

CHAPTER I

INTRODUCTION

1.1. Research Background

The cultural diversity of Indonesia, which comprises more than 1,300 ethnic groups with disparate linguistic, traditional, and cultural backgrounds, reflects the richness of the nation's identity. Integrating local wisdom into learning has been shown to effectively shape students' character, instilling values such as tolerance, cooperation, and social responsibility (Maharani & Muhtar, 2021). Semarang, in particular, offers a unique opportunity to study history and culture in a direct manner, as it is a city with a rich historical heritage that is still evident in its present day.

History is not merely a compilation of facts regarding the who, what, when, and where of an event; it is also an explanation of how and why the event transpired. (Rosanawati 2024) posits that history is a science that studies human activities that continue to change over time, known as the diachronic process. Each region possesses a distinct historical imprint that fosters a sense of local pride and identity. In the context of learning, (Yuhardi and Meri 2022) conducted demonstrates that teaching local history can enhance student engagement, as the subject matter is directly connected to their daily environment and experiences.

Semarang City, with its rich history and culture, is one of the regions that has a lot to offer. Located on the north coast of Central Java, it has developed into a modern metropolitan city while gracefully retaining its historical roots. Dating back to the Mataram Kingdom in the 17th century, Semarang is home to numerous historical buildings that bear witness to the city's rich history. The cultural diversity and historical traces that are still preserved make Semarang an attractive destination, both for historical tourism and cultural learning for the younger generation.

According to (Prmono 2014) contends that history is not merely a compilation of past events. History is the result of interpretation, and interpretation is based on scientific methods that are rational and objective. In the

context of learning, the conceptualization of history as an interpretative process has been shown to encourage students to engage in critical thinking. Furthermore, the integration of local history learning resources has been observed to facilitate students' comprehension of history as a dynamic process with direct implications for their daily lives. This methodology enhances the significance and applicability of historical learning for students.

While the material is valuable, it is often perceived as less engaging by students. This may be related to the delivery methods that are still conventional and less interactive. Teachers are often faced with limitations in terms of time, cost, and access to diverse learning materials, which can sometimes contribute to a rigid and less engaging delivery of history (Rhamdani & Ramadan, 2024). This might hinder the learning process.

One effective approach to overcome the low interest in learning, especially in history subjects, is through the use of pop-up book media. (Umam, Bakhtiar, & Iskandar 2019) stated that pop-up books represent a critical innovation in the realm of literacy, seamlessly integrating three-dimensional visual design through advanced folding, rotating, and scrolling techniques. Pop-up books are the most effective learning tool available. They present information in a more interesting and interactive way. This book's visualization doesn't just show images; it lets readers open, pull, or move certain elements to create a 3D effect that looks real. The combination of text, illustrations, colors, and other visual elements makes this media much more attractive than conventional books. This approach is particularly effective in the learning process, especially for children. It simplifies difficult or boring material and increases student engagement through fun and imaginative learning experiences.

Recent studies have shown that pop-up books are effective in improving student learning outcomes, especially in history. (Harmanto et al. 2024) found that the use of pop-up books in learning the history of Indonesian independence improves the memory and learning achievement of grade V elementary school students. The results of validation by experts showed that both material and media were considered very feasible. The significant increase in pretest and posttest

results further strengthened the effectiveness of this media in the learning context. Another study by (Surya et al. 2023) also supported these findings. They developed pop-up book media for social studies learning that discussed the history of Hindu-Buddhist kingdoms in Indonesia. The validation process, conducted by material and media experts, concluded that the media is highly suitable for use in teaching history at the elementary school level. These findings definitively show that pop-up books are both visually appealing and have a positive impact on students' understanding and engagement in the learning process.

The selection of SDN Grogol 17 Jakarta as the research site was based on the limited use of interactive history learning media in the school, which often leads students to become easily bored. This condition is relevant to the research objective of developing a more engaging learning media that can enhance students' interest and participation in learning history.

This study aims to demonstrate that pop-up books effectively increase students' interest in learning and deepen their understanding of history. History is often considered uninteresting by children because it is theoretical and requires memorization. However, pop-up books present historical events visually and interactively, making the learning process more interesting and immersive. The study focuses on developing an interactive pop-up book about historical sites in Semarang to provide elementary school students with an enjoyable, easy-to-understand, memorable learning experience. Through a combination of visual elements, narrative storytelling, and interactive features, the book transforms abstract historical material into concrete, engaging learning experiences. To achieve these objectives, this study uses the research and development (R&D) method. This method enables a systematic process of product design, testing, and refinement, ensuring quality and effectiveness. The R&D process in this study has been adapted into eight steps. This simplification aligns the process with the scope of the research and time constraints without compromising its essence. Through this approach, the resulting product is expected to be visually appealing, interactive, historically accurate, aligned with

the curriculum, and effective in enhancing students' motivation and understanding of historical concepts.

1.2. Statements of The Problem

From the background that has been explained before, a pop-up book is the most effective one since Semarang City has many kinds of tourist attractions. The research question in this study is as follows :

1. How is a pop-up book about historical places in Semarang designed and developed as an educational medium for elementary school students?
2. How do experts and users respond to the developed interactive pop-up book?

1.3. Objective of Research

Based on the statement above, the purpose of this research are:

1. To design and develop a pop-up book interactive that explains historical places in Semarang to elementary school students through an engaging educational medium.
2. To explore and evaluate users' responses to interactive pop-up book as a learning medium about Semarang's historical places

1.4. Significance of The Research

Based in the statement above, the are two benefits of this research can be seen as follows:

1. It can encourage active learning and critical thinking as students are invited to explore historical places not only through text, but also through visualization and direct interaction.
2. It can provide interesting and child-friendly learning media, thus helping elementary school students understand local history through a visual and interactive approach.

1.5 Research Output

The result of this research is an interactive pop-up book titled 'Time Travelers: Uncovering Semarang History' that highlights historical places, especially in Semarang City. This book has been thoughtfully designed with

attractive three-dimensional elements, and it has been developed into an educational, effective, and interactive media. It is hoped that this book are encourage children to become more interested in learning history. Researchers have chosen several important historical sites, such as Lawang Sewu, Sam Poo Kong, Blenduk Church, and Semarang Tawang Station, to serve as the main focus of the project. Each of these locations is realized in the form of 3D models that are presented in a pop-up manner with material tailored for elementary school children. The book is also equipped with historical information, fun facts, a glossary, information about Semarang's culinary specialties, and a mini quiz to train children's memory of the material provided. With this concept, the pop-up book is expected to be an alternative learning media that is interesting, contextual, and relevant to the characteristics and needs of today's generation.