CHAPTER II
LITERATURE REVIEW

2.1 Historical Sites

Historic sites are real locations that house cultural relics of the past. These relics include artifacts, buildings, and structures that are valuable for reconstructing the history of a civilization or community (Susanti et al., 2024). These sites not only serve as physical remnants but also play an important role in education, national identity, and community cohesion. As the foundation of national unity, historical sites contain symbolic, educational, and aesthetic values that foster historical awareness and a sense of place and time among the younger generation (Brata et al., 2021).

The development of a tourist attraction requires more than just uniqueness; it must also offer a visitor experience that is worth their time (Hayati, 2014). Historical buildings that serve as educational tourism destinations have significant potential to benefit the community. These historical buildings offer a unique opportunity to learn history in a fun and educational setting, as they are located in the very places where historical events occurred. When developing tourist attractions, it is essential to approach the conservation of historical buildings with care to avoid compromising their integrity. This requires the involvement of numerous stakeholders to ensure the ongoing maintenance of these buildings as cultural heritage and their transformation into welcoming tourist attractions.

2.2 Book

Books are traditional learning media that have long been an integral part of education. As one of the main learning resources, books have a central role in conveying information and knowledge systematically to students. According to Nazilah et al. (2014) in Pratiwi and Widyaningrum (2021), a quality textbook is defined as a book that provides substantial material content and is presented in an appealing manner. However, it has been observed that many books still prioritize other factors over these crucial elements. The advantages of books as learning media are in their ability to convey material in depth and breadth, and are easily

accessible to various groups. Along with the development of technology and increasingly complex pedagogical needs, books have undergone a transformation both in terms of form and presentation.

Books are among the most widely used media in the learning process (Saputra et al., 2025). As primary sources of information, books play a central role in supporting education across all levels. In line with technological advancements, traditional printed books have evolved into digital formats, or e-books, which provide broader access and increased convenience for users. In addition to digital formats, interactive books such as pop-up books have been developed to enhance engagement, particularly among young readers. Supporting this, Masruroh, Aziz and Firdaus (2023) found an increase in students' understanding of local cultural heritage from 37% to 81%.

2.3 Pop Up Book

In recent years, especially in the context of early childhood education, pop-up books have become one of the innovations in learning media that have received increasing attention. Compared to traditional books, pop-up books provide a more immersive learning experience by integrating three-dimensional (3D) elements that automatically appear when the page is opened. The use of pop-up books in learning has been shown to be effective in increasing student attention and engagement with the material being taught, according to research conducted by Mustika, Wijaya, and Sudiana (2020). This is due to the dynamic and interactive nature of pop-up books, which allows learners to interact directly with the visual elements displayed. With the combination of engaging visuals and interactive elements, pop-up books become an effective medium for delivering information in a more in-depth and entertaining way.

The ability of pop-up books to facilitate the different learning styles of students is one of the main advantages of pop-up books in the context of learning. According to Yanto, Muliana, and Zubair (2023), the integration of text, images, and three-dimensional (3D) elements in pop-up books allows learners to gain a more optimal understanding of the material presented. This perspective is supported by the results

of a study conducted by Rhamdhani and Ramadan (2024). The study showed that the use of pop-up books in science learning significantly contributed to improving students' understanding of complex concepts. Therefore, pop-up books can be used as an alternative learning medium that is not only innovative but also effective in supporting the cognitive processes of students by providing a more immersive and interactive learning experience.

One of the innovative forms that have emerged in response to the need for more interesting and interactive learning is the pop-up book. This transformation is not only a change in the physical form, but also an increase in the quality of interaction between the learner and the learning material. Research by Winnuly et al. (2023) found that pop-up books can significantly increase students' interest in reading and comprehension, reaching an effectiveness rate of 85%, particularly in primary education. This is because pop-up books stimulate interest, strengthen visual memory, and help students understand abstract concepts through concrete representations that can be directly observed and touched.

2.4 Media

Media is a means of communication that functions as an intermediary in the delivery of messages from the sender to the receiver. In the context of learning, media is defined as any form of tool that is used to channel messages and information in order to support the teaching and learning process. In addition to the material that is delivered to children, what teachers need to pay attention to is the adaptation of the characteristics of students or children (Yanto, Muliana & Zubair, 2023). Such as learning style interests, social and cultural conditions, children's age, and also initial abilities.

Media as the context of the lesson must also be in accordance with the target participants, such as children, the learning media used must be abstract in nature that is presented to be real so that children can be helped in explaining the material presented. One of the media that can be used as learning materials is books. Learning that uses media aids is expected to clarify the message conveyed and also achieve educational goals effectively and efficiently.

2.4.1 Educational Media

Learning media is a tool or a means that is used to convey the subject matter to the students with the aim of facilitating the learning process. According to Kasmawati, Ekadayanti, and Putri (2025), learning media have undergone a significant transformation from traditional to digital forms as information technology developed. This transformation allows for the presentation of material that is more interactive and interesting. Thus, it can increase students' involvement in the learning process.

Learning media also plays a role in increasing students' interest in learning certain subjects. Yusnaldi and Meri (2025) found that the use of learning media that is in accordance with the characteristics of students can increase their interest and motivation to learn. Media that is interesting and relevant to students' daily lives can make the subject matter easier to understand and remember.

Educational media can be used to introduce historical sites to elementary school students in the context of local cultural preservation. Through the combination of visual elements and interesting narratives, educational media can help students understand and appreciate local cultural heritage such as historical sites in Semarang.

2.4.2 Interactive Educational Media

Interactivity, in the context of digital learning, is a crucial element that determines the extent to which learners are involved in the learning process. The term refers to the ability of a learning system or medium to create a two-way communication between the user (learner) and the presented content. In the context of elementary school students, interactive media has an important

role in creating an active and participatory learning process. This type of media allows students to not only be passive recipients of information, but also to be directly involved in learning activities through various choices, exploration of material, and receiving direct feedback (Ika & Ari, 2025).

Educational media is an important element in the learning process because it includes all tools, means, and communication channels used to transmit information, knowledge, and skills to students. Furthermore, Nursalamah, Jayadinata, and Sunaengsih (2022) explain that interactive learning media is an educational tool that combines visual, audio, and user interaction elements to deliver learning materials. This media is designed not only to present information in one direction, but to provide opportunities for learners to interact with the content, thus encouraging students' emotional and cognitive involvement in the learning process.

According to Kusuma and Pratiwi (2023), the use of learning media based on local wisdom, such as pop-up books that promote cultural values, can stimulate students' imagination and creativity. Thus, using interactive learning media not only serves as a tool to understand academic material, but also as a means to develop a creative, analytical, and solving mindset, which is needed to face the challenges of the digital era.

2.5 Elementary School Children

In elementary school, children typically find themselves in the cognitive phase. During this stage, it is understood that children are not yet able to think abstractly optimally. For this reason, they tend to benefit from visual stimuli and direct experience, which can help them understand more complex concepts, including history. It has been suggested that children may more readily understand concepts through experience and visualization. Pop-up books present three-dimensional visual elements that appear when the page is opened, thus providing a kinesthetic and visual experience (Aentika et al., 2024). The use of pop-up books as learning media has been observed to enhance student learning motivation, as it facilitates a deeper understanding of the subject matter. The study of Aentika et al. (2024) showed that pop-up book media is effective in improving elementary students'

writing skills because it facilitates creative expression of ideas through visual elements and three-dimensional text.

Pop-up books present stories or information in three-dimensional form, which some may find to be visually appealing. This format can also facilitate active exploration, such as opening, moving, or folding certain parts of the book. This multisensory learning experience has the potential to enhance children's memory and understanding of the material being studied. Some studies by Umam, Bakhtiar, and Iskandar (2019) have also shown that this media can improve students' concentration, enthusiasm, and engagement in the learning process.

At the primary school level, there is an opportunity to gently introduce children to the values of local culture and history. It is possible that children who are familiar with the culture and history of their city from an early age may grow into a generation that is more aware and concerned about the preservation of cultural heritage. In the context of Semarang City, pop-up books with local heritage themes, such as Lawang Sewu, Old Town, or Blenduk Church, have the potential to be more readily accepted and remembered by children when presented visually and narratively. The use of pop-up media in this way could contribute to a deeper understanding of history and the development of cultural awareness from an early age.

2.6 Previous Studies

A number of previous studies have shown that pop-up books are effective in improving elementary students' comprehension and learning outcomes, especially in social studies with historical and cultural elements. Rahayu and Marzuki (2024) found through a meta-analysis that the use of pop-up books can significantly improve learning outcomes by 81.30%. Masruroh, Aziz and Firdaus (2023) found an increase in students' understanding of local cultural heritage from 37% to 81% using the Classroom Action Research (CAR) method. Surya, Fasica and Lailiyah. (2023) also showed an increase in scores from 50 to 80 in the learning of Hindu-Buddhist history through the use of 3D visual-based pop-up book media. From these three studies, it can be concluded that pop-up books are learning media that

have been proven to support the improvement of learning outcomes, especially in the context of history and culture. However, in most of these studies, general or national historical material was used, and local content such as the cultural heritage of Semarang was not specifically addressed.

In addition, visualization in a more complex and aesthetically appealing 3D form has not been the focus of existing media development. This study presents an update of previous research by combining three innovative aspects: (1) using Semarang's local content as history teaching material, (2) using interactive 3D pop-up book forms as packaging developed with a modern and child-friendly design approach, and (3) presenting history learning in an edutainment approach to stimulate students' interest and emotional engagement. This research is expected to contribute not only to learning outcomes, but also to forming identity and loving local culture from an early age. Therefore, this research makes both practical and theoretical contributions to the world of basic education.