



The Effectiveness of P5 Pop-Up Books in Improving Understanding of Pancasila Values in Kindergarten

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ABSTRAK

Krisis moral dan kurangnya pendidikan karakter di Indonesia ditunjukkan dengan meningkatnya kasus radikalisme dan terorisme akibat peran pendidikan yang diabaikan. Permasalahan ini mencerminkan kebutuhan mendesak untuk memperkuat pembelajaran berbasis nilai, terutama sejak usia dini, sebagai upaya membangun generasi muda yang memiliki karakter kuat dan mampu menghadapi tantangan global. Penelitian ini bertujuan untuk menanamkan keterampilan abad ke-21, yaitu berpikir kritis, kreativitas, kolaborasi, dan komunikasi, dengan mengaitkan pembelajaran pada permasalahan nyata yang relevan. Fokus penelitian ini diarahkan pada implementasi nilai-nilai P5 (Proyek Penguatan Profil Pelajar Pancasila) melalui media inovatif berupa buku *pop-up* pada anak usia dini. Penelitian ini menggunakan metode campuran (*mixed method*) yang mencakup tahapan pengembangan produk, analisis data menggunakan kuesioner skala *likert* berbasis indikator taksonomi Bloom, serta evaluasi melalui desain one group *pretest-posttest*. Hasil analisis menunjukkan bahwa pada tahap *pretest*, efektivitas pembelajaran hanya mencapai 45%, sementara 55% responden menilai pembelajaran kurang efektif. Selanjutnya pada tahap *posttest*, efektivitas pembelajaran meningkat signifikan menjadi 82%, dengan hanya 18% yang menilai kurang efektif. Temuan ini mengindikasikan bahwa buku *pop-up* berhasil meningkatkan pemahaman anak terhadap konsep abstrak, termasuk nilai-nilai Pancasila, secara signifikan. Dengan visualisasi menarik dan sifat interaktifnya, buku *pop-up* mampu menciptakan pembelajaran yang menyenangkan sekaligus mendalam. Hal ini mendukung buku *pop-up* sebagai media pembelajaran inovatif untuk memperkuat nilai karakter anak usia dini yang relevan dengan tujuan P5, serta mempersiapkan mereka menghadapi tantangan sosial di masa depan.

ABSTRACT

The moral crisis and lack of character education in Indonesia are indicated by the increasing cases of radicalism and terrorism due to the neglected role of education. This problem reflects the urgent need to strengthen value-based learning, especially from an early age, as an effort to build a young

generation with strong character and able to face global challenges. This study aims to instill 21st century skills, namely critical thinking, creativity, collaboration, and communication, by linking learning to relevant real problems. The focus of this study is directed at the implementation of P5 values (Pancasila Student Profile Strengthening Project) through innovative media in the form of pop-up books for early childhood. This study uses a mixed method that includes product development stages, data analysis using a Likert scale questionnaire based on Bloom's taxonomy indicators, and evaluation through a one group pretest-posttest design. The results of the analysis show that at the pretest stage, learning effectiveness only reached 45%, while 55% of respondents considered learning less effective. Furthermore, at the posttest stage, learning effectiveness increased significantly to 82%, with only 18% considering it less effective. These findings indicate that pop-up books have significantly improved children's understanding of abstract concepts, including Pancasila values. With their attractive visualizations and interactive nature, pop-up books are able to create fun and in-depth learning. This supports pop-up books as an innovative learning medium to strengthen early childhood character values that are relevant to the P5 objectives, as well as preparing them to face social challenges in the future.

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1. INTRODUCTION

Knowing and understanding Pancasila from an early age is very important because Pancasila is the foundation of the Indonesian state and is the foundation for forming strong individual characters. By teaching Pancasila to children, values such as tolerance, mutual cooperation, and justice can be instilled from an early age which play an important role in forming the nation's character. The impacts that occur if Pancasila is not implemented in everyday life include community life being filled with conflict and conditions that are not harmonious, can cause violations of rights and obligations, and cause feelings of insecurity and discomfort (Suhartini et al., 2023).

The purpose of studying Citizenship and Pancasila is to shape individuals to become good citizens, and obey the laws and regulations that have been established (Sari & Najicha, 2022). The introduction of Pancasila helps build civic awareness in children, so that they grow up with a love for their country and an understanding of their rights and obligations as citizens. The values contained in Pancasila also teach the importance of social and moral ethics, such as mutual respect, justice, and humanity, which greatly influence their social interactions in the future.

In addition, with a strong understanding of Pancasila, children will be better able to deal with negative influences, such as radicalism and extremism, because Pancasila emphasizes moderation, unity, and respect for diversity. In the midst of Indonesia's multicultural society, understanding Pancasila from an early age also supports learning about living in diversity, accepting differences, and maintaining harmony between citizens. This is very important to form a young generation that plays an active role in maintaining national unity and strengthening national solidarity. Teaching the values of Pancasila, children really need the guidance of others. By educating children in teaching the values of Pancasila, it is hoped that children will be able to develop attitudes and behaviors based on the values of Pancasila. The purpose of this instillation is for children to grow up with morals that are in accordance with the hopes of the nation (Nafisah et al., 2022).

The Pancasila crisis in Indonesia is increasingly evident with various social problems and moral crises that have occurred. One proof is the increasing cases of radicalism and intolerance. Throughout 2023, the National Counterterrorism Agency (BNPT) found 2,670 digital content containing radicalism and terrorism (Afdhalul Ikhsan & Dita Angga Rusiana, 2024). In addition, throughout 2019 to 2023, there were 65 cases of religious intolerance recorded in various regions in Indonesia (Ardhi Ridwansyah, 2024). These cases show that Pancasila values such as unity, religious freedom, and social justice are experiencing a crisis in society. (Noviyanti, 2023). The high level of digital content containing radicalism and terrorism, as revealed by BNPT, as well as the increasing cases of intolerance, emphasizes the urgency of implementing more effective Pancasila value education, especially from an early age. Strengthening character education, accompanied by strict regulations and active community participation, is a crucial step to prevent threats to the integrity of the nation. Education must be focused on forming a generation that understands and applies national values in depth to stop the spread of extreme ideologies and moral crises in society.

The role of education in countering radicalism is one of them by providing teaching materials that can hone and sharpen the values of tolerance in the form of teaching materials or through the role of teachers as models of character education (Ramandhini et al., 2023). Education has a strategic role in countering radicalism through the provision of teaching materials that instill the values of tolerance and the role of teachers as role

models of character education. This effort is key in forming a generation that is able to appreciate diversity, uphold national values, and avoid radical ideology. The Pancasila Student Profile is applied in the learning process in early childhood education to form a strong character foundation (Hasni et al., 2024). Early Childhood Education (ECE) is known as the golden age in human development, where the growth of a child's brain takes place very rapidly, starting from in the womb until the age of six. At this stage, education has a significant impact on the formation of an individual's character and personality. Cases of radicalism and terrorism are cases of moral crisis, one of which requires efforts to instill character education from an early age.

The relationship between the Independent Curriculum and the *Proyek Penguatan Profil Mahasiswa Pancasila* (P5) is that the P5 program is one of the implementations of the Independent Curriculum which seeks to build the character and values of Pancasila in students. (Annisa Intan Maharani et al., 2023). The Independent Curriculum and the Pancasila (P5) are interrelated, where P5 is part of the implementation of the Independent Curriculum. P5 aims to build student character through project-based learning that strengthens character education.

P5 plays an important role in shaping children's character from an early age in facing these social challenges, the implementation of P5 in the school curriculum, especially at the Kindergarten level, is a strategic step to overcome the crisis of morality and national identity. *Sekolah Penggerak*, Independent Curriculum, and P5 in kindergarten all aim to form students who have national values. *Sekolah Penggerak* uses a curriculum called the Independent Curriculum. This program focuses on character development, P5 which emphasizes the practice of Pancasila values, kindergarten children are equipped with a strong moral and national foundation from an early age. With the concept of "Independent Learning" as the basis launched by the Minister of Education and Culture that believes (Ilmaa et al., 2024) that the independent curriculum provides opportunities for children to independently achieve their potential, while still under the guidance of teachers and parents, ensuring that their self-values develop positively.

This condition emphasizes the importance of strengthening character education from an early age through programs such as P5 which is implemented at the kindergarten level. This program aims to instill Pancasila values in children, so that they can grow up with a strong understanding of diversity, tolerance, and national values, as an important foundation in building a harmonious and just society. This activity needs to be supported by the use of real learning resources that exist in the child's environment. Learning resources that are not available in real terms can be presented with the support of technology and children's reading books (Noviyanti, 2023).

Table 1. Previous Research Regarding Pop Up Books and P5

Previous research	
Interactive learning using pop-up books to teach frequency adverbs at MI Terpadu Berkah Palangkaraya increases student enthusiasm and engagement (Winna et al., 2024)	Pop Up Book Media Bugelan 1 Kindergarten students can easily understand vocabulary in English with an increase percentage of 75%. (Lilis Lusiana et al., 2024).
The Pancasila Student Profile Strengthening project through the application of pop-up book media contains several dimensions that emerge, including Global Diversity, Mutual Cooperation, Independence, Critical Thinking, and Creativity (Khasna & Zulfahmi, 2023)	This pop-up book makes it easier for teachers to lure students to concentrate on listening with the help of images that appear and are three-dimensional (3D). So that by using this media, it can increase student participation to concentrate and understand what the teacher is conveying in the learning process.(Putri et al., 2019)

Based on research, pop-up books have proven to be effective as interactive learning media that increase students' enthusiasm, involvement, and understanding. This media not only makes it easier for early childhood to understand the material, but also supports the strengthening of the dimensions of the Pancasila Student Profile, including global diversity, mutual cooperation, independence, critical thinking, and creativity. With 3D visual features, pop-up books are able to increase student concentration and participation, making them an innovative and relevant learning tool to support children's character and competency development. Research also shows that the use of visual media can increase children's attention and understanding of P5 comprehension of material. Pop-up books are very useful for kindergarten children's learning because their attractive 3D visuals can stimulate children's imagination and creativity.

This book makes abstract concepts easier to understand through fun visual interactions, increasing children's understanding and memory. In addition, pop-up books also help develop children's fine motor skills as they interact with the elements of the book, making it an effective and interactive learning tool. The presence of visual stimulation from pop-up book media can also make it easier for students to develop words according to the visual stimulation from the pop-up book display (Sarmauli et al., 2022).

2. METHODS

2.1 Research methods

The mixed method research method is an approach that combines qualitative and quantitative research methods in one study. Efforts to achieve efficient findings and overcome ambiguity in research findings are to apply 2 methods (qualitative and quantitative) in one study; in the world of research it is known as a mixed method (Yam, 2022) The use of this method allows researchers to get a more comprehensive picture because data is collected from both approaches, so that the weaknesses of one method can be overcome by the strengths of the other method.

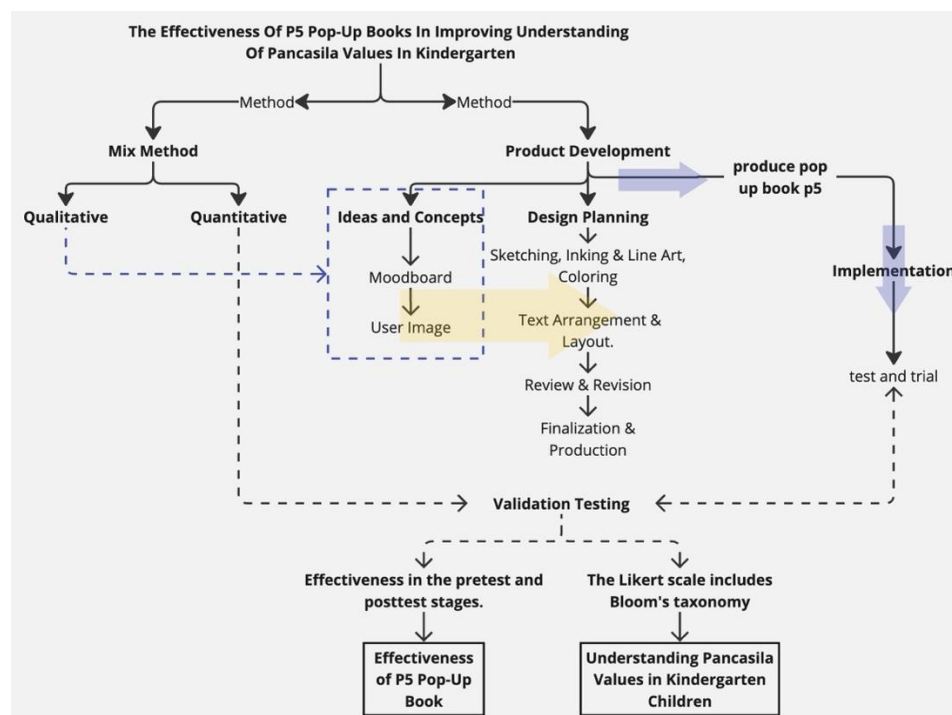


Figure 1. Flow of method usage

In this study, two methods were used, the first is the mix method and the second is the product development method. These two methods are closely related to solving this problem. The mix method is used for data mining, especially qualitative data in the form of data search techniques in the form of interviews, open questionnaires, and documentation. To solve qualitative problems, it is used to solve problems using tests and trials called validation tests with data collection techniques in the form of likert scale questionnaires with Bloom's taxonomy and data analysis techniques using pretest and posttest group designs.

The product development method begins with the ideas and concepts stage that explores who the users are, after which design planning is carried out which designs from the sketch, text, layout stages, conducts reviews and revisions and finalizes the product, after designing the P5 pop-up book, it is necessary to carry out implementation with test and trial measurements, where this test and trial are carried out by quantitative methods with a Likert scale questionnaire with Bloom's taxonomy indicators to measure the understanding of Pancasila values in kindergartens, while to measure the effectiveness of the pop-up book, a pretest and posttest one group design are carried out, so it can be said to be effective and successful in understanding Pancasila values through pop-up books due to the mix method and product development method that complement each other.

3. RESULT AND DISCUSSION

3.1 RESULT

3.1.1 Ideas and concepts

These ideas and concepts were obtained through interviews with early childhood education communities, especially Kartika Kindergarten. This kindergarten has implemented P5, but faces many obstacles in the form of limited learning media. This interview is the basis for designing innovative solutions that can support the implementation of P5 more effectively and optimally.

Inspiration for P5 which is designed to instill Pancasila values through various creative activities. The "I love an earth" project focuses on environmental awareness with waste management, farming, and water filtration activities. "I love Indonesia" invites children to celebrate national culture through traditional clothing carnivals and making traditional herbal medicine. The "We are all in relation" project instills the value of caring through activities of sharing work and helping each other. Meanwhile, "My Imagination and Creativity" encourages children creativity through painting activities for classroom decoration and making dream books. All of these projects aim to create meaningful learning and shape the profile of students with noble character.

This study involves two main stages, namely design planning and implementation. The design process is carried out in stages, as shown in Figure 1, which illustrates the product design flow from idea development to the design stage. Each of these stages includes important steps designed to ensure optimal results. The following table 1 shows the grand design of the design planning process.

Table 2. Design Process

Concept & Planning	Illustration design for the Pancasila Student Profile Strengthening Project (P5) in Kindergarten resulted in an interactive pop-up book. This book presents stories themed on Pancasila values such as mutual cooperation and tolerance, with three-dimensional illustrations and interactive features.
Scriptwriting & Storyboarding	The design of pop-up books for the Pancasila Student Profile Strengthening Project (P5) in Kindergarten does not include scriptwriting and storyboarding, because teachers are required to tell stories spontaneously according to the illustration

	visualization.
Sketching, Inking & Line Art, Coloring, Text Arrangement & Layout	The illustrations in the book are designed with child-friendly character sketching, using simple shapes, bright colors, and fun expressions.
Review & Revision	The review and revision process of the pop-up book was carried out by experts, including Mizan printing, Mizan illustrators, and illustrator lecturers using the Forum Group Discussion method.
Finalization & Production	The finalization and production process is carried out at Mizan printing to ensure the quality of the paper and the production system is guaranteed.
Implementation	Implementation at Kartika Kindergarten in the learning process, with the Likert scale technique to obtain validation of the product and implementing one group pretest posttest design.

The P5 program aims to equip students with the skills to observe, understand, and think about solutions to everyday problems (Ilmaa et al., 2024). Not only will students develop skills, but teachers will be required to be creative in delivering the P5 program. The Pancasila student profile strengthening project, as a means of achieving the Pancasila student profile, provides students with the opportunity to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from their surroundings (Maruti et al., 2023). This concept focuses not only on the transfer of information, but also on experiential learning that allows students to understand the material through active interaction with the real world. In this process, character strengthening is the main aspect that is emphasized, such as the values of mutual cooperation, independence, and critical thinking, which are in line with the objectives of the Pancasila Student Profile.



Figure 2. (a) moodboard, (b) user image

After getting the embryo of the idea, the idea is then applied to the moodboard and user image. A moodboard consists of a collection of visuals containing images, colors, typography, and other design elements that are used to describe a concept or atmosphere in a project. The moodboard in image (a) shows P5 with the theme of diversity and togetherness. The use of visual elements such as children from various cultural and ethnic backgrounds shows the spirit of mutual cooperation, tolerance, and cooperation. User images are used to understand who the product users are and ensure that the design is made according to their needs. Looking at the user image in image (b) the user shown for P5 not only focuses on cognitive education, but also on strengthening moral values and characters that are relevant to community life. Mood board and user image that function to classify objectives in the design process so that they are right on target in terms of function and usefulness of a learning media (Noreen et al., 2023). These two elements play an important role in the design process to produce aesthetic, relevant, and functional products.

3.1.2. Design Planning

3.1.2.1 Sketching, Inking & Line Art, Coloring

Details such as the children's facial expressions, the texture of the Garuda, and the map as a background are added to strengthen the theme of Pancasila and diversity. The final stage involves adding supporting elements such as text, fine textures, and refining the background color, before the illustration results are exported in formats such as JPEG or PNG with high resolution according to print or digital needs. This process utilizes Adobe Illustrator because of its ability to produce clean, flexible vector illustrations that are ideal for various design purposes.

3.1.2.2 Text Arrangement & Layout.

The figure 5 shows the design process from the initial concept to the final result, with a focus on Text Arrangement & Layout. In the early stages, a rough sketch is seen which is used to determine the composition of visual elements and text. This sketch is an initial guide for designers to place text and illustrations proportionally. At this stage, an important decision taken is to ensure that the text element "ALULA" and the tagline "Aku Suka Berteman" are strategically positioned to attract the audience's attention.



Figure 5. Showing the transformation from manual sketching to digital

The overall layout composition shows a balance between illustration and text. The main visual elements, such as the tree house and the children's characters, are placed in the middle as the center of attention. This makes the design feel balanced and visually appealing. The integration of various elements of a design is important to note so that the design can be aesthetically valuable and more communicative (Irfan, 2015). The negative space around the text is also utilized well to ensure readability and give a neat impression. This decision shows that designers pay attention to basic design principles, such as readability, visual hierarchy, and harmony between text elements and illustrations.

This process reflects how designers not only focus on aesthetics, but also on the function of text in conveying messages effectively. The resulting design is able to depict a friendly, cheerful, and relevant theme to the target audience, namely children and parents. This shows the importance of Text Arrangement & Layout in creating effective and attractive visual communication.

3.2 DISCUSSION

3.1.3. Review & Revision

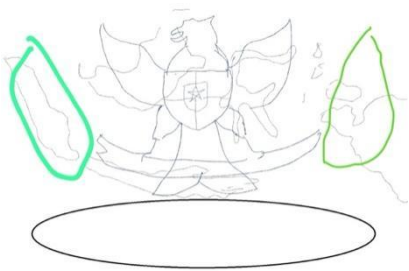


This process aims to ensure that every element, from illustrations, layouts, to pop-up mechanisms, meets quality and functionality standards. This stage uses the Forum Group Discussion method as the chosen method because it allows for further discussion between the design team and experts (Hananto, 2019). Revisions are made based on input from experts to correct errors, refine visuals, and improve technical accuracy, such as color accuracy, image proportions, and reliability of pop-up mechanisms. discussions expressed by students that this journal makes it easier to understand and carry out the design process steps (Nurannisaa P.B. et al., 2021).

This detailed process ensures that the final result is not only aesthetically pleasing but also functional and in accordance with educational goals. This stage is key to producing better, high-quality work that is ready to be used by the target audience.

Table 3 describes the process of designing and revising the design of a pop-up book that carries the theme of Pancasila. In the first part, the elements of the Indonesian map are revised to ensure geographical accuracy by referring to the official map. This revision was carried out so that the shape and proportion of the main islands such as Sumatra, Java, Kalimantan, Sulawesi, and Papua are more appropriate and reflect Indonesia's identity accurately. The second part highlights a revision to the book titled "The Beauty of My Culture", where background elements such as grass and visual density behind the dancers are removed.

This is done to increase the focus on the main object and create a more interesting and harmonious composition. In the third part, the change in the size of the book from A3 to A4 was carried out due to printing limitations. Even though the size has been reduced, the design is still optimized so that the book remains practical, easy to use, and still attractive to children. This revision process shows attention to accuracy, aesthetics, and functionality, which are essential for producing effective and quality learning media.

Table 3. Review Dan Revision

Before	Picture	After
There is a mistake, indicating the need for more attention in the visual planning stage. As an element that represents the nation's identity, the map of Indonesia plays an important role in supporting the theme of Pancasila and diversity		Designers need to refer to the official map of Indonesia, by ensuring accuracy in the shape, proportions, and location of the main islands such as Sumatra, Java, Kalimantan, Sulawesi, Papua, and others.
In the book with the title The Beauty of My Culture on the Theme of Culture. The background on the dancers is removed so that the owner has an interesting point of view		The point of view shows the focus point on the image so that the sketch of the grass and the sticker behind the dancer are eliminated to get a point of view.
Choosing the size of an A3 book as a planning format is a strategic decision, especially for media such as pop-up books.		Although the initial plan used A3 size, the decision to change the size of the book to A4 due to printing limitations could still be optimized to achieve the same goal. A4 size is more practical and accessible, both in terms of printing and use by children

3.1.4. Finalization & Production

The four pop-up books with the theme of the Pancasila Student Profile Strengthening Project (P5) consist of various topics relevant to the values of character education. The first book, "The Beauty of My Culture", focuses on cultural themes, introducing the diversity of Indonesian traditions and cultural heritage to children in an interesting way. The second book, "Have Ideals", carries the theme of imagination and creativity, inspiring children to dream big

and explore various professions that exist. The third book, "Alula Aku Suka Berfriend", centers on the theme of diversity, teaching the importance of tolerance, friendship, and respecting differences. Finally, the book "Me and the Environment", raises the theme of the environment, encourages children to preserve nature and increase awareness of the importance of protecting the surrounding environment.



Figure 6. Four books included in the 5P

These four books have gone through a careful stage of design, review, validation, and production. At the design stage, every visual element and content of the book is designed to ensure that it fits the theme and learning objectives. The review and validation stage involves education experts and designers to ensure that the educational content is on target and that the visual elements are engaging and child-friendly.

In the finalization stage, revisions to illustrations, layouts, and pop-up mechanisms are carried out to produce quality works. The production process is carried out while maintaining color accuracy, material quality, and pop-up mechanisms so that they function properly, so that these books are ready to be used as interactive learning media that supports the implementation of P5 at various levels of early childhood education.

3.1.5. Implementation

The implementation was implemented in Kartika Kindergarten with 20 kindergarten students, by being filled in by the class teacher with how to ask 20 respondents after the implementation of the pop um book. The likret scale is a tool to complete the data to measure the success first carried out and followed up with a one group pretest posttest design.



Figure 7. Implementation at Kartika Kindergarten

The Likert scale as a validation that questions the ability of a learning topic to succeed with the measurement technique from Blom's taxonomy, which is the taxonomy which is the dimension of knowledge, namely "knowing about something", which has four categories, namely: factual, conceptual, procedural, and metacognitive. (Magdalena, Islami, et al., n.d.). The likret scale includes the bloom taxonomy which consists of cognitive domains containing C1 (Understanding), C2 (Understanding), C3 (Applying), C4 (Analyzing), C5 (Evaluating), C6 (Creating). The affective domain contains A1 (Receiving), A2 (Responding),

A3 (Appreciating), A4 (Organizing), A5 (Characterization). The last realm is the psychomotor realm whose contents are P1 (Imitating), P2 (Manipulation), P3 (Precision), P4 (Articulation), P5 (Naturalization). (Magdalena, Prabandani, et al., n.d.). The researcher classifies the assessment according to the pop-up book that he cognitively contains C1 understand, C4 analyze, C5 evaluate. The affective realm includes A1 accepting, A2 responding, and A3 appreciating. The psychomotor realm does not exist because this book is affective and cognitive. So it can be seen from the scale as below:

Table 4. pretest of O₁ implementation, based on respondents

Aspects	Code	Indicator Scale Liquefied								VU: Very Unattainable NA Not Achieved A: Achieved VA; Very attainable
		VU;1	jml	NA;2	jml	A;3	jml	VA;4	Jml	
Understand	C1	5	5	13	26	2	6	-	-	
Analyze	C4	7	7	10	20	3	9	-	-	
Evaluate	C5	11	11	5	10	4	12	-	-	
Receive	A1	4	4	12	24	4	12	-	-	
Respond	A2	8	8	11	22	1	3	-	-	
Appreciate	A3	7	7	10	20	3	9	-	-	
Total max 480=100%		-	42	-	122	-	51	-	-	215

Table 5. posttest of O₂ implementation based on respondents

Aspects	Code	Indicator Scale Liquefied								VU: Very Unattainable NA Not Achieved A: Achieved VA; Very attainable
		VU;1	jml	NA;2	jml	A;3	jml	VA;4	Jml	
Understand	C1	-	-	-	0	12	36	8	32	
Analyze	C4	-	-	1	2	14	42	5	20	
Evaluate	C5	-	-	3	6	15	45	2	8	
Receive	A1	-	-	-	0	16	48	4	16	
Respond	A2	-	-	1	2	12	36	8	32	
Appreciate	A3	-	-	1	2	8	24	11	44	
Total		-	-	-	12	-	231	-	152	395

The program implemented showed a significant positive impact with an increase in the Achieved (T) and Highly Achieved (ST) categories in all aspects measured, compared to the conditions before implementation.

Table 6. Tindak lanjut dar O₁ dan O₂ one group pretest posttest design

GROUP	O ₁	X	O ₂
Experiment of 20 respondents	Following up on P5 by using the uniform of students' ideals, it is useful for imagination and practicing creativity	Implementing P5 by using a ppop up book with 4 titles including my culture, imagination and creativity, environment, and diversity. The 4 books are equipped with illustrations and an interesting pop up system.	These results produce the attitudes and actions of students who are interested in pop up books and stories presented by teachers. (fig. 7).



Figure 8. Showing effectiveness in pretest and posttest diagrams

Pretests are needed to build prior knowledge and posttests are needed to measure learning. Generally, participants who scored high on the pretest showed the greatest improvement on the posttest (Banuwa & Susanti, 2021). The diagram above shows a significant difference between the level of effectiveness in the pretest and posttest stages. At the pretest stage, the effectiveness rate only reached 45%, while 55% were considered ineffective. This indicates that before the implementation of the learning strategy with pop-up books, the approach used was less successful in improving students' cognitive and affective abilities. In contrast, at the posttest stage, the effectiveness rate jumped to 82%, with only 18% rated ineffective.

This significant change confirms that the implementation of pop-up books has a great positive impact on the learning process. Pop-up books not only increase student engagement, but also help them understand the material better, especially in Bloom's taxonomic domain on affective and cognitive aspects. With a more interactive and interesting approach, pop-up books are able to bridge the gap in the conventional learning process, making them a very effective tool in teaching.

4. CONCLUSION

The implementation of pop-up books has proven effective in enhancing the understanding and internalization of character values in early childhood. Prior to the use of this media, the effectiveness of learning was low, at only 45%, indicating the limitations of conventional methods. After the introduction of pop-up books, the effectiveness significantly increased to 82%, highlighting a positive impact on student engagement and comprehension. The pop-up books successfully bridged the learning gap with captivating visualizations and interactivity that support Bloom's Taxonomy, particularly in the cognitive and affective domains. This media helps students understand Pancasila values, such as tolerance, cooperation, and justice, in a fun and relevant way. In conclusion, pop-up books are an innovative and effective learning tool for character education in early childhood. By supporting the implementation of the Pancasila Student Profile Strengthening Project (P5), this media is recommended for widespread adoption to shape a character-driven generation ready to face social challenges.

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