

Review Article

# The Benefits of Pop Up Book Media in Implementing Joyful Learning as an Effort to Improve Understanding of Fiqh Among Students of Madrasah Ibtidaiyah

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**Abstract.** Fiqh learning in Madrasah Ibtidaiyah is often considered difficult and boring by students because the material is abstract and requires practical understanding. Therefore, a fun and easy-to-understand learning method is needed. This study aims to describe the application of joyful learning using pop-up book media in improving students' understanding of fiqh on ablution material in class II of Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo. This study is a descriptive qualitative study conducted with data collection techniques through observation, interviews, and documentation. The results showed that the use of pop-up book media was able to create a more lively and enjoyable learning atmosphere. Students looked more enthusiastic, focused, and active during the learning process. The display of three-dimensional images in the pop-up book helped students understand the sequence and procedures of ablution more clearly and made it easier for them to practice. Therefore, the use of a joyful learning approach combined with pop-up book media was able to create a fun learning atmosphere and improve students' understanding of the material. **Keywords:** Community Empowerment; Nonformal Education; Participatory Governance; Social Capital; Social-Based Management.

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## 1. Introduction

The use of pop-up books in learning has tremendous potential to eliminate boredom and inactivity in the classroom, creating a vibrant, interactive, and enjoyable atmosphere (Khoiriyah & Sari, 2018). Pop-up books not only capture students' attention but also motivate them to be more active and enthusiastic in understanding Islamic jurisprudence (fiqh) material, which has previously been considered abstract and difficult to understand. With its realistic and engaging three-dimensional visualizations, pop-up books provide a more lively learning experience and facilitate students' understanding of important concepts more effectively (Research at MI Al-Fathanah Bellu, 2021). Therefore, this media is highly suitable as an innovative choice to improve the quality of learning and student learning outcomes at Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo. The use of pop-up books can help students achieve learning objectives.

This media can concretize abstract material, making it easier for students to understand. However, the effectiveness of pop-up books depends on their suitability to the teaching objectives. Learning objectives should be the primary reference in the use of these media. If ignored, pop-up books can actually hinder the achievement of learning objectives. The choice of media greatly influences the success of classroom action research. Practical and memorable media will support successful learning. Conversely, complicated and inappropriate media will hinder the learning process. For teachers, one of the benefits of using pop-up books is helping to concretize concepts or ideas and help motivate students to learn actively. For students, pop-up books can be a path to critical thinking. Pop-up books can assist teachers and students in achieving established basic competencies. Learning media is used as a stage to assist teachers in meeting students' learning needs. (Ulfa, n.d.).

The availability of appropriate learning media is very important so that students can participate actively in the teaching and learning process, and the choice of media must be adjusted to the characteristics of the students. However, currently the availability of learning media in schools is still lacking and uneven. Some schools are able to provide various media in large quantities, while others are still limited. As a result, the use of learning media also varies, there are teachers who use it optimally and others who use it minimally (Fitriani, 2024). For example, at Madrasah Ibtidaiyah Raudatul Jannah Probolinggo, learning media is still very limited, especially for taharah fiqh material. Teachers only use black and white textbooks, blackboards, and occasionally videos of Hajj procedures if the facilities support it, because existing Hajj learning media are no longer relevant for use in class (Grobogan, Central Java et al., nd).

There is still little research that combines the joyful learning model with the use of pop-up books, especially for Islamic jurisprudence (fiqh) material for elementary school students. Most existing studies discuss joyful learning or pop-up books separately from other subjects (Hasan & Jailani, 2023). Not much research has explored the effectiveness of pop-up books as an interactive learning medium in the context of Islamic religious education, especially in elementary school. (Hidayatul Mubtadiin, 2021). The limited learning media at Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo indicates an urgent need for learning media innovations that can improve student understanding. Therefore, the implementation of joyful learning with pop-up books is still rarely researched and requires further study (Mahmudah, 2024).

This research is novel because it combines the joyful learning method with pop-up book media specifically for Islamic jurisprudence (fiqh) material for students at the Raudatul Jannah Elementary School, a relatively rare subject (Jannah et al., 2020). This approach provides a fun and interactive learning experience, enhancing students' cognitive and affective aspects through pop-up book media (Salwatiah, 2023). Furthermore, it was conducted at the Raudatul Jannah Elementary School in Tiris, Probolinggo, which has limited learning media.

Therefore, the results provide a practical contribution to learning innovations that are relevant and adaptive to local needs (Mahmudah, 2024). This research also fills the gap in studies related to the influence of joyful learning supported by pop-up book media in deepening the understanding of Islamic jurisprudence material in an applicable manner at the Madrasah Ibtidaiyah level (Yulianti, 2021).

Lizuka stated that Pop-Up is a paper craft with an interesting and consistent shape on the folded paper that is three-dimensional when opened (Iizuka et al., 2011). Pop-up books themselves are illustrations that when the pages are opened, pulled, or lifted, will appear with a three-dimensional impression applied to various media such as picture books, greeting cards, and book covers. (J) Maisyatul Firdaus, n.d.) This is in line with the opinion of Nurhandayani et al. who concluded that pop-up books are book media that highlight three-dimensional images so that they attract the attention of readers because they look more alive. (Nurhandayani et al., n.d.)

## 2. Research Metode

This research uses a qualitative descriptive approach with a case study type. This approach was chosen because it is appropriate to describe and understand in depth the process of using pop-up books in Islamic jurisprudence learning and how these media can improve student understanding. Case studies provide space for researchers to explore phenomena that occur in real school environments, particularly in the context of Islamic jurisprudence learning at Madrasah Ibtidaiyah Raudatul Jannah. The subjects in this study were Islamic jurisprudence teachers and second-grade students at Madrasah Ibtidaiyah Raudatul Jannah who were directly involved in the learning process using pop-up books. Meanwhile, the object of this research is Islamic jurisprudence learning activities using pop-up books and their impact on students' level of understanding of the material. Subject selection was carried out purposively, namely by selecting informants who were deemed to have relevant and in-depth information regarding the focus of the research.

This research was conducted at Madrasah Ibtidaiyah Raudlatul Jannah because the school has implemented innovative learning media in the fiqh learning process, especially visual-based media such as pop-up books. Data collection techniques were carried out through observation, interviews, and documentation. Observations were carried out directly in the classroom to observe the fiqh learning process using pop-up books. In-depth interviews were conducted with teachers and several students to explore their understanding of the material being taught and their responses to the use of these media. Documentation was used to supplement the data obtained, such as photos of activities, teaching notes, or student work.

The main instrument in this research is the researcher himself, who acts as a collector, analyzer and interpreter of data in the field. In its implementation, researchers also used observation guidelines and interview guides as auxiliary instruments to maintain the focus and direction of data collection. The collected data was analyzed using the analytical technique of Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions. Data reduction is carried out by filtering and summarizing important information from field data. Data presentation is carried out in the form of descriptive narratives and interview quotations. Next, researchers draw conclusions based on patterns, categories, or themes that emerge during the data collection process. To ensure data validity, researchers used triangulation techniques, which involve comparing data from various sources and methods, such as comparing observation results with interview results and documentation. Furthermore, member checking was conducted with informants to ensure the data obtained accurately reflected the actual situation.

### 3. Result and Discussion

#### Implementation of joyful learning using pop-up book media at M I Raudatul Jannah

From the results of research conducted through questions and answers and observations at MI Raudatul Jannah in December 2025 with a second-grade Fiqh teacher, it was revealed that teaching aids are important, especially in lower grades. The use of innovative aids can arouse students' interest in learning, if this interest exists, students will more easily understand the lessons delivered by the teacher.

To make ablution material in Fiqh lessons easier to understand for Madrasah Ibtidaiyah students, one effective way is to use smart Pop-Up Books implemented with the Joyful Learning method. This media offers an attractive and interactive three-dimensional visual display, so that students can understand the ablution material more realistically and enjoyably. When the Pop-Up Book is opened in class, students will see moving images that appear visually. Each page presents the steps of ablution in sequence, from intention to washing the feet, complete with pictures and brief explanations. This visual display helps Students understand the correct sequence and method of ablution more easily.

For second-grade students at Madrasah Ibtidaiyah Raudatul Jannah, the Pop-Up Book is packaged with a more narrative and informative approach, in line with students' improving reading abilities . As a result, students not only understand the practice of ablution visually, but are also able to explain the pillars, sunnah, and things that invalidate ablution, both verbally and in writing.

During the activity, it was clear that the teacher acted as a facilitator, guiding students in exploring the Pop-Up Book. The teaching method used was interactive and two-way, students were invited to observe the illustrations, recognize the order of ablution, read a short text explaining each movement, and then practice . Based on observations, this process succeeded in strengthening the relationship between teachers and students, as well as triggering positive responses such as great curiosity, the desire to ask questions, and enthusiasm to see the contents of the book. The classroom atmosphere became much more lively compared to previous learning which tended to be monotonous and less involving students. This activity changed the way of learning from initially dominated by lectures to more participatory learning. Thus increasing student focus and encouraging them to emotionally involved in the learning process. This is evident in the field, where students demonstrate high enthusiasm in participating in each stage of learning.

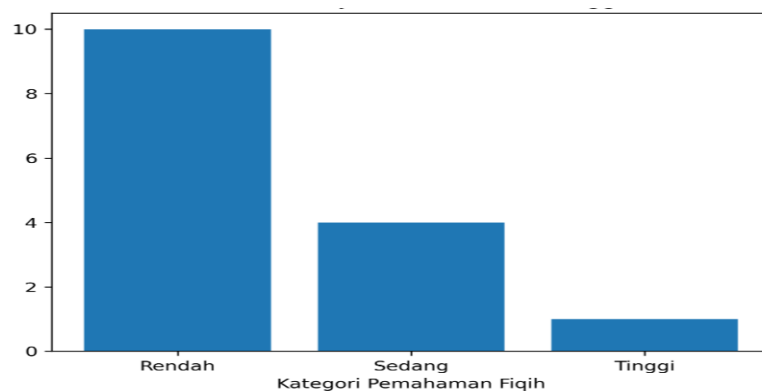
**Table 1.** Results of interviews with the principal and Islamic jurisprudence teacher at MI Raudatul Jannah.

No	Responding	Question	Interview Results
1.	Headmaster	Knowledge about Pop-Up Book media	The principal knows about the Pop-Up Book learning media, but this media has never been implemented in the school.
2.	Headmaster	Learning media that have been used	The use of learning media in schools includes audio-visual media in the form of television, but its use is still not optimal because it is only used in certain situations.
3.	Headmaster	Views on digital media	Digital media helps students focus on visual displays, but is less effective in helping students digest the material in depth.
4.	Headmaster	A look at manual media	Manual media is considered to involve students more directly, making it easier to understand learning materials.
5.	Maple Fiqh Teacher	The influence of media on learning outcomes	Learning media helps students better understand material that was initially abstract, making it clear and understandable. It also makes students more active.
6.	Headmaster	Response to the Pop-Up Book media	The principal welcomed the use of the Pop-Up Book media and hoped that this media could increase students' motivation and understanding of learning.
7.	Maple Fiqh Teacher	Hope for joyful learning	Learning that focuses on student enjoyment is expected to create more effective and successful learning.

Based on the results of interviews and observations that have been conducted, Mr. Hasan Ubaydillah as a maple fiqh teacher, has a positive opinion regarding the implementation of the Joyful Learning approach through Pop-Up Book media in fiqh material, especially regarding ablution material in grade II. Mr. Hasan Ubaydillah stated that the use of Pop-Up Book media can help students change abstract fiqh material into clearer and easier to understand. This media is very suitable for the character of students at Madrasah Ibtidaiyah who still need visual aids and direct learning experiences to understand religious concepts. He also revealed that the implementation of Joyful Learning with the Pop-Up Book media created a more interesting and interactive learning atmosphere.

Students appeared more enthusiastic, actively asked questions, and dared to practice ablution methods based on the illustrations in the media. This is very different compared to the previous method which was more one-way and did not involve student participation. He also added that using the Pop-Up Book media helps teachers in explaining the sequence and pillars of ablution, as well as the sunnah of ablution. With the three-dimensional images, students more easily remember and understand the material, and are able to apply it in their daily worship practices.

Based on the observation results, the process of learning fiqh on ablution material in class II of Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo was implemented by applying a joyful learning approach combined with the use of pop-up book media . The teacher delivered the ablution material in stages by creating a fun, communicative learning atmosphere and actively involving students. Pop-up book media was used to display the sequence and procedures for ablution visually so that students could understand the material more easily and concretely. After students understood the ablution material through the teacher's explanation and observation of the pop-up book media , the learning activity continued with direct practice. At this stage, class II students were given the opportunity to practice the procedures for ablution according to the sequence that had been learned. This practical activity aimed to strengthen students' understanding of the fiqh material through direct experience and meaningful learning.



**Figure 1.** Initial understanding of students at MI. Raudatul Jannah Tiris Probolinggo.

Initial observations indicate that students' understanding of Islamic jurisprudence (fiqh) at Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo was still low even before the implementation of the Joyful Learning approach with Pop-Up Book media. This was evident from the results of initial tests and learning observations, where students appeared less active, easily lost attention, and had difficulty understanding conceptual fiqh material. The learning process generally still relied on lecture methods, resulting in limited interaction between students and teachers. Initial observations indicated that teachers more frequently used lecture methods with the aid of textbooks or worksheets. However, the use of media and real objects appropriate to the material was still inconsistent, resulting in less effective learning.

### **Implementation of Joyful Learning Using Pop Up Book Media**

The implementation of *Joyful Learning* using Pop Up Book media shows that the teacher acts as a facilitator who guides students in exploring Pop Up Books. Learning is two-way and interactive; students are asked to observe images, identify ablution movements, read excerpts of text readings for each ablution movement and demonstrate them. Based on observations, this process is able to increase interaction between teachers and students, and elicit active responses such as curiosity, asking questions, and enthusiasm to see the contents of the book. The classroom atmosphere also becomes more dynamic compared to previous learning which tended to be one-way and passive.

This activity shifts the class dynamics from one-way lectures to participatory learning, Pop Up Book media provides a multisensory experience that strengthens students' attention and encourages their emotional involvement in learning. This is evident in the implementation in the field, where students show high enthusiasm in following each stage of learning. Analysis of the need for media use in this study was conducted in December 2025 to evaluate 15 second-grade students of MI Raudatul Jannah. An interview with the principal, Agus Bambang revealed that he was aware of information about Pop up book learning media.

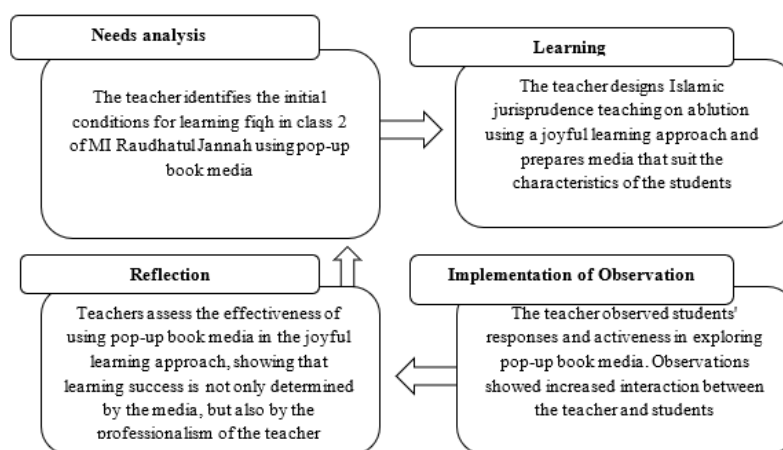
However, this media has never been implemented in Madrasah. Previously, some media such as audio-visual TV, were used only in certain situations, not intensively. He argued that digital media helps students only focus on visual displays, but it is difficult to digest the material. Manual media involves students more directly, making it easier for them to understand the material.

According to him, learning media only influences 20% of learning outcomes, while 80% is influenced by the teacher's skills and professionalism in delivering the material. He welcomed the Pop-up Book media and hoped it would have a significant impact on student motivation and understanding. In reality, the media is expected to have a positive impact compared to previous methods, with a focus on student enjoyment for more effective and successful learning . Furthermore, creative teachers play a crucial role in the learning process. Characteristics of creative teachers include the ability to generate new ideas, develop existing ones, solve problems, and facilitate the learning process, thus optimizing learning outcomes.

### **Joyful Learning Implementation Cycle Using Pop-Up Book Media**

The implementation of joyful learning using Pop-Up Book media is carried out in four stages, namely needs analysis, learning, implementation, observation , and reflection . The results of the study indicate that the implementation of joyful learning using the Pop-Up Book media is carried out through several interconnected and regular stages. The learning cycle begins with an analysis of the educator's needs. The teacher identified the initial conditions of fiqh learning in class II MI Raudatul Jannah. This Pop-Up Book media has never been used before and previous learning felt less interesting. The teacher assessed that manual media could be more effective in attracting students' interest and understanding of ablution material. The teacher designed a fiqh lesson on ablution using a joyful learning approach and prepared pop-up books tailored to the students' characteristics.

The planning focused on creating a fun, interactive learning environment, with students actively involved in the learning process. The teacher observed the students' responses and activeness in exploring the Pop-Up Book media. The observation results showed an increase in interactivity between the teacher and students, increasing curiosity, and enthusiasm for participating in the learning process. The atmosphere in the classroom became more active compared to the previous learning. Teachers reflect on their teaching and assess the effectiveness of using Pop-Up Books within the joyful learning approach. Reflections demonstrate that learning success is determined not only by the media used, but also by the teacher's creativity and professionalism in delivering the material. This reflection serves as the basis for improving learning in the next cycle.



**Figure 2.** Joyful Learning Implementation Cycle Using Pop-Up Book Media.

### Implications of Applying Joyful Learning in Fiqh Learning

The application of joyful learning in Islamic jurisprudence (fiqh) instruction at Islamic elementary schools has been proven to have a positive impact on the quality of the learning process. As a subject that introduces Islamic legal concepts and worship skills, fiqh requires methods that are suited to the characteristics of elementary school-aged students. The joyful learning approach creates a safe, comfortable, and enjoyable learning environment, enabling students to be more actively engaged during the learning process. This condition confirms that a conducive learning environment is a key factor in the success of Islamic religious education, particularly fiqh lessons. Therefore, joyful learning is not simply a method variation, but also an approach that can improve the quality of interactions between teachers and students.

Another visible impact is increased student motivation in learning fiqh. Learning activities packaged with diverse activities, hands-on practice, and engaging learning media make students more enthusiastic. Material that was previously considered difficult or boring, such as ablution procedures, becomes easier to understand because it is presented interactively using Pop-Up Book media. This arouses interest in learning and encourages active student involvement, thus influencing their sincerity in following the entire learning process. Thus, joyful learning plays an important role in forming a positive attitude towards fiqh as a subject relevant to everyday life. Cognitively, the joyful learning approach enhances students' understanding of Islamic jurisprudence (fiqh). Learning through direct experience enables students not only to master theory but also to apply it in their religious practices according to Islamic law.

Teachers can deliver material in a step-by-step and concrete manner, enabling students to systematically grasp the sequence, pillars, and requirements of worship. This demonstrates that joyful learning strengthens students' mastery of Islamic jurisprudence (fiqh) material, which is practical and applicable.

In addition to cognitive aspects, this method also influences the formation of students' attitudes and character. A pleasant learning atmosphere fosters self-confidence, responsibility, and the courage to participate. In Islamic jurisprudence, developing positive attitudes is essential for practicing worship and instilling Islamic values. Joyful learning facilitates a natural, non-coercive internalization of values, making it easier for students to accept and emulate the content of the lessons according to their developmental level. From the teacher's perspective, implementing joyful learning requires creativity and innovation in creating and implementing learning.

Teachers act as facilitators and motivators, encouraging students to learn independently and collaboratively, rather than being the center of learning. This enhances teachers' professionalism in classroom management without diminishing the substance of the Islamic jurisprudence material.

Overall, the application of joyful learning in Islamic jurisprudence (fiqh) instruction at Islamic elementary schools (Madrasah Ibtidaiyah) provides holistic benefits. Its impacts include creating a conducive learning environment, increasing student motivation and understanding, developing positive character traits, and optimizing the teacher's role. This approach is able to integrate cognitive, affective, and psychomotor aspects in a balanced manner, making it relevant for implementation in efforts to continuously improve the quality of Islamic religious education.

## **Discussion**

### ***Implementation of Joyful Learning Using Pop-Up Book Media in Fiqh Learning***

The implementation of Joyful Learning is a fun, active method of teaching Islamic jurisprudence at Madrasah Ibtidaiyah Raudatul Jannah, designed to maximize student interest. Joyful learning is an approach that focuses on creating a comfortable, relevant, and enjoyable learning environment to help increase student motivation and understanding. And participant engagement educate actively (Mahmudi and Arief 2025). In its application, joyful learning requires stimuli and learning media that can attract students' attention.

One media that can be used is a pop-up book, because it has an attractive and interactive three-dimensional display, so it can increase student activity and facilitate understanding of abstract fiqh material. (Fachri, Wahid, and Lailiyah 2020) The application of joyful learning in learning has been proven to increase student learning motivation. A pleasant learning atmosphere makes students more active, enthusiastic, and easier to understand the material presented by the teacher.

Pop-Up Book media was chosen because it has attractive visual capabilities, can be touched, opened, and observed directly by students. The display of images with 2D and 3D elements when the page is opened seems to come to life. In the planning stage, the teacher provided material to students with a specific theme "ablution." into the form of Pop - Up Book illustrations.

Each page displays the methods of performing ablution in sequence, making it easier for students to understand the flow and meaning of ablution (Use of learning media 2025). Pop-Up Book media can help students at Raudatul Jannah Elementary School meet the learning needs of students who tend to prefer concrete and visually appealing materials. Pop-Up Books increase students' interest and understanding in visual-based lessons, and it can also be proven that the use of pop-up book media can improve the quality of student learning at Raudatul Jannah Elementary School (Mi and Ibrahim 2025).

### ***Student Responses to the Use of Pop-Up Book Media***

Student response and activeness are very important in assessing the effectiveness of learning media. Various studies show that the use of Pop-Up Book media is very influential on student response and activeness, because the use of Pop-Up Book media is proven to be able to change fiqh material which was originally considered abstract to be more concrete, interesting and fun for students, student activeness in exploring the contents of the Po-Up Book media and supporting curiosity (Zulaikhah and Labib 2025).

Students' positive responses to the Pop-Up Book media have greatly stimulated their curiosity and enhanced their understanding of the fiqh learning material using the Pop-Up Book media. The Pop-Up Book media is an engaging tool because it has unique three-dimensional elements that appear when the page is opened, thus stimulating students' curiosity and interest in reading (Magfiroh, Nindi, and Marfu 2025). The use of this Pop-Up Book media also has a response that makes students active. This is proven by student participation in the learning process such as activeness in answering quizzes, involvement in group discussions, and students are not shy in giving opinions in front of the class.

It is proven that this Pop-Up Book media is able to create a more interactive, interesting, colorful, and movable learning so that it can encourage students to be more focused, enthusiastic and motivated in following the subject of fiqh. This Pop-Up Book media not only improves learning outcomes, but plays an important role in increasing student responses and activeness in the classroom in the learning process (Astriyanti and Hakim 2023).

Furthermore, positive changes were seen in student engagement in learning using the Pop-Up Book, as evidenced by their enthusiasm for participating in fiqh learning on ablution. This student engagement was noted to have increased from low to high levels after using the Pop - Up Book. thus creating more dynamic and meaningful learning and having a positive impact on increasing student response and participation in learning (Profession, University, and Purwokerto 2025).

### ***Improving Student Understanding Using Pop - Up Book Media***

Improving students' understanding in learning fiqh using pop-up book media on ablution material is an aspect in Islamic education because it is related to the correct implementation of worship (Aripuddin 2025). Monotonous learning often makes it difficult for students to digest a material, such as the order of ablution, pillars, and its correct practice.

To overcome this problem, research shows that an approach between students is needed so that students are more active, in the ablution learning material for class II Mi Raudatul Jannah students has been proven to be able to improve learning outcomes that are more active and the material is clearer compared to before (Elidani, Besar, and Visual 2025). Student activity in the learning process is the main key in improving the understanding of ablution material. Through this Pop-Up Book learning method, students can practice the correct order of ablution while looking at the Pop-Up Book media, making it easier for students (Elidani 2025).

The use of interesting and contextual Pop-Up Book media can increase students' interest in ablution material. Material that is generally considered abstract becomes more real and can be described by looking at Pop-Up Book media. Although previously no one had directly researched ablution material using this Pop-Up Book media, ablution material provides a very important foundation that helps students understand the steps of worship. This kind of media can be integrated into the joyful learning approach, thus making students learn in an active, fun and meaningful atmosphere (Rukhana and Hulu 2020).

#### 4. Conclusion

Based on the research results, it can be concluded that the implementation of joyful learning using Pop-Up Book media on ablution material in class II of Madrasah Ibtidaiyah Raudatul Jannah Tiris Probolinggo is declared effective and feasible to use. This media successfully provokes students' responses, concentration, and interest in learning, and is able to increase students' understanding of fiqh material, especially ablution procedures. The presentation of material that is arranged sequentially and visualized through three-dimensional images has a positive impact in helping teachers present learning concepts more clearly and systematically without having to repeat explanations repeatedly. Students also find it easier to digest the material, seen from the increased activity and enthusiasm of students in question and answer activities, discussions, and direct practice of ablution during the learning process.

Pop-up book learning media provides a more enjoyable learning experience and fosters students' enjoyment of fiqh (Islamic jurisprudence) material. Through this media, students not only learn passively but also actively engage in the learning process through observing, reading, and practicing the material. Supporting factors in the use of this media include its ability to facilitate teachers in conveying ablution concepts, improving concentration, and fostering student interest in learning. Inhibiting factors include the process of creating pop-up books, which requires precision and time, the relatively high production costs, and the need for special care and storage due to the media's susceptibility to damage.

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