

THE EFFECT OF POP UP BOOK MEDIA ON VERBAL LINGUISTIC INTELLIGENCE IN CHILDREN AGED 5-6 YEARS AT RA AL-IS SYAH HAKIM MEDAN

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Abstract: This research was conducted at RA Al-Is Syah Hakim Medan. This type of research is experimental research with a quantitative approach. This research method uses Quasi Experimental Designs with Non Equivalent Control Group Design. The population is 29 children with total sampling technique, so that the entire population is used as a sample. This study aims to determine: (1) linguistic verbal intelligence of children; (2) Linguistic verbal intelligence of children using pop up book media; (3) The significant influence of pop up book media on the linguistic verbal intelligence of children at RA Al-Isyah Hakim Medan. The results of the study show that the use of pop up book media affects the linguistic intelligence of children aged 5-6 years. This is illustrated by the research results which obtained an average pre-test of 26.72 and an average post-test of 52.08. So that the linguistic verbal intelligence of children in the experimental class is better than the control class with an average pre-test of 25 and an average of 44.83 in post-test. Based on the results of the hypothesis testing, $t_{count} > t_{table}$ is $3.226 > 2.131$ with a significant number of $\alpha = 0.005$ Thus the hypothesis H_0 is rejected and H_a is accepted so that it can be stated that there is a significant effect of the use of Pop Up Book Media on Verbal Linguistic Intelligence in Children Aged 5-6 Years at RA Al-Isyah Hakim Medan. Media Pop Up Book, Linguistic Verbal Intelligence.

Keywords: Media Pop Up Book, Linguistic Verbal Intelligence

INTRODUCTION

Several studies conducted by scientists during the pandemic revealed that there are many disorders in early childhood, one of which is related to language development. This development is part of linguistic verbal intelligence. One of the aspects that must be developed in early childhood is verbal-linguistic intelligence which relates to a person's ability in language, namely listening, writing, speaking

and in general really likes to read. Stimulation of verbal-linguistic intelligence is important for early childhood, especially children aged 4-5 years, because this intelligence is needed in almost all areas of life.

Musfiroh stated that in verbal-linguistic intelligence children aged 4-5 years generally have a lot of vocabulary, are able to develop speaking skills well, use simple sentences or conversations, are able to express their wishes and provide some information and use various forms of simple questions¹. One of the media that teachers can use in developing verbal-linguistic intelligence in early childhood is through the use of pop-up book media.

Pop-up book media is a three-dimensional teaching aid that can stimulate children's imagination and increase knowledge so that it can make it easier for children to know the description of the shape of an object, enrich vocabulary and increase children's understanding². Pop-up book media as an interesting and varied learning medium can make children happy and confident in carrying out activities, especially in improving verbal-linguistic intelligence for children aged 5-6 years. Because language skills greatly influence children's growth and development in adulthood, it is very important to optimize children's language development from an early age.

Not only in terms of communication, but the advantage of language is also useful in other fields. Meanwhile, one of the obstacles encountered during the current pandemic is the delay in children's language development at an early age due to limited space for movement with other people, and the fact that school is also conducted online.

Therefore, the socialization of children with their friends is also limited. Currently, there are many schools in the city of Medan that have started offline learning, including the RA Al-Is Syah Hakim Medan school which has implemented offline learning. After passing one semester of offline learning, many obstacles were found related to children's language development.

However, the reality experienced by children aged 5-6 years in class B RA Al-Is Syah Hakim Medan is that children aged 5-6 years have not been able to retell the contents of the stories they have heard, children have not been able to continue some of the stories/tales they have heard, researchers observed that the learning method emphasizes the calistung method (reading, writing-counting),

¹ Musfiroh, Tadkiroatun. *Bermain sambil Belajar dan Mengasah Kecerdasan (Stimulasi Multiple Intelligences Anak Usia Taman Kanak-kanak)*. Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi Subdit PGTK dan PLB. (Jakarta: 2005).

² Dzuanda. *Perancangan Buku Cerita Anak Pop-Up Tokoh-Tokoh Wayang Berseri, Seri "Gatotkaca"*. *Jurnal Library ITS Undergraduate*, (Online), (<http://library.its.undergraduate.ac.id>. (2011).

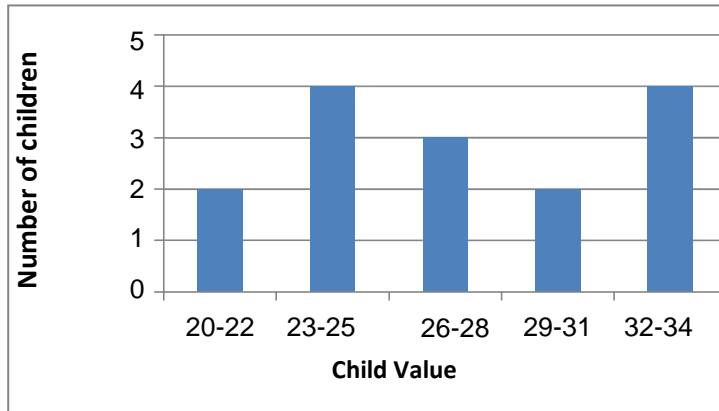
teachers still use a lot of worksheets and blackboards. The learning atmosphere in the classroom becomes monotonous and less attractive to children. Daily learning activities, especially those related to the development of children's verbal-linguistic abilities, tend to be non-verbal only, for example doing LKA, so that the level of verbal-linguistic intelligence of children is still low as seen from the number of children who are still passive when learning. Based on the description above, the writer is interested in researching "The Influence of Pop Up Book Media on Linguistic Verbal Intelligence in Children Aged 5-6 Years at RA Al-Is Syah Hakim Medan".

The design in this study was a Quasi Experimental Design with the Post-Test Type Control Group Design (Non Equivalent Control Group Design) and the data in this study would be collected by observation techniques, the observation sheets that had been compiled were used to observe data on children's linguistic verbal intelligence abilities. The following are the results of observations of linguistic verbal intelligence abilities of children aged 5-6 years at RA Al-Is Syah Hakim Medan.

In the process of collecting data results, before giving treatment, the researcher made observations first of the two sample classes. Then after making the first observation, the next process is to treat the experimental class as many as 15 children and the control class which was not given treatment as many as 14 children. After studying the two sample classes, namely the experimental class and the control class, the final results were different, with a score of 52.08 in the experimental class and 44.83 in the control class. From the data obtained, there was a significant difference between the impact of pop-up book media on linguistic verbal intelligence, in the experimental class that was treated using pop-up books and in the control class that did not receive treatment. Therefore, based on the results of the research, the following conclusions can be drawn: **First**. By using pop up book media, children feel more happy in the learning process, especially in language learning. This is because in using pop-up book media children are required to retell the contents of the stories they have heard, express opinions according to their experience, and children can experience direct practice using pop-up book media, so that children's linguistic verbal abilities easily develop properly.

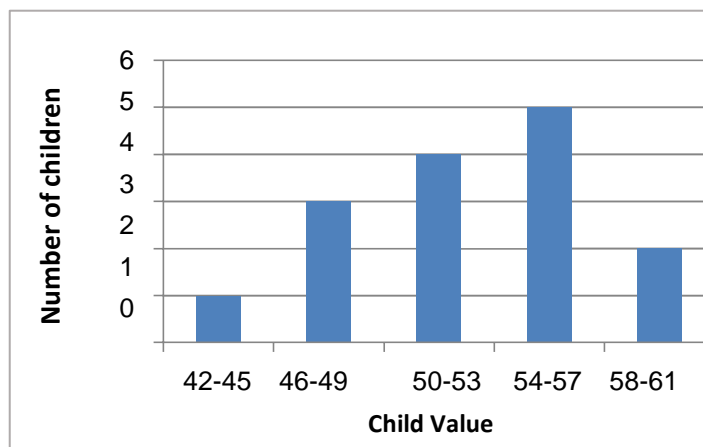
Second, Linguistic verbal intelligence of children using pop up book media experienced a rapid increase from the total pre-test score of 73.33% then increased to 86.67%.

The Picture 1.1 Frequency Distribution of Observation Data on Verbal Linguistic Intelligence in Experimental Class Children (Pre Test).



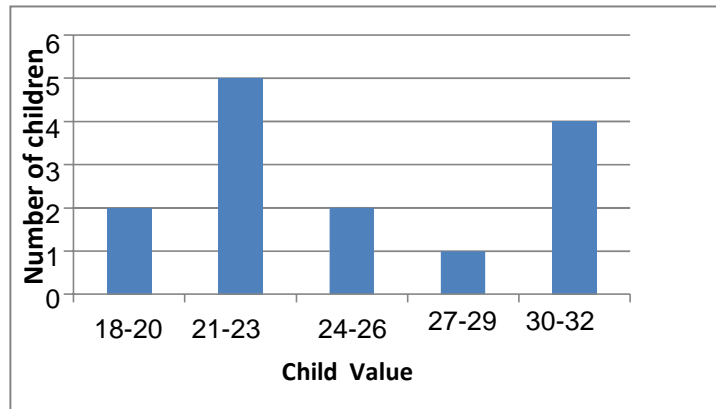
Based on the frequency table and histogram above, it is known that students in the experimental class (pre-test) who have the lowest category (20-22, 23-25) are 6 children, the middle category scores (26-28) are 3 children and the score the highest category (29-31, 32-34) as many as 6 children.

The Picture 1.2 Frequency Distribution of Observation Data on Linguistic Verbal Intelligence in Experimental Class Children (Post Test)



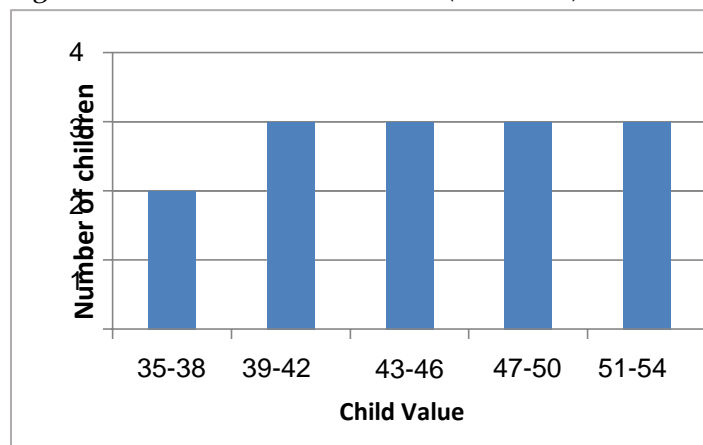
Based on the frequency table and histogram above, it is known that students in the experimental class (post-test) who have the lowest category (42-45, 46-49) are 4 children, the middle category scores (50-53) are 4 children and the score the highest category (54-57, 58-61) as many as 7 children.

The Picture 1.3 Frequency Distribution of Verbal Linguistic Intelligence Observation Data of Control Class Children (Pre Test).



Based on the frequency table and histogram above, it is known that students in the control class (pre-test) who have the lowest category (18-20, 21-23) are 7 children, the middle category scores (24-26) are 2 children and the score the highest category (27-29, 30-32) as many as 4 children.

The Picture 1.4 Frequency Distribution of Observation Data on Linguistic Verbal Intelligence in Control Class Children (Post Test).



Based on the frequency table and histogram above, it is known that there are 5 students in the control class who have the lowest category scores (35-38, 39-42). The middle category scores (43-46) were 3 children and the highest category scores (47-50, 51-54) were 6 children.

Based on the data from the observations of the experimental class and the control class above, it is explained that the experimental class children have the lowest scores, the middle scores, and the highest average scores compared to the

control class. This shows that the verbal linguistic intelligence of children using pop up book media is better than children in the control class.

FIND AND DISCUSSION

The Nature of Early Childhood

The essence of early childhood is children who have just been born until the age of 6 years. This age is a very decisive age in the formation of a child's character and personality³. Early age is an age where children experience rapid growth and development. Early age is referred to as the golden age. Balanced nutritious food and intensive stimulation are needed for this growth and development.

In the age range 0-6 years who are experiencing very rapid growth and development, so proper stimulation is needed in order to grow and develop optimally. Children are born with a number of potentials that are ready to be developed, as long as the environment prepares situations and conditions that can stimulate the emergence of these hidden potentials.

Linguistic Verbal Intelligence

Definition of Linguistic Intelligence. There are several definitions of intelligence according to experts, including the following: First, According to Gardner, intelligence is the ability to solve problems or create something of value in a culture.⁴ Second, The theory of Multiple Intelligence states that intelligence is not only the ability to complete school assignments that have more to do with logical verbal abilities, but intelligence is a collection of abilities that a person has to understand information, collect facts, and convey the knowledge he has acquired.⁵

So it can be concluded that intelligence is a number of abilities that a person has, such as the ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn. Meanwhile, verbal-linguistic intelligence or known as clever words is the ability to use language both spoken and written precisely and accurately. Using words is the main way to think and solve problems for people who have this intelligence. They tend to have excellent auditory receptive (input) and verbal productive (output) skills.

They use words to persuade, invite, argue, entertain, or teach others. Jobs that are highly preferred by those with linguistic-verbal intelligence are: teacher,

³ Fadillah, dkk, Pendidikan Anak Usia Dini, (Jakarta: Kencana Prenada Media Group, 2014).

⁴ Ibid

⁵ Agung Triharso, Permainan Kreatif dan Edukatif untuk Anak Usia Dini, (Jakarta: Andi Publisher, 2013).

storyteller, presenter, journalist, writer, author, principal, comedian, radio or television newsreader, newspaper editor, poet, and others⁶.

Based on the opinions of experts regarding the notion of linguistic intelligence, it can be concluded that linguistic intelligence is a person's ability to use or process ideas that will be conveyed to others through words or language. So linguistic intelligence affects a person's ability to communicate his ideas. Children who have good linguistic intelligence, the child will be able to communicate with others both orally and non-verbally.

Linguistic Intelligence Indicator, There are several indicators of linguistic intelligence in children aged 5-6 years as follows: 1). Writes better than other children his age, 2) Likes to talk and tell funny stories, 3). Has a good memory for names, places, residences, or trivia. 4). Enjoys playing with words, 3). Enjoy reading books, 4). Able to pronounce difficult words accurately compared to children of his age, 5). Appreciate the rhymes even in the form of words that don't make sense, 6). Likes to listen to spoken words, 7). Has a vocabulary that is better than children his age, 8). Able to communicate with others through verbal means⁷.

Based on the initial observations that the researchers made according to the indicators described above, the researchers took these four indicators to be developed as a reference for the assessment instruments that the researchers would conduct, including the following: Writes better than other children his age. 1). Child is able to write his full name, 2). Children are able to write animal names according to the letters of their names, 3). The child is able to rewrite three names of tourist attractions, 4). Children are able to write five names of objects in tourist spots. 5). Likes to talk and tell funny stories, 6). Children are able to repeat the contents of the story they have heard, 7). Children are able to continue some of the stories / fairy tales they have heard, 8). Children are able to imitate 5 animal sounds, 9). Children are able to name groups of pictures that have the same letter.

Has a good memory for names, places, residences, or trivia, 1) Children are able to mention the names of tourist attractions, 2) Children are able to name places where humans, animals and plants live, 3). Children are able to name various adverbs of time and their characteristics, 4). Children are able to name three tourist attractions in English

⁶ Muhammad Yaumi, Nurdin Ibrahim, Pembelajaran Berbasis Kecerdasan Jamak, (Jakarta: Kencana, 2013).

⁷ Nida'ul Munafiah, dkk, Strategi Pembelajaran PAUD Berbasis Multiple Intelligence, (Jawa Tengah: Mangku Bumi, 2018).

Has a vocabulary that is better than children his age; 1). Children are able to answer questions from the teacher correctly, 2). Children are able to say 5-7 simple sentences, 3). Children are able to compose simple sentences according to the structure of the language, 4). Children are able to name ten animals

Linguistic Intelligence Factors, As for in detail the factors that influence children's linguistic intelligence, namely: Health Factors, Intelligence, Socioeconomic status of the family, Gender, Family relations⁸

Media Pop Up Book

Definition of Media Pop Up Book. Media, the plural form of intermediary (medium), is a means of communication. Derived from the Latin medium (“between”), this term refers to anything that carries information between a source and a receiver⁹.

Sujiono argued that the media is an intermediary that connects teachers and students, as teachers should be able to choose the right media in the teaching and learning process. Then Olson also argued that media is a technological tool for presenting, recording, sharing and distributing symbols through certain sensory stimuli, accompanied by structuring information¹⁰.

So it can be concluded that, the media is something that is channeling messages and can stimulate the thoughts, feelings and willingness of students so that they can encourage the learning process to occur in them. Creative use of media will enable students to learn better and improve their abilities according to the goals to be achieved.

As for the definition of pop up book media according to the opinion of experts, namely: First. Nancy Larson Bluemel say that, Pop-up Book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs, or wheels. These books don’t necessarily “pop-up”, but they have motion. There are purists who prefer to reserve the term “pop-up” for those books with motion created by illustrations or figures springing from the page. Sometimes these types of books are also called “movable books” or “interactive books”. In this book, we have included books that demonstrate a wide range of mechanisms that lend them motion.¹¹ In this book, we have included books showing the various mechanisms that make them move.

⁸ *Ibid*

⁹ Sharon E. Smaldino, dkk, Instructional Technology & Media For Learning, (Jakarta: Kencana, 2011).

¹⁰ Khadijah, Media Pembelajaran Anak Usia Dini, (Medan: Perdana Publishing, 2015).

¹¹ Nancy Larson Bluemel, Rhonda Harris Taylor, (2012), Pop-up Books: A Guide for Teachers and Librarians, America: ABC-CLIO, LLC.

Second. Meanwhile according to Paul Johnson, Pop-up is flat paper form that, by opening a folded sheet to which it is attached, becomes a three-dimensional structure. It then returns to a flat form again when the sheet is closed. The pop-up is either an integral part of a base sheet or an addition to it. It must also be part of, or attached to, both left and right „page“ sides and therefore cross the centre crease.¹²

So it can be concluded that Pop Up Book media is an image display that has three-dimensional elements that provide unique, interesting and meaningful visualizations, and can move when the page is opened, and can attract children's attention in the learning process.

Observation Results of Linguistic Verbal Intelligence in Experiment Class Children

As explained in chapter III that the design in this study is a Quasi Experimental Design with the type of Post-Test Control Group Design (Non Equivalent Control Group Design) and the data in this study will be collected by observation techniques, observation sheets that have been prepared are used to observe data on children's linguistic verbal intelligence abilities. The following is the result of observing linguistic verbal intelligence abilities in group B children at RA Al-Isyah Hakim Medan.

Based on the data obtained from research conducted in the experimental class to see children's verbal-linguistic intelligence, the results of the pre-test and post-test observations were obtained as follows:

Table 1.1 Observation Results of Linguistic Intelligence in Experiment Class Children :

No. Respondent Identity		Pre Test	Post Test
(1)	(2)	(3)	(4)
1.	Adrian	25	50
2.	Aji	24	50
3.	Alfarizi	31	55
4.	Alvin	20	42
5.	Alva	23	47
6.	Arya	27	53
7.	Azhar	34	61
8.	Zahira	27	54

¹² Paul Johnson, (2013), New Pop-Up Paper Projects, New York: Routledge.

9.	Dendi	22	46
10.	Hejira	30	54
11.	Ezra	32	57
12.	Diva	32	60
13.	Fauzan	26	51
14.	Fikri	24	49
15.	Hotlando	32	57
Amount		294	625
Average		26,72	52,08
Baku Devi		4,49	5,71
Maximum		34	61
Minimum		20	42

Before the pop up book media was applied, students were given a pre-test first in the experimental class. The purpose of this pre-test is to see the child's initial ability, namely the child's linguistic intelligence. The following is a description of the results of the pre-test and post-test values of the experimental class: First, Description of linguistic verbal intelligence pre-test data of experimental class children. From the table above, it is known that the results of observations of children's initial linguistic intelligence in the experimental class obtained an overall score of 294 with the highest score of 34 and the lowest score of 20. Then it has an average of 26.72 with a standard deviation of 4.49. It is categorized that the child's initial linguistic intelligence is at the undeveloped stage (BB).

Second, Description of linguistic verbal intelligence post-test data of experimental class children. From the table above, it is known that the results of observations of the final linguistic intelligence of children in the experimental class obtained an overall score of 625 with the highest score of 61 and the lowest score of 42. Then it has an average of 52.08 with a standard deviation of 5.71. It is categorized that the children in the experimental class are influenced by the media pop-up book on the linguistic intelligence of children with development according to expectations achieve very good development.

Observation Results of Linguistic Verbal Intelligence in Control Class Children

Based on the data obtained from research conducted in the control class to see children's linguistic intelligence, the results of the pre-test and post-test observations were obtained as follows:

Table 1.2 Observation Results of Linguistic Verbal Intelligence in Control Class Children:

No.	Respondent Identity	<i>Pre-test</i>	<i>Post-test</i>
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(1)	(2)	(3)	(4)
1.	Mubarak	25	45
2.	Ceylon	30	50
3.	Zefri	22	41
4.	Pearl	26	48
5.	Naufal	30	52
6.	Nazril	23	43
7.	Rafa	28	49
8.	Raysa	22	39
9.	Repan	23	43
10.	Rifky	21	39
11.	Roina	32	54
12.	Hero	31	52
13.	Yumna	18	35
14.	Zidane	19	38
Amount		275	538
Average		25	44,83
Baku Devi		4.83	5.92
Maximum		32	54
Minimum		18	35

The following is a description of the results of the pre-test and post-test values for the control class:

First, Description of linguistic verbal intelligence pre-test data of control class children. From the table above it is known that the results of the initial linguistic verbal intelligence observations of children in the control class obtained an overall score of 275 with the highest score of 32 and the lowest score of 18. Then it has an average of 25 with a standard deviation of 4.83. It is categorized that the early linguistic verbal intelligence of children in the control class is in the undeveloped stage (BB).

Second, Description of linguistic verbal intelligence post-test data of experimental class children. From the table above it is known that the results of the observation of the final linguistic verbal intelligence of children in the experimental class obtained an overall score of 538 with the highest score of 54 and the lowest score of 35. Then it has an average of 44.83 with a standard deviation of 5.92.

Arranging Experimental Class Data Frequency Distribution (Pre Test)

Based on data from the results of observations of children's linguistic verbal intelligence in the experimental class (pre-test) above, the frequency of data is arranged to make a histogram graph as follows:

1. Calculating data range (R)
 $R = \text{Highest Score} - \text{Lowest Score}$
 $= 34 - 20$
 $= 14$
2. Calculating class intervals with the formula:
 $1 + 3.3 \text{ Log } N$
 $Ci = 1 + 3.3 \cdot 1.17$
 $Ci = 4.8 = 5$
3. Finding the class interval (i)
 $i = \frac{14}{5} = 2,8 = 3$

After obtaining the Range value, the interval class can arrange the frequency distribution of data from observations of linguistic verbal intelligence of children in the experimental class (pre-test) as follows:

Table 1.3 Distribution of Children's Linguistic Verbal Intelligence Frequency in Experimental Class (Pre Test):

No.	Interval	Frekuensi	Presentase	Kumulatif	
				Frekuensi	Presentase Kumulatif
(1)	(2)	(3)	(4)	(5)	(6)
1.	20-22	2	13,33%	2	13,33%
2.	23-25	4	26,67%	6	40,00%
3.	26-28	3	20,00%	9	60,00%
4.	29-31	2	13,33%	11	73,33%
5.	32-34	4	26,67%	15	100,00%
Amount		15	100%	15	100%

Compiling Experimental Class Data Frequency Distribution (Post Test)

Based on data from the results of observations of children's linguistic verbal intelligence in the experimental class (post-test) above, the frequency of data is arranged to make a histogram graph as follows:

1. Calculating data range (R)
 $R = \text{Highest Score} - \text{Lowest Score}$
 $= 61 - 42$
 $= 19$
2. Calculating class intervals with the formula:
 $1 + 3.3 \log N \quad C_i = 1 + 3.3 \log 15$
 $C_i = 1 + 3.3 \cdot 1.17$
 $C_i = 4.8 = 5$
3. Finding the class interval (i)
 $i = \frac{19}{5} = 3.8 = 4$

After obtaining the Range value, the interval class can arrange the frequency distribution of data from observations of linguistic verbal intelligence of children in the experimental class (post-test) as follows:

Table 1.4 Frequency Distribution of Children's Linguistic Verbal Intelligence in Experimental Class (Post Test):

No.	Intervals	Frequency	Percentage	Cumulative	
				Frequency	Cumulative Percentage
(1)	(2)	(3)	(4)	(5)	(6)
1.	42-45	1	6.67%	1	6.67%
2.	46-49	3	20.00%	4	26.67%
3.	50-53	4	26.67%	8	53.33%
4.	54-57	5	33.33%	13	86.67%
5.	58-61	2	13.33%	15	100.00%
Amount		15	100%	15	100%

Arranging Control Class Data Frequency Distribution (Pre Test)

Based on data from the results of observations of children's linguistic verbal intelligence in the control class (pre-test) above, the frequency of data is arranged to create a histogram graph as follows:

1. Calculating data range (R)
 $R = \text{Highest Score} - \text{Lowest Score}$
 $= 32 - 18$
 $= 14$
2. Calculating class intervals with the formula:

$$i = \frac{14}{3.3} = 4.24 = 5$$

$$C_i = 1 + 3.3 \cdot 1.14$$

$$C_i = 4.7 = 5$$

3. Finding the class interval (i)

$$i = \frac{14}{5} = 2.8 = 3$$

After obtaining the Range value, the interval class can arrange the frequency distribution of data from observations of linguistic verbal intelligence of children in the control class (pre-test) as follows:

Table 1.5 Frequency Distribution of Children's Linguistic Verbal Intelligence in the Control Class (Pre Test):

No.	intervals	Frequency	Percentage	Cumulative	
				Frequency	Cumulative Percentage
(1)	(2)	(3)	(4)	(5)	(6)
1.	18-20	2	14.29%	2	14.29%
2.	21-23	5	35.71%	7	50.00%
3.	24-26	2	14.29%	9	64.29%
4.	27-29	1	7.14%	10	71.43%
5.	30-32	4	28.57%	14	100.00%
Amount		14	100%	14	100%

Arranging Control Class Data Frequency Distribution (Post Test)

Based on the results of observations of children's linguistic verbal intelligence in the control class (post-test) above, the frequency of data is arranged to create a histogram graph as follows:

1. Calculating data range (R)

$$R = \text{Highest score} - \text{Lowest score}$$

$$= 54 - 35$$

$$= 19$$

2. Calculating class intervals with the formula:

$$i = \frac{19}{3.3} = 5.76 = 6$$

$$C_i = 1 + 3.3 \cdot 1.14$$

$$C_i = 4.7 = 5$$

3. Finding the class interval (i)

$$i = \frac{19}{5} = 3.8 = 4$$

After obtaining the Range value, the Interval Class can arrange the frequency distribution of data from observations of children's linguistic intelligence in the control class (post-test) as follows:

Table 1.6 Frequency Distribution of Children's Verbal Linguistic Intelligence in the Control Class (Post Test):

No.	intervals	Frequency	Percentage	Cumulative	
				Frequency	Cumulative Percentage
(1)	(2)	(3)	(4)	(5)	(6)
1.	35-38	2	14.29%	2	14.29%
2.	39-42	3	21.43%	5	35.71%
3.	43-46	3	21.43%	8	57.14%
4.	47-50	3	21.43%	11	78.57%
5.	51-54	3	21.43%	14	100.00%
Amount		14	100%	14	100%

Based on the data from the observations of the experimental class and the control class above, it is explained that the experimental class children have the lowest scores, the middle scores, and the highest average scores compared to the control class. This shows that the verbal linguistic intelligence of children using pop up book media is better than children in the control class.

Normality test

The results of the normality test show whether each class is normally distributed or not. The normality test aims to determine the distribution of data for each class. The data normality test in this study uses the Liliefors test with the normal conditions that must be met are $L_{count} < L_{tabel}$ at level . The results of the data normality test for the experimental class and the control class are as follows:

Table 1.7 Summary of Data Normality Test with the Liliefors Test:

No	Data	Lcount	Ltable	Conclusion
(1)	(2)	(3)	(4)	(5)
1	Class	<i>Pre-test</i>	0.142	0.220
	Experiment	<i>Posttest</i>		
2	Control	<i>Pre Test</i>	0.088	Normal
	Class	<i>Posttest</i>		

Based on the table above, the experimental class data obtained is $L_{\text{count}} = 0.142$ and the value of L_{table} for $n = 15$ is 0.220 . By obtaining $L_{\text{count}} < L_{\text{table}}$, namely $0.061 < 0.220$. While the control class data obtained $L_{\text{count}} = 0.088$ and the value of L_{table} for $n = 14$ of is 0.227 . By obtaining $L_{\text{count}} < L_{\text{table}}$, namely $0.131 < 0.227$. This shows that the two classes have a normal distribution

Homogeneity Test

To test the difference in the level of spiritual intelligence of children, it is necessary to know whether the data meets the assumptions that the samples come from homogeneous variances or not, so a two-variance similarity test is needed. The homogeneity test for observations in the experimental class obtained $F_{\text{count}} < F_{\text{table}}$ or $1.72 < 2.403$ and for the control class obtained $F_{\text{count}} < F_{\text{table}}$ or $1.49 < 2.484$, so the null hypothesis is accepted that the sample has a homogeneous variance. The results of the homogeneity test of the experimental class and the control class are as follows:

Table 1.8 Summary of Variance Homogeneity Test:

No	Data	F _{count}	F _{table}	Conclusion
(1)	(2)	(3)	(4)	(5)
1	Class Experiment	Pre Test Post test	1.7 2	Homogeneous
	Class Control	Pre Test Post test	1.4 9	

Hypothesis testing

After the data meets the requirements for Normality and Homogeneity, then the hypothesis testing is then carried out using the t-test statistic on the data obtained through initial and final observations from the experimental class and the control class. The summary of the t-test results is obtained in the table below:

Table 1.9 Summary of Hypothesis Test Calculations:

Data	Number of children	t _{count}	t _{table}	Conclusion
(1)	(2)	(3)	(4)	(5)
Intelligence verbal linguistics Children Through Pop Up Book Media	15	3,226	2,131	There is a significant effect

Based on the table data above, the observation of the final score of the experimental class and the final score of the control class obtained tcount 3,226

and ttable 2.131, it can be concluded that there is a significant effect of pop up book media on linguistic verbal intelligence in children aged 5-6 years at RA Al-Is Syah Hakim Medan with a significant number $\alpha = 0.05$.

The process of obtaining data results, before giving treatment, the researcher made an initial observation of the two sample classes. Then after making initial observations, the process carried out was to give treatment to the experimental class with 15 children and to the control class which was not given treatment with 14 children.

After conducting research on the two sample classes, namely the experimental class and the control class, they obtained different final results with an average score in the experimental class of 52.08 and a score in the control class with an average of 44.83. From the data obtained, there was a significant difference between the effect of pop up book media on linguistic verbal intelligence, in the experimental class which was given treatment using pop up book media while in the control class which was not given treatment. Therefore, based on the results of the study it can be concluded as follows: First, By using pop up book media, children feel more happy in the learning process, especially in language learning. This is because in using pop up book media children are required to retell the contents of the stories they have heard, express opinions according to their experiences, and children can experience direct practice using pop up book media, so that children's linguistic verbal abilities easily develop properly. Second, The linguistic verbal intelligence of children using pop up book media experienced a rapid increase from the total pre-test score of 73.33% then increased to 86.67%.

Third, The linguistic verbal intelligence of children using pop up book media also has an influence, but the influence given by pop up book media is greater than ordinary visual media. Fourth, By using pop up book media, there has been a significant influence on the linguistic verbal intelligence of group B children aged 5-6 years at RA Al-Is Syah Hakim Medan. Fifth, The educational value obtained from this research is in the form of moral education values contained in the research process using themes, namely recreation themes, recreation sub-themes which include moral values in them such as being grateful for all of God's creation, then the value of social education, namely making people aware of the importance of group life, how one should behave.

Media has an important role in early childhood learning, because children's development is in a concrete period. Then the media is needed as a channel for delivering messages from teachers to students so that the information can be

received properly. Using the media in the learning process can awaken and stimulate the cognitive, affective and psychomotor domains.¹³

This is because pop up book media is a unique, creative, interesting teaching medium and is able to develop interest in learning children according to the subject matter or material being explained. Through pop up book media, children can be directly invited to practice the material that has been presented in front of the class and this pop up book media makes it easier for children to remember what the teacher has explained in front of the class.

The use of this pop up book media, apart from having an effect on children's verbal-linguistic intelligence, also affects children's cognitive, religious, social-emotional and artistic aspects, because this pop up book media has a three-dimensional image which when using it children must recall the contents of the story that has been told. explained by the teacher earlier, each picture has a meaning that refers to religion or God's creation, the child's patience is tested when the child has to be patient to take turns with his friends when using this pop up book media and the child's creativity is honed when he has to demonstrate the styles of the characters in the story the.

The results of using pop up book media in the experimental class were quite satisfactory. It is known that linguistic verbal intelligence in the experimental class which was given treatment using pop up book media had a significant influence than the control class which was not given treatment or scheduled learning from the school.

CONCLUSION

Based on the results of the research that has been done, it can be concluded as follows: The linguistic verbal intelligence of children on the pre-test and post-test in the experimental class using pop-up book media has increased, this can be seen from the pre-test score, which is 73.33% and the post-test score, which is 86.67%. So, the percentage increase in the experimental class was 13.34%. The verbal-linguistic intelligence of children in the control class using visual media also experienced an increase in the pre-test and post-test, with a pre-test score of 71.43% and a post-test score of 78.57%. So, the percentage increase in the control class was 7.14%. In the pre test and post test each class, namely the experimental class and the control class, experienced an increase. This shows that the two learning media, namely pop up book media and visual media, both have an influence on children's linguistic verbal intelligence. However, in the experimental

¹³ Khadijah, Media Pembelajaran Anak Usia Dini, (Medan: Perdana Publishing, 2015).

class, namely using pop up book media, children's linguistic verbal intelligence experienced a greater increase. This is also evidenced from the results of the percentage in the experimental class of 13.34%, while in the control class of 7.14%. And to find out that there is a significant influence from the use of pop up book media on children's linguistic intelligence through the calculation of the t-test that $t_{count} > t_{table}$, namely $3.226 > 2.131$. So it was concluded that the hypothesis H_0 was rejected and H_a was accepted, that is, there was a significant influence from the use of pop up book media on the linguistic intelligence of children aged 5-6 years at RA Al-Is Syah Hakim Medan.

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