

CHAPTER II

LITERATURE REVIEW

2.1. Historical Sites

Since Indonesia's independence on August 17, 1945 and 78 years of existence, various historical relics from the Dutch colonial period and Japanese occupation have been found in many cities. These buildings, with their rich history, have a unique ability to tell the story of our nation's evolution, and it is a privilege to have them preserved and acknowledged as a cultural heritage by the Ministry of Tourism. In Law No. 11/2010, as explained by (Rasyid & Masjid, 2022), cultural heritage is defined as cultural heritage that has important value in understanding and developing history, science, and culture. Therefore, it is important to preserve and manage cultural heritage so that the younger generation can learn from the heritage of the past. Through efforts to protect, develop, and utilize these sites, we can work to ensure they become a source of contextual learning that enriches historical knowledge and fosters awareness of the importance of national culture in the life of the nation.

Historic buildings used as educational tourism destinations have two main characteristics: an attractive visual appearance and uniqueness. According (Hayati, 2014) developing a tourist attraction involves more than showcasing uniqueness; it also needs to provide a meaningful and worthwhile experience for visitors. To develop a tourist attraction, it is not enough to rely on uniqueness; it is also important to provide a meaningful experience that is worth the time invested by visitors. Historic buildings used as educational tourist attractions have the power to positively impact society. These places provide opportunities to learn history directly at the location of important events, making the learning process more enjoyable and educational. Maintaining the sustainability and cultural heritage value of these buildings requires collaboration from various parties. This collaboration is essential for maintaining the buildings and transforming them into friendly, useful tourist destinations.

2.2. Book

Books are a traditional learning medium that has long been an important part of education. Books are the most important source of learning. They convey information and knowledge to students in a structured manner. Nazilah, sriyono, dan nurhidayati (2014) in Pratiwi and Widyaningrum (2021) definitively state that a quality textbook must present in-depth material and be delivered in an interesting way. However, in reality, many books prioritize other aspects over these crucial elements. Books are superior learning media. They convey material comprehensively and easily accessible to various groups. Technological advances and increasingly complex pedagogical needs have also changed books in terms of form and presentation.

Books are among the most widely used learning media (Saputra et al., 2025). Books play an important role in the teaching and learning process, serving as the main source of knowledge and information. In general, books can be divided into three main types: fiction, nonfiction, and reference. Fiction books—such as novels, short stories, and poetry—are intended to entertain and stimulate the reader's imagination. Interactive books, like pop-up books, are specifically designed to increase reader engagement, especially for children.

2.2.1 Pop Up Book

Pop-up books have become a popular learning media innovation, especially in the field of early childhood education. Studies confirm that pop-up books generate higher motivation and active learning than standard books, by turning reading into a multisensory, immersive experience (Yulia et al., 2022). Pop-up books offer a more immersive learning experience than traditional books. They present three-dimensional (3D) elements that appear automatically when the page is opened. According to Mustika, Wijaya, and Sudiyana (2020) Pop-up books indisputably boost students' focus and engagement with the material presented, as demonstrated. Pop-up books have dynamic and interactive characteristics, allowing children to interact directly with the visual elements. Pop-up books effectively convey

information in a fun and meaningful way thanks to their combination of attractive visual displays and interactive features.

Pop-up books are a highly effective educational tool, offering a versatile approach to teaching that caters to different learning styles. (Yanto, GH, & Zubair 2023) definitively stated that the combination of text, images, and three-dimensional (3D) elements in pop-up books helps learners understand the material more thoroughly. According to Rhamdhani and Ramadan (2024) further reinforce this view. Their research definitively showed that the use of pop-up books in science learning significantly improves students' understanding of difficult concepts. This confirms that pop-up books are both a creative medium and an effective tool to support students' thinking processes. Pop-up books employ an immersive and interactive approach, ensuring a more engaging learning experience and facilitating the absorption of complex information. (Faradila & Rahmawati., (2024) found that pop-up books improve vocabulary acquisition in elementary school students because this medium presents material visually and interactively, providing a multisensory experience that reinforces understanding.

Pop-up books are a clear example of an innovation that emerged in response to the need for more interesting and interactive learning. This innovation physically changes the book and improves the quality of interaction between students and learning materials. Research conducted by (Winnuly et al., 2023) shows that pop-up books can significantly increase students' reading interest and comprehension, with an effectiveness rate of 85%, especially at the primary education level. Pop-up books stimulate students' interest, strengthen their visual memory, and help them understand abstract concepts through tangible representations that can be touched directly.

2.3 Media

Media serves as a conduit for communication, facilitating the transmission of messages from the source to the receiver. In the field of education, the term "learning media" encompasses a wide range of tools that play a crucial role in facilitating the transmission of information and enhancing the teaching and learning process. In its use, teachers not only need to focus on the content of the material, but also must adjust the learning method to the characteristics of the learners (Yanto, GH, & Zubair, 2023). This includes understanding students' interests, learning styles, social and cultural backgrounds, ages, and initial abilities. This adjustment is very important so that the learning media used can provide learning experiences that are effective, relevant, and in accordance with the needs of each child.

The adaptation of learning media to the target learners is imperative. To illustrate, for children, the media used should transform abstract concepts into something more concrete to facilitate understanding of the material presented. One of the most efficacious media utilized in the learning process is the book. The utilization of media aids is anticipated to facilitate the clarification of the message conveyed and assist in the more effective and efficient achievement of educational objectives.

2.3.1 Educational Media

Learning media is defined as a medium used to convey teaching materials to support and facilitate the student learning process. Concomitant with advances in information technology, learning media has undergone substantial development, transitioning from conventional to digital formats (Kasmawati et al., 2025). This modification enables the presentation of material in a more interactive and engaging manner, thereby fostering a more pleasurable learning environment. From an educational perspective, this digital media plays a pivotal role in enhancing student engagement. It has the capacity to stimulate interest in learning and facilitate a more profound comprehension of the material through a visual, dynamic, and participatory approach.

Learning media has an important role in increasing students' interest in a subject. (Yusnaldi et al., 2025) shows that the use of learning media that is tailored to the characteristics of students can increase their interest and motivation to learn. Students must be able to understand and remember subject matter, and the best way to do that is by presenting it in a way that is interesting and relevant to their daily lives.

Educational media plays an instrumental role in introducing historical sites to elementary school students as part of local cultural preservation efforts. By integrating captivating visual components and enlightening narratives, this media effectively facilitates students' comprehension of the significance and worth of cultural heritage, particularly historical sites in Semarang. In the context of learning, this approach not only enriches students' knowledge of local history, but also fosters a sense of care and appreciation for the importance of preserving cultural heritage as part of the nation's identity.

2.3.2. Interactive Educational Media

Interactivity in digital learning is a crucial aspect that determines the level of learner engagement during the learning process. The term refers to the capacity of a learning medium or system to facilitate two-way communication between the learner and the material presented. It has been demonstrated that interactive media plays an important role in facilitating active and participatory learning, a particularly relevant consideration for primary school students. This medium enables students to engage with the material in a dynamic manner, characterized by active engagement, exploration, and immediate feedback (Ika & Ari, 2025).

Learning media is a vital component of the teaching and learning process. It encompasses all tools, methods, and communication channels utilized to convey information, knowledge, and skills to students. (Nursalamah et al. 2022) state that interactive learning media is a tool that combines visual, audio, and user interaction elements to convey learning material. This media presents information in a one-way manner and

provides opportunities for learners to interact directly with the content. As a result, learners increase their emotional and cognitive engagement during the learning process.

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. This allows them to better understand the material. In addition, (Sari & Wijaya 2020) showed that the use of interactive learning media such as educational games and digital simulations have a significant impact on student motivation and improved learning outcomes.

According to (Kusuma & 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.

2.4 Elementary School Children

In primary school, children are not yet capable of abstract thinking. Therefore, they are better helped by visual stimuli and hands-on experiences to understand more complex concepts, including history. Children understand concepts more easily through experience and visualization. Pop-up books present three-dimensional visual elements that appear when the page is opened, providing a kinesthetic and visual experience (Aentika et al., 2024). Pop-up books are proven to increase students' learning motivation because they facilitate a deeper understanding of the subject matter. Aentika et al.'s (2024) research definitively shows that pop-up book media is effective in improving elementary school students' writing skills. Pop-up books allow students to express ideas creatively through visual elements and three-dimensional text.

Pop-up books present stories or information in a three-dimensional form that is visually appealing to many people. This format allows for active exploration, such as opening, moving, or folding certain parts of the book. This

learning experience, which engages multiple senses, has been shown to enhance children's memory and comprehension of the material studied. Research by Umam, Bakhtiar, & Iskandar (2019) also shows that this media improves students' concentration, enthusiasm, and engagement during the learning process.

At the primary school level, there is a clear opportunity to gradually introduce children to the values of local culture and history. Children who are introduced to their city's culture and history early on grow into a generation that is more aware and concerned about cultural heritage preservation. Pop-up books in Semarang City with local cultural heritage themes, such as Lawang Sewu, Old Town, or Blenduk Church, have a great opportunity to be more easily accepted and remembered by children when presented visually and narratively. This kind of pop-up media is key to fostering a deeper understanding of history and building cultural awareness from an early age.

2.5 Previous Studies

It has been suggested by several previous studies that the use of pop-up book media as a learning tool may be effective in improving the understanding and learning outcomes of elementary school students, especially in Social Studies subjects that contain elements of history and culture. Rahayu and Marzuki (2024) conducted a meta-analysis of ten studies related to pop-up book media in social studies learning. The results showed that this media was able to improve student learning outcomes, with an average increase reaching 81.30%. This suggests that the interactive visual approach may have the potential to enhance understanding of abstract and narrative concepts, such as history.

Furthermore, (Masruroh et al., 2023) examined the effectiveness of using pop-up books in improving students' understanding of local cultural heritage. Using the Classroom Action Research (CAR) method, they found an increase in student understanding from 37% in the pre-cycle to 81% in the second cycle. This research suggests that visual and interactive representations of culture may support a more meaningful learning process, particularly for elementary school students who are still in the concrete thinking stage.

Surya et al. (2023) focused on developing pop-up book media in learning the history of Hindu-Buddhist kingdoms in Indonesia. Through the Research and Development approach, they developed 3D visual-based learning media that is not only attractive but also effective in improving student learning outcomes. The results of the pretest and posttest indicated a notable increase, with an average score rising from 50 to 80. This research suggests that visual media can play a significant role in presenting historical narratives to elementary students, who often find it easier to comprehend information presented through real visualizations. All three studies show that the use of pop-up book media is effective in improving student learning outcomes, especially in learning history and culture. However, most of these studies focused on national history in general, and not many explored local content such as historical cultural sites in Semarang City.

Additionally, visualization in 3D that is more complex and aesthetically appealing has not been the main focus of existing media development. The research "Semarang Heritage in 3D: Learning History through a Fun and Engaging Pop-Up Book for Elementary School Children" is an innovative combination of three aspects: (1) the use of local content from Semarang as a history teaching material, (2) packaging in the form of an interactive 3D pop-up book developed with a modern and child-friendly design approach, and (3) presenting history learning in an edutainment approach to encourage students' interest and emotional engagement. It is anticipated that this research is contribute to learning outcomes, as well as fostering a sense of identity and appreciation for local culture from a young age.