Development Of A Pop-Up Book On The Basics Of Pendet Dance For Elementary Schools (Phase A)

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Abstract

Pendet dance is a Balinese dance that contains a variety of basic movements including agem, tandang, tangkis, and tangkep. These movements are introduced early on or at the phase A elementary school level. To develop cognitive understanding, pop up books are used as learning media for the introduction of Pendet dance movements. Because this kind of media has never been available before, it is considered important to provide in schools. Therefore, it is necessary to have interesting learning media applied at SD Negeri Lidah Wetan II Surabaya. The purpose of this study is to describe, 1) the process of developing pop up book of Pendet dance basics as a form of art appreciation education for elementary school (phase A), 2) the feasibility of content components and appearance components of pop up book developed to produce quality books, and 3) user responses about pop up book of Pendet dance basics. Supported by the development method, the pop up book development process uses the Analyze, Design, Development, Implement, Evaluate stages. Validation by media and material experts showed that the content components and appearance of the pop up book were considered very feasible. User trials were conducted to determine student and teacher responses to the pop up book. The percentage of results shows that the pop up book gets a value from media validation of 82.5%, material validation of 92.5%, the first teacher's response of 90%, the second teacher's response of 95% and student responses that show an increase in the answer "yes" from each question asked. Thus, pop up book media can be used as a medium for introducing movement variety for elementary school (phase A) and students interact actively during the learning process through pop up book.
Keywords: pop up book, art development, Pendet dance

Introduction

Elementary education (Phase A) represents a crucial period for personal development, often referred to as the "school harmony period." During this time, children experience remarkable growth and development. Children aged between 6 to 12 years receive education at elementary schools for six years (Kurniawan, 2015). The lower grades, or Phase A, consist of children entering elementary school in grades one, two, and three, aged between 6 and 11 years (Agustina, 2017). This phase encompasses the development of basic thinking abilities, interactions with peers and teachers, reading, and writing, suitable for children aged 6 to 8 years.

Culture encompasses all aspects of life, hence the inclusion of cultural arts education as mandated by the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. Art can be integrated with various teaching methods for elementary school children. The fundamental goal of cognitive learning is to understand how children think. Creating educational media is closely linked to the development of art. Individual intelligence can foster appreciation and creativity in art. By recognizing, experiencing, and evaluating dance through performances, costumes, and makeup, a child can develop an appreciation for the art form (Abdurachman and Rusliana, 1983:16-17). The process of forming, developing, and expressing dance movements is known as creation.

Creativity profoundly influences the human spirit. One form of art with unique appreciation and creation is Balinese dance. Bali has become an icon in international forums. Through Research and Development, this study integrates Balinese dance, design, and elementary education to create a basic teaching material for Pendet dance as a means of fostering appreciation. Here, the pop-up book plays a crucial role. A pop-up book is a book that displays 3D elements when its pages are opened. This medium serves as an educational tool with three dimensions, helping children visualize objects, understand explanations, enhance comprehension, and broaden their horizons. Real-time interactive media has the potential to create easily understandable learning strategies for children. Elements of dance illustrations such as movement, costumes, and stories can be implemented in a more dynamic form.

Pendet dance, selected as a welcoming dance (Balih-balihan), can be performed by individuals or groups of all ages, holding a bokor (silver bowl) filled with flowers (Siluh and Usrek, 2007). At the end of the dance, performers greet the audience with flower petals as a welcome gesture. According to Bandem (1983), this study presents the basic movements of Balinese dance, including agem (main standing posture), tandang (movement from one place to another), tangkis (movement without changing places), and tangkep (facial expressions). A pop-up book is one way to introduce Balinese dance because by studying this book, a child can develop an appreciation for art. Appreciation emphasizes the understanding, perception, and feeling towards the essence of an artwork. Observing and dancing are techniques to help children develop art appreciation (Pekerti et al., 2008). According to Rachmi (2008:6.7) in Sriyanti, movement characteristics for children include imitation, manipulation, and simplicity. This study focuses on Pendet dance for first and second-grade elementary school students. Considering visual, textual, and kinesthetic aspects, the Pendet dance pop-up book features the book cover, learning objectives, learning materials, Pendet dance synopsis, Pendet dance music, various basic movements of Pendet dance, oral exercises, creator's biography, and bibliography. The basic movements of Pendet dance include: 1) agem, which consists of right agem, left agem, nyembah, and ngelung, 2) tandang, which includes ngumbang luk penyalin, 3) tangkis, which encompasses angsel, miles, ngeseh, ngegol, ulap-ulap, and 4) tangkep, which involves seledet right and left. The result is an innovative concept combining aesthetics and education through the utilization of a pop-up book to promote and preserve the Pendet dance culture by merging theory, practice, and innovation in children's development.

Based on this background, the research objectives are: 1) the development process of the basic Pendet dance pop-up book as a form of art appreciation education for elementary schools (Phase A), 2) the feasibility of content and display components in developing a high-quality pop-up book, and 3) user responses to the basic Pendet dance pop-up book as a form of art appreciation education for elementary schools (Phase A). By visualizing the basics of Pendet dance in a pop-up format, this book can help create opportunities to introduce Balinese dance, particularly Pendet dance, enhance art appreciation, improve the cognitive recognition of dance movements, develop reading skills, and foster a sense of involvement in dance arts. This paper transforms the learning journey into an easily accessible medium for elementary school students.

Method

The approach employed in this study is Research Development. The development model used is the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The subjects of this study are first and second-grade students at SDN Lidah Wetan II Surabaya. The object of this study is the pop-up book on the basics of Pendet dance for elementary schools (Phase A). The development procedure consists of five processes:

1. **Analyze** The analysis phase is the initial stage of designing a product that needs to be developed according to learning needs and identifying the causes of learning obstacles. This stage requires performance analysis and needs analysis tailored to the target age group in the study. The target audience is first and second-grade students at SDN Lidah Wetan II Surabaya. Performance analysis is obtained by identifying barriers through interviews with students and teachers. Needs analysis is obtained through observations to determine how to teach dance movements to first and second-grade elementary school students.

2. **Design** The content of the pop-up book is designed at this stage. The design of the pop-up book includes: a) designing the initial concept, starting from determining the topic, sketching movements using El Pose 3D, Ibis Paint-X, and Photoshop; b) determining the product's systematic layout from the front cover to the last page, which includes the introduction, content, and conclusion. The introduction comprises guidelines on the first page. The content covers pages two to nine, introducing basic Pendet dance movements, "bokor," Pendet dance music, performance venues, and practice questions. The conclusion includes the creator's biography and bibliography.

3. **Development** The physical teaching materials are developed based on the design outlined in the previous stage. This stage involves media/illustration validators, Wening Hesti Nawa Ruci, S. Pd., M. Pd., and content/material validators, Dra. Ni Made Sri Ardani. The media validation instrument includes Appearance (clarity of images in the pop-up book, clarity of text, color contrast between text and pop-up book design, QR Code link access, pop-up book cover quality), Implementation (sequential presentation of the book, ease of media use), Principles (media attractiveness, ease of understanding book content, facilitation of learning for lower elementary grades). The content validation instrument includes the accuracy of Pendet dance movements, consistency between title and content, clarity of material presentation, systematic arrangement of material, clear writing flow, engaging presentation of material, correctness of basic Pendet dance concepts, suitability of content for lower elementary grades, precision in demonstrating basic dance techniques, and harmony of accompanying music. This stage relates to the product prototype, with the front cover titled "Belajar Gerak Tari Pendet," the first to tenth pages, and the back cover being the product realization.

4. **Implementation** Creating, testing, and using the pop-up book in an elementary school (Phase A) context is part of this implementation stage. During lessons, teachers and researchers collaborate to introduce the pop-up book to children. Researchers gather data on all aspects related to improving the pop-up book. Additionally, response questionnaires are distributed to teachers, who fill them out to answer researchers' questions. For students, questions are administered through direct interviews and response questionnaires.

5. **Evaluation** Based on feedback from surveys or interviews, final product revisions are made to ensure the pop-up book provides the best learning experience and meets the needs and comprehension levels of first and second-grade elementary students.

The data collection techniques used in this study include observation, interviews, and questionnaires. The instruments used are adapted to the assessment criteria according to the Likert scale for media/illustration expert validation sheets, content validation sheets, and student and teacher questionnaires. The data analysis techniques used are qualitative analysis, including the product prototype and pop-up book development design with basic Pendet dance content for elementary schools, and quantitative analysis, including descriptive statistical techniques to provide an overview of the research characteristics. A 4-interval scale, calculated by determining the percentage value, is used to analyze data collected from media and content expert assessments (Arikunto, 2006:40). Below is the formula for the percentage validation data analysis:

Explanation :
P: Percentage of Mastery
f : Total score obtained
n : Maximum score

$$P(\%) = \frac{f}{n} \times 100\%$$

The analysis of validation results is used to describe the feasibility of the pop-up book on the basics of Pendet dance. The validation results are analyzed using the percentage quality level criteria shown in the table below:

Tabel 1.1 Assessment Criteria

Persentase	Kategori
76% - 100%	Very Feasible
51% - 75%	Feasible
26% - 50%	Less Feasible
1% - 25%	Not Feasible

(Arikunto, 2006)

The validity of the research data consists of:

a) Credibility Test: The product is observed by the supervisor, allowing the researcher to receive feedback to perfect the stages of creating the pop-up book.

b) Transferability Test: This relates to user involvement, as the pop-up book is created as a supplementary learning medium at SDN Lidah Wetan II Surabaya.

c) Dependability Test: The pop-up book is reviewed by media/illustration validators and content/material validators.

d) Confirmability Test: The product is validated by media and content experts to determine its feasibility.

Result and Discussion

Development Process of the Basic Pendet Dance Pop-Up Book

The development process of the basic Pendet dance pop-up book for elementary schools (Phase A) utilizes the ADDIE method (Analyze, Design, Development, Implementation, and Evaluation).

1. Analyze Stage

The first step in creating a product that must be designed according to learning objectives and identifying the causes of learning barriers is the analysis stage. Performance analysis and needs analysis are the two steps within this analysis stage.

a. Performance Analysis

Performance analysis is a tool used to assess how well the book can be prepared according to learning objectives and to understand the challenges experienced in line with these objectives. Performance analysis is employed to identify the difficulties faced by the students at SD Negeri Lidah Wetan II Surabaya. Based on observations and interviews, the Merdeka Curriculum is used as a reference for the learning process at SD Negeri Lidah Wetan II Surabaya. Furthermore, art and culture lessons for first and second graders focus on visual arts, where they are still familiarizing themselves with elements of visual arts, basic forms, and drawing. On March 27, 2024, Luwiati S. Pd. stated that dance art is still limited to extracurricular activities like Remo dance and creative dance. Dance art is also a new subject for lower-grade students, many of whom are still unfamiliar with Balinese dance. Therefore, the researcher uses this opportunity to teach elementary school students (Phase A) the basic movements of the Pendet dance.

b. Needs Analysis

Based on the above performance, a book with dance material is needed as a supplementary learning resource for lower-grade students (Phase A). The target age for this study is 6 to 8 years old. Students with limited art learning resources have restricted knowledge. Not only students but also classroom teachers come from non-art backgrounds. At this school, art learning through extracurricular activities includes only dance and music (drumband). Thus, this book can be used as an introduction to learning Balinese dance through extracurricular activities or independent learning. The book, which uses Balinese dance material, is adapted to the intelligence and practicality of lower-grade elementary school students. The type of Pendet dance used is based on Balinese dance principles and is the simplest dance for elementary school students.

2. Design

The design stage is crucial in the creation of the pop-up book as it determines how well the book will function as an instructional tool and as a medium for art appreciation. The process of designing the pop-up book includes the preparation of the pop-up book material, the arrangement of the pop-up book illustrations, and the assembly of the pop-up book (pop-up techniques, format arrangement of each pop-up book page, and pop-up book design):

a) Preparation of Pop-Up Book Material

The preparation of the book's material includes the basic movements of the Pendet dance (agem, tandang, tangkis, and tangkep). The dance movements are sourced from the book "Gerak Tari Bali" by I Made Bandem, published in 1983. References for the pop-up book come from online sources and college friends. The introduction to the Pendet dance, illustrations of the agem, tandang, tangkis, and tangkep movements with a total of 12 movements, along with explanations for each

movement and sample images of performance venues, are structured throughout the book

Figure 1 Basic Movement Material of Pendet Dance

b) Composition of Illustrations for the Pop Up Book

The illustration process involves creating sketches of dance movements using the faces and body postures of elementary school students. The resulting movement illustrations are accompanied by Pendet dance costumes in yellow and pink, created using the El Pose 3D and Ibis Paint-X applications. The original sketches leading to the final movement illustrations can be seen in the images below, including:

Figure 2 Illustration of Sketches and Movement Results

c) Composition of the Pop Up Book

Using Canva, Photoshop, and PaintTool SAI applications, the entire pop-up book can be designed. This step involves determining the design of the front cover, text types, back cover, size, and content of the book. The composition includes:

1. Pop Up Techniques

Floating layer, pull-tabs, and V-Fold are the techniques used in the creation of the pop-up book. These techniques are essential to produce visually appealing and interactive effects.

Figure 3 Floating Layer, Pull-tabs, and V-Fold

2. Format of the Pop-Up Book Composition

The format of the pop-up book compositiion is organized systematically into a book as shown in the table below:

Table 1 Format of the Pop-Up Book Composition

Pages	Ilustration	Content
Front Cover	The cover features a green background with shades of trees and an illustration of the ocean. There are images of children performing the Pendet dance in the "Angsel" movement, combined with illustrations of a chicken, a rabbit, and a cat. This blend of illustrations conveys the impression of a Balinese dance children's book..	Title: "Belajar Gerak Tari Pendet" with the creator's name at the bottom.
Pages 1	Colors of dark red, light blue, and white, with illustrations of children dressing up for the Pendet dance and frangipani flowers as additional design elements.	A brief explanation of the pop-up book, a synopsis of the Pendet dance, learning objectives, and content.
Pages 2	Dark red color with carved design at the bottom center of the book and black tree branches. The technique used is V-Fold.	Twelve movement illustrations of agem, tandang, tangkis, and tangkep, accompanied by a QR code for Pendet dance music linked to YouTube.
Pages 3	Dark red color with carved design at the top left corner of the book and a black tree silhouette. The techniques used are floating layer and pull-tabs.	Pendet dance movements agem (right and left) and tangkep, including "seledet" right and left.
Pages 4	Dark red color with carved design at the top left corner of the book and a black tree silhouette. The technique used is floating layer.	Pendet dance movements agem, including "nyembah" and "ngelung."
Pages 5	Dark red color with carved design at the top left corner of the book and a black tree silhouette. The techniques used are floating layer and pull-tabs.	Pendet dance movements tandang, including "ngumbang luk penyalin," and tangkis movements, including "ngegol."
Pages 6	Dark red color with a carved design at the top left corner of the book and a black tree silhouette. The techniques used are floating layer and pull-tabs.	Pendet dance movements tangkis, including "angsel" and "miles."
Pages 7	. Dark red color with a carved design at the top left corner of the book and a black tree silhouette. The techniques used are floating layer and pull-tabs.	Pendet dance movements tangkis, including "ngeseh" and "ulap-ulap."
Pages 8	Green color with a carved design at the small fold of the book and a small tree. The pop-up illustration includes a tree, Balinese gate, penjor, and dancer with the "ngegol" movement. The technique used is V-Fold.	Performance venue and summary of the content.

3. Design of the Pop Up Book

The design process for the pop-up book utilized Canva and Photoshop applications. There are six types of fonts used in the basic Pendet dance pop-up book. First, the KG Red Hands font at a size of 310 px or 232.5 pt is used for the front cover. Second, the Blooming Flowers font at a size of 100 px or 75 pt is used for the back cover. Third, the KG Red Hands font at a size of 30 pt and Arial font at a size of 14 pt are used on page 1. Pages 2 to the end use the Childos Arabic font at sizes ranging from 10 pt to 20 pt for the main text throughout the book. Finally, the Caveat Brush font at sizes 21 pt to 30.4 pt is used for the titles of each page from page two to the end, such as "Pendet Dance Movements," "Creator's Biography," and "References." The basic Pendet dance pop-up book uses duplex board paper and art paper in A4 size (21 cm x 29 cm). The

front and back covers of the book use duplex board covered with bontak stickers and matte lamination. Each background page uses 260 gsm art paper, and the pop-up illustrations use 210 gsm art paper. The content of the pop-up book consists of various basic movements of the Pendet dance, featuring 12 movements from agem, tandang, tangkis, and tangkep. With front and back covers and 10 content pages, the pop-up book has a total of 12 pages.

Table 2 Design of the Pop Up Book

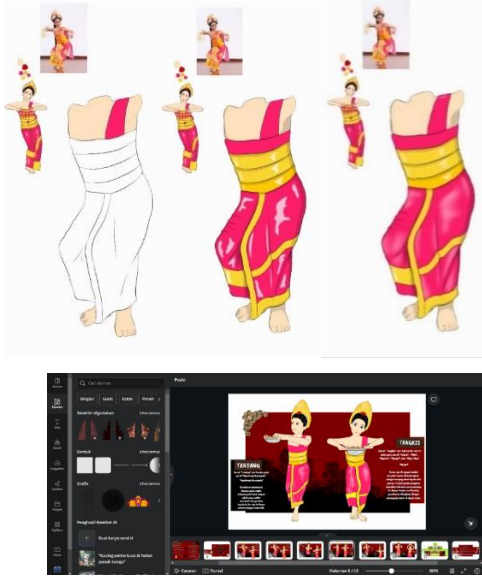|			
Front cover dan *back cover*		Pages 5	
Pages 1		Pages 6	
Pages 2		Pages 7	
Pages 3		Pages 8	
Pages 4		Pages 9	
Pages 10			

3. Development

The development stage encompasses several phases: product creation, validation by media and material experts, and product revision results.

a. Produk Creation Stage

The product creation stage involves the realization of the product. The book is developed from the existing design into a more visually appealing format. This phase includes creating the narrative and illustrations, developing a product prototype, scanning and breaking down the design, printing and cutting the pop-up net patterns, assembling the net patterns, and binding the pop-up book. The table below outlines the stages of product creation, including:

Table 3 Product Creation of the Pop-Up Book

Pictures	Process
	The first stage involves creating illustrations using the El Pose 3D and Ibis Paint-X applications. Movement sketches are drawn and colored to closely resemble Pendet dancers. The integration of narrative and illustrations is done using Canva.
	The second stage is the product prototype. A rough design on drawing paper is used to create the product prototype. The adjacent image depicts the "ngeseh" and "ulap-ulap" movements, employing the floating layer technique.

The third stage involves scanning and breaking down the design using PaintTool SAI and Photoshop applications.

The fourth stage consists of printing and cutting the pop-up net patterns. The design measurements for the pop-up nets are based on the book's print size. Subsequently, the page backgrounds are printed on 260 gsm art paper, and the pop-up illustrations are printed on 210 gsm art paper.*up*.

The fifth stage is the assembly of the net patterns. The assembly process includes folding and attaching pieces according to the book's background pattern. Double tape and glue are the primary materials used to adhere each illustration and page of the pop-up book.

The final stage of product creation is binding the pop-up book. The binding material used is duplex board, covered with bontak stickers and matte laminated.

b. Validation Stage

The validation stage is conducted before proceeding to the trial phase. The assessment involves two validators based on their respective fields of expertise: a media/illustration expert and a Pendet dance content expert.

Table 4 List of Validators

No	Type	Qualifications
1	Media/Ilustration Expert	Wening Hesti Nawa Ruci, S. Pd., M.Pd. (NIP. 199112072020122002)
2	Content Validation	Dra. Ni Made Sri Ardani

1. **Media Validation**

The educational media of the basic Pendet dance pop-up book was validated by Wening Hesti Nawa Ruci, S.Pd., M.Pd., in the field of educational media. The media/illustration validation was conducted on June 10, 2024, at 10:30 AM WIB at the Department of Fine Arts Education, Faculty of Language and Arts, State University of Surabaya. The validation results from the media expert yielded a score of 33. This score was used to calculate the validation percentage as follows:

Table 5 Media Validation Percentage Results

$$P(\%) = \frac{f}{n} \ \text{x} \ 100\%$$

$$= \frac{33}{40} \ \text{x} \ 100\%$$

$$= 82{,}5\%$$

Based on the percentage calculation, the pop-up book received a score of 82.5% from the media expert, Wening Hesti Nawa Ruci, S.Pd., M.Pd. According to the interval scale, a score of 31 with a percentage of 82.5% falls into the "very feasible" category, which ranges from 76% to 100%.

2. **Content Validation**

The content validation was conducted by Dra. Ni Made Sri Ardani. The validation took place on June 9, 2024, at 11:00 AM WIB at Pura Segara Kenjeran, Surabaya. The evaluation results were combined with the percentage formula for validation as follows:

Table 6 Content Validation Percentage Results

$$P(\%) = \frac{f}{n} \ \text{x} \ 100\%$$

$$= \frac{37}{40} \ \text{x} \ 100\%$$

$$= 92{,}5\%$$

Based on the percentage calculation, the pop-up book received a score of 92.5% from the content expert, Dra. Ni Made Sri Ardani. According to the interval scale, a score of 37 with a percentage of 92.5% falls within the 76%-100% range, categorized as "very feasible." Therefore, the content in this book is highly suitable for implementation in lower-grade (Phase A) classroom settings.

c. **Revision Results**

Product modifications were made according to the recommendations from the media/illustration and content experts. The revisions suggested by the media expert included alterations to the entire front and back covers, changes to the background-font on the first and second pages of the pop-up book, adding illustrations to the first page, revising several narrative layouts, and modifying the additional "gate" illustration at the opening side of the performance section. The revisions suggested by the content expert involved refining the right-hand agem movements, shortening the Pendet dance synopsis, clarifying the purpose of the second page, and adhering the pop-up book's movement illustrations.

Figure 4 Example of Revised Cover

4. Implementation

The implementation stage involves testing the pop-up book as a learning medium for the Pendet dance that was developed in the previous stage. The pop-up book and the questionnaire, targeted at teachers and students from SD Negeri Lidah Wetan II Surabaya, were prepared by the researcher. The trial was conducted in classroom II-B, involving 6 first-grade students and 14 second-grade students, making this stage a large-scale trial. The purpose of this learning implementation was to assess the responses of both teachers and students to the basic Pendet dance pop-up book. During the learning sessions, students were asked oral questions based on the content of the pop-up book. Subsequently, the researcher distributed questionnaires to the students and also to the teachers to collect quantitative data. To initiate their learning of the Pendet dance, researchers employed a storytelling method.

By providing students with the opportunity to read, view, and ask questions, the storytelling method was practiced. It was observed that many students chose to engage with the book due to their interest and enthusiasm. Most of them admitted they had never studied a pop-up book before, making this a very memorable and significant experience for them.

5. Evaluation

The final step in the ADDIE development model is evaluation. Through the collection of questionnaire data, the researcher was able to make revisions to the product during the evaluation stage. According to the validators, the book still has some shortcomings that need to be addressed before it is deemed suitable for broader testing. Despite the findings from the large-scale trial indicating that students were enthusiastic about learning with the pop-up book, they also demonstrated limited prior knowledge of Balinese dance, specifically the Pendet dance. They were unfamiliar with the Pendet dance before the trial. With the aid of practice questions and responses in the questionnaire, students were able to show that they appreciated the Pendet dance. This was evidenced by their ability to name and differentiate the basic movements of the Pendet dance.

User Testing

In the user testing phase, the pop-up book on Pendet dance required respondents from a number of primary school students (Phase A) and primary school teachers. Data was collected using questionnaires.

1. Student Responses

Student responses to the basic Pendet dance pop-up book were gathered on June 14, 2024, from 09:00 to 11:00 WIB at SD Negeri Lidah Wetan II Surabaya. The study involved 20 students from SD Negeri Lidah Wetan II Surabaya, with the subjects being

first and second-grade students. The questionnaire included closed-ended questions with "yes" or "no" answer options.The results of the student responses indicated that they enjoyed learning the Pendet dance through the pop-up book, liked the book's colors, appreciated the illustrations, and were able to understand the Pendet dance movements. All students reported that they had never seen a pop-up book before. The 20 students were divided into two classes: 6 first-grade students and 14 second-grade students. First-grade students answered the questions with five "yes" responses totaling 9 points and one "no" response. Another respondent chose "yes" with 8 points and "no" with 1 point. In the second-grade class, responses were grouped into three categories, showing that all students who gave similar answers indicated they had not previously encountered a pop-up book model. Students answered "yes" to questions about whether they liked learning the Pendet dance through the pop-up book, appreciated the movement illustrations, could identify the "seledet" and "agem" movements, name the basic movements of the Pendet dance, differentiate each movement, and expressed a desire to learn to dance. It can be concluded that the students enjoyed learning the Pendet dance through the pop-up book and were able to understand the material by naming and distinguishing the basic movements of the Pendet dance.

2. Teacher Responses

The teacher questionnaires were distributed to two accompanying teachers during the trial phase, concurrently with the student responses. The results from the teacher questionnaires are as follows:

a. First Teacher

Luwiati, S. Pd., the first teacher, evaluated the pop-up book with a score of 36. This value was calculated using the Likert scale formula:

Table 7 Teacher Response Percentage I

$$P(\%) = \frac{f}{n} \times 100\%$$

$$= \frac{36}{40} \times 100\%$$

$$= 90\%$$

This percentage falls within the "Very Feasible" category, with a range of 76%-100%. Thus, the teacher's response indicates that the pop-up book is highly effective and suitable for use as an educational medium.

b. Second Teacher

Kusmaningsih, S. Pd., the second teacher, provided a score of 38 for the pop-up book. This score was calculated using the Likert scale formula:

Table 8 Teacher Response Percentage II

$$P(\%) = \frac{f}{n} \times 100\%$$

$$= \frac{38}{40} \times 100\%$$

$$= 95\%$$

Based on the percentage calculation, the pop-up book received a score of >76%, specifically 95%, from the second teacher, Kusmaningsih, S. Pd. It can be concluded that the response from the second teacher aligns with that of the first teacher, affirming that the pop-up book is highly effective and suitable for use as an educational medium for primary schools (Phase A).

Through the pop-up book, students can engage with the basic movements of the Pendet dance in an enjoyable and interactive manner. The book features dance movement illustrations that students can follow, in addition to engaging visual information. On the second page of the book, the pop-up book introduces traditional Pendet dance music and the bokor. Furthermore, the use of the pop-up book in teaching at SD Negeri Lidah Wetan II Surabaya aims to enhance the children's cognitive understanding. Through HOTS (Higher Order Thinking Skills) questions, students are encouraged to think critically and build their self-confidence.

Conclusion and Suggestions
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The development process of the pop-up book on the basic movements of the Pendet dance follows the ADDIE model, encompassing Analysis, Design, Development, Implementation, and Evaluation stages. The research findings indicate that the analysis phase involved identifying the issues faced by students or teachers, which highlighted a lack of engaging learning materials for introducing dance. It was observed that lower-grade students primarily learned dance through extracurricular activities and self-study, and had little exposure to Balinese dance. This underscores that teaching the basic movements of the Pendet dance to lower-grade students at SD Negeri Lidah Wetan II through a pop-up book can significantly enhance their appreciation for dance art.

During the Design phase, materials were crafted, including illustrations and narratives, and pop-up techniques were applied, considering the characteristics of primary school students (Phase A). In the Development stage, the researcher advanced the design by creating product prototypes, designing movement illustrations, finalizing the design with the aid of applications, cutting, assembling pop-ups, and binding the pop-up book. Product modifications involved validation by content experts after printing.

The feasibility of the pop-up book's content and appearance was addressed in the Validation stage. After being rated as Very Feasible by media and content experts using the Likert scale percentage calculations, the next stage was Implementation. This phase involved a large-scale trial with two teachers and twenty students (six first-grade and fourteen second-grade students). The final stage, Evaluation, ensured the product's effectiveness through the trial. Feedback from students and teachers showed that the pop-up book was highly supportive of the learning process.

According to the validation results, the pop-up book's development for basic Pendet dance instruction is deemed Highly Feasible for use as a supplementary art appreciation tool in SD Negeri Lidah Wetan II. This is supported by a media validation percentage of 82.5%, content validation of 92.5%, a first teacher response of 90%, a second teacher response of 95%, and student responses showing a higher number of affirmative answers ("yes") compared to negative answers ("no"). Specifically, seventeen students answered "yes" with a total of 9, and "no" with a total of 1, while three students answered "yes" with a total of 8 and "no" with a total of 2. Therefore, the development of the pop-up book on the basic movements of the Pendet dance as an art appreciation educational tool for primary schools (Phase A) represents a significant advancement in improving art education standards at the primary school level.

Thank You Note

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