

CHAPTER I

INTRODUCTION

1.1 Research Background

Indonesia is known for its cultural richness and diversity. The country is home to hundreds of tribes, languages, and beliefs that shape its identity (Yunita et al., 2024). This diversity enriches national identity and can be utilized as an educational resource. Integrating local wisdom into learning has been shown to effectively shape students' character, instilling values such as tolerance, cooperation, and social responsibility (Maharani and Muhtar, 2021).

History is not only a collection of facts about what, who, when, and where an event occurred, but also an explanation of how and why the event occurred. Rosanawati (2024) defines history as the study of human activities that undergo continuous change over time, which is known as the diachronic process. Each region has its own historical traces that provide identity and sense of belonging to its people. According to a study by Yuhardi & Meri (2022), the study of local history can increase student engagement by connecting the subject matter to the surrounding environment.

As Pramono (2024) points out, history is not just a collection of facts about the past. History is the result of interpretation, an interpretation based on rational and objective scientific methods. Overall, the integration of the interpretive approach and the use of local history learning resources in history education can improve students' understanding of history as a dynamic process and relevant to their lives.

In the teaching process, the use of learning media is often overlooked by teachers. This phenomenon can be attributed to various constraints, including limited time, financial resources, and physical energy. Consequently, learning media is frequently disregarded, leading to a paucity of varied teaching methods. According to Rhamdani and Ramadan (2024), the underuse of media in educational settings can lead to a monotonous teaching and learning process, hindering the establishment of an optimal learning environment.

One solution to this problem is the use of pop-up books. According to Umam, Bakhtiar, and Iskandar (2019), pop-up books represent a significant innovation in

the field of literacy, employing advanced 3D design techniques that involve folding, scrolling, and turning. The advantage of pop-up books lies in their ability to present information in a more interactive and engaging way. The images contained within this book can be dragged, opened to view additional information, and appear in a three-dimensional visual form that resembles the original object. The uniqueness of pop-up books compared to ordinary books lies in the combination of text, images, visual effects, and color games that make them more interesting. This could be particularly helpful in presenting material that some may find uninteresting, such as history. Pop-up books can increase children's interest in learning and make the learning process more enjoyable with a more interactive display.

Recent studies have supported the effectiveness of pop-up books in improving students' learning outcomes. For example, a study by Harmanto et al. (2024) showed that the use of pop-up book media in learning the history of Indonesian independence improved the memory and learning outcomes of fifth grade elementary school students. Expert validation of the materials and media showed a high rate of feasibility, and pretest and posttest results showed a significant increase in student scores. In addition, a study by Surya, Fascia, and Lailiyah (2023), developed a pop-up book media for social studies learning about the history of Hindu-Buddhist kingdoms in Indonesia for fifth grade elementary school students. Based on the results of validation by materials and media experts, the product was found to be very feasible for use in history learning activities.

The city of Semarang holds important historical sites, such as Lawang Sewu and Kota Lama, as well as other colonial buildings that are an important part of Indonesia's history. The lack of use of local content in general teaching materials indicates a lack of specific teaching resources related to local historical sites (Suherman and Winarso, 2021). This presents both an opportunity and a challenge in developing contextualized educational media. Therefore, innovations in learning media are needed that present historical information visually and interactively to help students more easily understand and become interested in learning about the history of their region. This approach is believed to foster cultural awareness and strengthen local identity in students from an early age.

Based on these findings, this study aims to prove that pop-up books are not only effective in increasing learning interest in science, but can also be applied to improve historical knowledge in children. History is often considered a less interesting material for children because it tends to be theoretical and full of memorization. However, by using pop-up books, historical events can be presented visually and interactively, thus making children more interested and involved in learning.

To address this challenge, the Research and Development (R&D) method is applied to design, produce, and validate an interactive pop-up book titled *Time Travelers: Uncovering Semarang History* for elementary school students. This method enables the product to be developed through systematic stages, starting from identifying needs, designing content, producing prototypes, conducting trials, revising based on feedback, and validating with experts, ensuring that the final product is both educationally effective and visually engaging.

The research was conducted at SDN Grogol Selatan 17, South Jakarta, which was selected because it aligns with the target audience criteria for the interactive pop-up book. In addition, the school has not yet had printed learning media that are creatively designed and contextually relevant to help students understand local history in an engaging and enjoyable way. This gap makes the school an appropriate setting for testing and developing the product.

This research focuses on the creation of an interactive pop-up book aimed at introducing historical topics to elementary school children in an engaging and accessible way. By combining visual elements, storytelling, and interactive features, the pop-up book is designed to become an innovative learning medium that transforms history into a fun and memorable subject. The development process emphasizes how historical content can be packaged attractively, making it easier for children to understand and encouraging them to appreciate cultural heritage and the values embedded in it.

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 the process of developing an interactive pop-up book as an educational medium for elementary school children?"
2. How does the users' feedback to this interactive pop-up book as a history learning media?

1.3 Objectives of Research

Based on the statement above, the purpose of this research can be seen as follows:

1. To explain the process of designing and developing an interactive pop-up book that introduces historical places in Semarang as a contextual and engaging learning medium for elementary school students
2. To explore and analyze users' feedback on the interactive pop-up book as a history learning medium

1.4 Significance of The Research

Based on the statement above, there are two types of significance of the research, such as:

a. Theoretical Advantage

The results of this research contributes to the development of educational media that emphasizes contextual learning

b. Practical Advantage

1. It can provide an engaging learning alternative that helps elementary school children understand and appreciate local history through a visual and interactive medium
2. It contributes to the development of creative and child-friendly educational materials, particularly in the form of pop-up book that combine visuals and interactivity

1.5 Research Output

The output of this research is an interactive pop-up titled Time Travelers : Uncovering Semarang History, the book is about historical places, especially in Semarang City. This book is not only developed in an attractive 3D form but this book is formed and developed into an educational, effective, and interactive book so that it is expected to increase children's involvement and interest in learning about history. Researchers took several historical places that have historical value such as Lawang Sewu, Sam Poo Kong, Blenduk Church, and also Semarang Tawang Station. Each historical place is formed in 3D pop-up format and the material presented in the form of pop-up and also informative tailored to elementary school children. The book consists of 36 pages, which include 20 pages of 3D pop-up content with narrative explanations of each historical site, and 16 additional pages featuring interactive elements such as fun facts, glossary, information about Semarang City and also several mini quizzes. With the book developed in this way, it is hoped that it can help learning media as an alternative media that is interesting, contextual, and also relevant to the characteristics and needs of the current generation.