reliant on teacher-led instruction without the support of specialized visual media to illustrate the "(Zulfa et al., 2022) . This situation highlights the need for media that can present material in a more concrete, engaging, and age-appropriate manner for third-grade students.

Analysis of the students' performance revealed that third-grade students possess diverse learning abilities. This finding aligns with the characteristics of children aged 7–9 years, who are in the concrete operational stage of cognitive development; thus, understanding abstract concepts still requires support from tangible objects or real-world experiences (Imanulhaq & Ichsan, 2022) . Students also showed interest in learning activities that utilize engaging images and visual elements, consistent with findings that visual media can help connect learning materials to the learning experiences of elementary school students (Adi Sanjaya et al., 2024) . These findings are an important consideration in selecting the characteristics of the media being developed, as pop-up books can present material through illustrations and three-dimensional forms, allowing information to be displayed in a more concrete and engaging way for students.

The results of the contextual analysis indicate that the same teaching materials and media are used for all students, even though their learning abilities vary. Instruction relies on printed textbooks and simple visual aids and does not yet utilize pop-up books. Furthermore, the curriculum has not specifically integrated Islamic values into the diversity curriculum. These conditions served as the basis for designing media appropriate to the subject matter, student characteristics, learning needs, and the school context.

Based on the results of the needs analysis, student characteristics, and the learning context, the development objective is focused on providing Pop-Up Books to support students' understanding of the "My Home: Part of the Republic of Indonesia" curriculum through concrete and engaging material presentation, while integrating Islamic values into discussions on diversity.

Based on the results of the needs analysis, student analysis, and context analysis, a gap was identified between the current learning conditions—which are still dominated by lecture-based methods, printed books, and simple illustrations—and the students' need for a more concrete and engaging presentation of the material. Third-grade students have diverse learning abilities and show an interest in visual media. On the other hand, the media currently in use do not take the form of pop-up books and do not specifically integrate Islamic values into the material on diversity. These findings indicate that the media to be developed must meet three primary needs: presenting material concretely through visuals and three-dimensional forms; appealing to the characteristics of third-

grade students; and integrating Islamic values relevant to the subject matter. Based on these needs, the pop-up book was selected as an alternative learning medium, which then served as the foundation for the design phase.

During the design phase, the pop-up book was designed based on the analysis results, following these steps:

The media framework and content map were organized based on the "*My Home: Part of the Republic of Indonesia*" curriculum. The Pop-Up Book framework consists of a cover, content pages, illustrations, three-dimensional objects, and sections highlighting Islamic values. The content is organized progressively, starting with an introduction to Indonesia as an archipelagic nation, the concept of " " (My Home) as part of the Republic of Indonesia, societal diversity, and finally, the importance of maintaining unity. The text is kept brief and communicative to suit the characteristics of third-grade students. The design of the pop-up book as a visual and concrete medium aligns with the research "(Artobatama et al., 2023) , which shows that pop-up books can be used as a creative learning medium in elementary schools.

An assessment instrument was developed to evaluate the suitability of the Pop-Up Book as a learning medium. These instruments included questionnaires for subject matter experts and media experts, as well as feedback from teachers and students. The subject matter experts' evaluation covered content appropriateness, accuracy of material, language, presentation, and the integration of Islamic values, while the media experts' evaluation covered appearance, color, illustrations, typography, layout, pop-up design, and ease of use. The integration of Islamic values into the Pop-Up Book is also consistent with the research titled "(Muzayanati & Nugraheni, 2023) , which developed a Pop-Up Book that integrates Islamic values and the principles of Pancasila into the learning process. Similirly, research and development of interative multimedia that integrates the values of national historical events has been reported to e feasible and effective in strengthening students' character (Indah Septiani et al., 2020).

During the design phase, the pop-up book was designed with the characteristics of third-grade elementary school students in mind—who are at the concrete operational stage—so the material is presented through concrete, illustrated images to make it easier to understand. The use of the Pop-Up Book in Pancasila education is considered effective in helping students understand abstract concepts of citizenship through concrete visualizations, while also fostering greater student interest in the presented material. This aligns with research showing that pop-up books are suitable for use in Pancasila Education to introduce the symbols of the Pancasila principles (Ananda et al., 2024) and are capable of improving student learning outcomes in Social Studies after being used in the classroom (Kamal et al., 2024) .

The developed media consists of eight pages, covering the role of one's place of residence as part of the Unitary State of the Republic of Indonesia (NKRI), "My Home, My Community," and diversity within the NKRI; neighborly harmony and community harmony; place of residence and the surrounding environment; introduction to floor plans; diversity in Indonesia; and the application of Pancasila values. Figures 1 through 8 below show the pages of the developed Pop-Up Book.

Figure 1. Display of the "My Home, Part of the Republic of Indonesia" Page



Figure 1. Display of the "My Home, Part of the Republic of Indonesia" Page



Figure 2. Display of the Fold-Out Page "My Home, My Community, and Diversity in the Unitary State of the Republic of Indonesia"



Figure 3. Display of the "Neighborhood Association (RT) and Community Association (RW)" Content Page



Figure 4. Screenshot of the "My Home" Lesson Page



Figure 5. "Our Surroundings" Lesson Page



Figure 6. Screenshot of the "Understanding Floor Plans" Lesson Page



Figure 7. "Diversity in Indonesia" Lesson Page



Figure 8. Screenshot of the Closing Page "Let's Put It into Practice! The Values of Pancasila"

The development phase was carried out after the Pop-Up Book was designed in the design phase. In this phase, the design of the Pop-Up Book on the topic "My Home: Part of the Republic of Indonesia" was transformed into a product that can be used in the classroom by third-grade students at Al-Hikmah Islamic Elementary School. Product development includes the preparation of content, images or illustrations, layout, selection of colors and fonts, the pop-up design, as well as the integration of Islamic values such as mutual respect, living in harmony, and helping one another. The development stage is carried out to produce a product that aligns with the learning objectives and the characteristics of the students at the "(Cahyadi, 2019) . The 4D model also positions the "Develop" stage as the phase for creating and refining the product before it is used in instruction.

The developed media were then validated by media experts using an assessment sheet consisting of 13 indicators. The assessment covered four aspects: visual appearance/design, technical aspects and construction, presentation, and practicality of use. Based on the results of the media expert validation, the following scores were obtained:

Table 2. Results of the Media Expert Validation of the Pop-Up Book

No	Aspects Evaluated	Score	Maximum Score	Percentage
1	Visual Design/Appearance	14	16	87.50%
2	Technical and Construction	11	12	91.67%
3	Presentation	11	12	91.67%
4	Ease of Use	11	12	91.67%
	Total	47	52	90.38%

Next, the prototype—which had been designed and deemed suitable by media experts—was then validated by subject matter experts. The subject matter expert validation was conducted to determine the alignment of the content presented in the Pop-Up Book with the third-grade curriculum on the theme "*My Home: Part of the Republic of Indonesia*." The validation instrument consisted of 12 indicators covering curriculum alignment, accuracy and depth of content, integration of Islamic values, language quality, and educational benefits. Based on the assessment results provided by the subject matter experts, the following findings were obtained:

Table 3. Results of the Subject Matter Expert Validation of the Pop-Up Book

No.	Aspects Evaluated	Score	Maximum Score	Percentage
1	Curriculum	7	8	87.50%
2	Accuracy and Depth of Content	14	16	87.50%
3	Integration of Islamic Values	7	8	87.50%
4	Language	6	8	75.00%
5	Benefits	7	8	87.50%
	Total	**41**	**48**	**85.42%**

Based on the evaluation results, the curriculum aspect received a score of 7 out of 8 (87.50%). The accuracy and depth of content aspect received a score of 14 out of 16 (87.50%). The integration of Islamic values aspect received a score of 7 out of 8 (87.50%). The language aspect received a score of 6 out of 8 (75.00%), while the utility aspect received a score of 7 out of 8 (87.50%). Overall, the score obtained was 41 out of a maximum of 48, resulting in a validation percentage of 85.42%.

These results indicate that the subject matter experts' evaluation covered the material's alignment with the third-grade Civic Education (PPKn) Learning Outcomes, its alignment with the learning objectives of the "My Home: Part of the Unitary State of the Republic of Indonesia" theme, the accuracy of concepts regarding the Unitary State of the Republic of Indonesia and the living environment, the depth of the material, the coherence of presentation, the integration of Islamic values, language usage, and the material's benefits for students. The validation percentages obtained from the media expert (90.38%) and subject matter expert (85.42%) in this study are consistent with various research studies on the development of pop-up books in elementary schools, which generally received ratings ranging from "valid" to "highly valid" regarding the feasibility and practicality of the " media .

Specifically, the Disseminate stage was carried out after the pop-up book was deemed feasible through validation by media experts (90.38%) and subject matter experts (85.42%), both of which fell into the "very high" category. This stage involves the limited dissemination and utilization of the product among the research participants, in line with the 4D model, which positions "Disseminate" as the final stage for disseminating the developed product to users in the field (Bahosin Sihombing et al., 2024) . Dissemination in this study was conducted on a limited basis through the direct use of the Pop-Up Book as a teaching aid for the lesson "My Place of Residence: Part of the Unitary State of the Republic of Indonesia" in third grade at Al-Hikmah Islamic Elementary School, involving 23 students as test subjects. The classroom teacher used this medium to convey the material on the role of one's place of residence as part of the Republic of Indonesia, societal diversity, and Islamic values such as mutual respect, living in harmony, and mutual aid. During the teaching process, the three-dimensional and visual nature of the Pop-Up Book made it easier for students to follow the flow of the material, as they were no longer reliant solely on verbal explanations or printed textbooks. The teacher's involvement as a facilitator in this stage also helped guide discussions with students regarding the content of each page of the Pop-Up Book. This limited implementation at a single school serves as a foundation for the broader utilization of this teaching aid in other educational institutions with similar student characteristics and learning contexts.

The validation results show that the pop-up book on "My Home : Parto f the Republic of Indonesia" reached the " very high" category from both the media experts (90.38%) and the subject matter experts (85.42%). This pattern is in line with (Rachman et al., 2022), who reported high apporoval from media and subject matter experts for a pop-up book on wetland ecosystems for elementary school students, and with (Ananda et al., 2024), who found a pop-up book suitable for Pancasila Education Instruction. Similar feasibility retings have also been reported in other media development studies that applied a structured R&D procedure at the elementary level (Lathifah et al., 2025). Taken together, these findings suggest that the pop-up format is well accepted by experts across different topics, and that the present product meets the feasibility standard expected of such media.

At the aspect level, the media experts gave the highest scores to technical and construction, presentation, and ease of use (91.67% each), while visual design and appearance was slightly lower (87.50%). The strong technical and practical scores indicate that the three-dimensional structure works as a classrom tool, which is important for third-grede students in the concrete operational stege who need tangible objects to grasp abstract concepts (Imanulhaq & Ichsan, 2022). The visual compenent is also consistent wiht the view that visual media help connect learning content tapi students' esperiences (Adi Sanjaya et al., 2024). The com paratively lower visual score nevertheless shows that the illustrations and layout still have room for refinement before wider use.

For the subject matter aspercts, curiiculum alignment, accuracy and depth of content, integration of islamic values, and benefits each reached 87.50%, whereas lenguage was the lowest at 75.00% and fell into the "high" rather than the "very high" category. The strong result for the integration of islamic values support earlier work showing that pop-up books can carry Islamic values together wiht Pancasila principles (Muzayanati & Nugraheni, 2023). The present study differs in its focus it applies this integration to the topic of regoinal identity and diversity as part of the Unitary State of the Republic of Indonesia, rather than to motivation care. The lower language score suggests that the wording should be simplified and shortened to suit student aged 7-9 years, which is also consistent wiht the call for national awareness material to be presented systematically and in an age appropriate way (Ruyadi & Supriyono, 2024).

The result differ from sone earlier studies in what they can claim. Kamal et al., 2024) repoeted improved learning outcomes after opo-up books were used in Social studies instruction, and (Isnaini Retnaning Hidayati et al., 2025) reported that a digital pop-up book helped fourth-grade student understand culturral diversity more concretely. In contrast, this study did not use a pretest-posttest design or a comparison group, so it can establish feasibility but cannot confirm that the medium improved learning outcomes. The initial problem observed at the school, namely that 15 of 23 studens showwed suboptimal understanding, therefore cannot yet be said to be solved by the product. The preduct is also a printed three dimensional medium used in an Islamic elemenrary school, whereas the digital format and the cultural context in the study by (Isnaini Retnaning Hidayati et al., 2025) differ.

Compared with previous pop-up book studies that addressed local wisdom such as lasem batik (Julianto et al., 2021), cultural diversity (Isnaini Retnaning Hidayati et al., 2025), or the stmbols of pancasila (Ananda et al., 2024), this study adds a pop-op book that covers the administrative pasition of one's place of residence, yhe neighborhood and community units (RT and RW), floor plans, and diversity, combined with islamic values

for third-gade students. This supports the point that national awareness material depends on teshers' creativity in presenting content suited to student charecteristics (Zulfa et al., 2022). However, the product was disseminated on a limited basis, at a single school, with 23 students, in line with the scope of the disseminate stage in the 4D model (Bahosin Sihombing et al., 2024). The findings should therefore be generalized with caution, and further testing with larger samples, other schools, and an effetiveness design is recommended. The importance of building national awarness is also supported by and significantly related to their nationalism attitude (Setiawan et al., 2020)

Conclusion

This study had two aims to discribe the development process of the pop-up book on "My Home Parto f the Republic of Indonesia" for third-grade students at Al-Hikmah Islamic Elementary School, and to determine the suitability of the medium based on evaluations by subject matter experts, media experts, and user feedback. With regart to the fish aim, the development process followed the four stages of the 4D model. In the Define stage, the needs, student, and context analyses showed that instruction relied on lectures, printed books, and simple illustrations, with No. opo-up media and No. integration of islamic values into the diversity material. In the desagn stage, the content map and the pop-up book framework were prepared, resulting in an eight-page product with illustrations, three-dimensional elements, and sections on islamic values. In the Devolep stage, the product was produced, validated by media and subject matter experts, revised, and tried out in a limited way. In the Disseminate stage, the product was used on a limited basis with 23 third-grade students. with regatd tapi the second aim, the pop-up book is suitable for use as a learning medium. The media experts gave a scora of 90.38% and the subject matter experts gave 85.42%, both in the "very high" category, and 91.7% of students ware in the "vary interested" category. Because this study did not test effect on learning outcomes still needs to be tested. Based on the results of the research and development conducted, it can be concluded that the Pop-Up Book titled "My Home: Part of the Republic of Indonesia" for third-grade students at Al-Hikmah Islamic Elementary School was successfully developed through the 4D model, which includes the stages of Define, Design, Develop, and Disseminate. The development of this educational medium was based on the need for learning materials that are more engaging, concrete, and easy for students to understand when studying topics related to Indonesia's regions, diversity, unity, and life values aligned with an Islamic context. The resulting product is a three-dimensional Pop-Up Book that presents the material in a visual and interactive manner. This educational tool integrates material on diversity with Islamic values, such as mutual respect, living in harmony, maintaining unity, and respecting differences. Thus, the tool not only helps students understand the "My Home: Part of the Republic of Indonesia" curriculum but also provides a more concrete and meaningful learning experience suited to the characteristics of elementary school students. The results of the development show that the resulting Pop-Up Book can be used as a supplementary teaching aid in Pancasila Education classes for third-grade students. The use of visual elements, three-dimensional forms, and simple presentation of the material helps create a more engaging learning experience and makes it easier for students to understand the concepts being taught. This medium can also serve as an alternative for teachers in conveying material on diversity and unity by linking it to Islamic values. For future development, the Pop-Up Book can be refined by adding interactive activities or exercises and expanding the material so that its use can support learning more effectively.

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