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The Influence of Environmental Conservation-Based Pop-Up Book Media on Elementary School Students' Awareness of Local Cultural Preservation

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A B S T R A C T

This study examines the impact of environmental conservation-based Pop-Up Book media on fifth-grade students' awareness of local cultural preservation at SDN 07 Kota Bima. The background highlights students' limited understanding and low concern for cultural and environmental issues, which are frequently associated with conventional teaching methods. The aim of this study is to evaluate the effectiveness of Pop-Up Book media in raising students' awareness. A quantitative approach with a one-group pretest-posttest design was employed, involving 28 students selected through saturation sampling. Data were collected using tests, observations, and questionnaires, and analyzed using the Shapiro-Wilk normality test and Paired Samples t-test. The results indicated a significant improvement ($p < 0.05$) from the average pretest score of 31.89 (low category) to the posttest score of 76.43 (high category). Student evaluations averaged 4.47 (good to very good), while teacher evaluations averaged 4.78 (very good). These findings suggest that Pop-Up Book media not only enhance learning outcomes but also promote cultural and environmental awareness, making them an innovative and effective instructional medium for elementary education.

1. Introduction

Elementary education is an important first step in figuring out how good the next generation of the country will be. During this stage, students are taught not only academic skills but also values, attitudes, and behaviors that align with national identity. The rapid growth of globalization has caused big changes in how young people, especially elementary school kids, think and act. Many students know more about global pop culture, like movies, music, and modern ways of life, than they do about the culture that their ancestors passed down to them (Nur Alam et al., 2019). This phenomenon indicates a shift in values and a weakening of local cultural identity among the youth (Sastradinata, 2021). Furthermore, environmental issues,

such as students' declining respect for school cleanliness, their tendency to litter, and their inadequate understanding of nature conservation, indicate that environmental education has not been fully assimilated (Ilham et al., 2023).

This phenomenon is also evident at SDN 07 Bima City, where most teachers still use the lecture method along with textbooks. This one-way, boring way of learning makes students less interested and makes them less active in the learning process (Susanti et al., 2024). Insufficient learning media make it harder for teachers to get students' attention and make the material more relevant (Sukmadewi & Suniasih, 2022). Students prefer engaging in dialogue or alternative activities rather than concentrating on instructor explanations. This results in students' insufficient understanding of course concepts, particularly fundamental principles related to environmental conservation and local culture. Initial observations indicate that many students demonstrate a deficiency in environmental awareness, evidenced by their neglect in maintaining classroom cleanliness, noncompliance with waste disposal regulations, and inadequate respect for local cultural traditions, encompassing folklore and dance. This situation underscores the imperative for educational innovations that emphasize cognitive aspects while simultaneously fostering students' emotional awareness of environmental and cultural issues (Di Stefano et al., 2021).

Many studies show that creative learning tools can help with these problems. One example is using Pop-Up Books, which are three-dimensional books that are made to keep students' attention. This medium has been shown to increase students' interest in reading and their desire to learn by showing them things in a more vivid way (Rosdiana, 2020). Mogi et al. (2025) show that Pop-Up Books help students understand abstract scientific ideas, and Lumintang et al. (2024) show that this type of book greatly improves learning outcomes, getting a high N-Gain classification. Furthermore, Pranata and Liansari (2024) found that Pop-Up Books improve students' language skills, and Afryaningsih (2025) showed how the medium can help students learn about other cultures. This shows that Pop-Up Books are not only visual aids but also media that combine intellectual, cultural, and environmental aspects.

Despite the widespread use of Pop-Up Books, there is still not much research that directly links protecting the environment with keeping local culture alive. Most studies only look at either culture or the environment, which makes it hard for students to understand how they are connected. Environmental issues and local culture are deeply intertwined, particularly in Bima City, which is rich in cultural resources but suffers from environmental degradation due to a lack of public awareness. Pravitasari and Nugraheni (2024) emphasize the importance of education focused on environmental conservation, while Mulyani et al. (2024) highlight the role of innovative learning media in cultural preservation. The lack of integrated research leads to a shortfall in educational practice, preventing children from receiving instruction that simultaneously fosters cultural identity and encourages environmental awareness.

Pop-Up Books that teach kids about taking care of the environment and include local cultural elements might be a good way to fill this gap (Jiddan & Arsy, 2025). This media not only provides information in an entertaining way, but it also sends important messages about how protecting the environment and preserving regional culture go hand in hand (Kamal et al., 2024). For example, Pop-Up Books might show regional customs that are closely tied to how to use nature wisely, or they might tell stories that teach moral lessons about how important it is to keep the balance of nature. This integration seeks to create substantial learning experiences that impact both the cognitive and emotional aspects of students (Winnuly et al., 2023). This approach is in line with 21st-century education because it encourages new literacies that stress the importance of cultural and environmental literacy in getting ready for global problems (Rutbatul et al., 2025).

This study aimed to investigate the influence of environmental conservation-themed Pop-Up Book media on the awareness of local cultural preservation among fifth-grade students at SDN 07 Kota Bima. This study seeks to clarify the extent to which Pop-Up Book media facilitates student engagement in understanding the relationship between environment and culture, while also pinpointing the most influential media components in fostering a compassionate perspective towards both. The results of this study contribute to academic research and provide practical recommendations for educators and institutions to create innovative, contextual, and relevant learning experiences that address the needs of the younger generation in the context of globalization (Yuniawatika et al., 2025).

2. Methodology

This study employed a quantitative methodology featuring a pre-experimental One Group Pretest-Posttest Design. This design utilized a single group that participated in a pretest prior to the therapy and a posttest following the treatment, excluding a control group. This design was chosen because it showed how student learning outcomes changed before and after they used Pop-Up Books about environmental conservation. The independent variable in this study was the Pop-Up Book, while the dependent variable was the students' awareness of local cultural preservation. The study population consisted of all 28 fifth-grade students at SDN 07 Kota Bima, selected using a saturation sampling method. Assessments, observations, and surveys were used to collect data. Two tests were given, one before and one after, to see how much the students knew about preserving local culture. We watched students to see how they acted and interacted while they were learning. We also gave students and teachers questionnaires to find out how they felt about the Pop-Up Book and how it could be used in the classroom.

The employed instruments comprised observation sheets, student response questionnaires, teacher response questionnaires, and assessments formulated in accordance with the study indication grid. Prior to use, the instrument underwent a validity assessment, which included item correlation with the overall score, and a reliability evaluation using the Cronbach's Alpha coefficient, with a threshold of greater than 0.80 considered reliable. Instrument testing was conducted to confirm

the appropriateness of the measurement tool, thereby ensuring the validity and reliability of the resulting data. We used parametric statistical methods to look at the data. We used the Shapiro-Wilk normality test to find out how the data was spread out. A paired samples t-test was utilized to compare the means of the pretest and posttest. The criteria for decision-making were set based on the significance value: a Sig. < 0.05 means that the effect is significant, while a Sig. > 0.05 means that environmental conservation-based Pop-Up Books do not have a significant effect on students' understanding of how to preserve local culture.

3. Results and Discussion

The experimental class consisted of 28 fifth-grade students at SDN 07 Kota Bima, comprising 10 boys and 18 girls. The students came from diverse family backgrounds and demonstrated varying levels of prior knowledge about cultural preservation and environmental issues. Before the intervention, classroom learning primarily relied on conventional lecture-based approaches with minimal use of interactive media. This condition often resulted in passive learning behaviors, with students showing limited enthusiasm and participation during lessons, especially in cultural and environmental topics. Most students tended to memorize information rather than develop a contextual understanding of the material. Although the classroom atmosphere was generally conducive, active involvement and collaboration among students were still lacking. These circumstances provided the rationale for implementing a more innovative and engaging learning strategy. Therefore, the Pop-Up Book media was applied to foster interactive participation and strengthen students' awareness of cultural preservation through visual and experiential learning.

The media used in the experimental class was a Pop-Up Book specifically designed with an environmental conservation theme integrated with local cultural content from the Bima region. This book presented various three-dimensional illustrations that combined stories about daily environmental practices with traditional cultural values. Each page of the Pop-Up Book displayed interactive elements such as foldable structures, movable parts, and contextual images that stimulated students' curiosity. During the learning process, the Pop-Up Book was employed by the teacher as the primary instructional aid, supported by discussion and questioning strategies to strengthen students' comprehension. Students were actively engaged in observing the visual materials, asking questions, and connecting the illustrations with their own cultural experiences.

This interactive format created a learning atmosphere that was both enjoyable and meaningful, making it easier for students to grasp abstract concepts about cultural preservation and environmental stewardship. The Pop-Up Book used in this study is shown in Figure 1, which illustrates its three-dimensional design and the integration of cultural and environmental themes. The fifth graders at SDN 07 Kota Bima used a set teaching model to use Pop-Up Books that taught them about protecting the environment. The teacher started the lesson by asking the students

interesting questions about the culture around them, like oral traditions and community customs for taking care of the environment.

Figure 1. Pop-Up Book

Then, the teacher showed the Pop-Up Book and opened the first page, which had a three-dimensional picture of Bima's culture and environment. This interesting picture immediately got the students excited, as shown by how interested and excited they were when asked to look at the pictures in groups. After that, the teacher asked the students to read a short passage from the Pop-Up Book and then talk about what it meant. For instance, when the teacher showed a picture of a community tradition of protecting water sources, she asked the students how this custom might be connected to preserving culture and protecting the environment at school. Then, students talked in small groups about how the story related to things they do every day, like keeping the classroom clean, throwing away trash correctly, and taking care of plants in the schoolyard. This activity used the Pop-Up Book as a way to see things and as a way to connect what students learned in class to what they did in real life.

The learning activity went on with each group showing what they had talked about. Some students told the story of the Pop-Up Book in their own way, while other groups gave examples of how they knew people were preserving culture and the environment in real life. The teacher then went over the main point of the lesson again by linking the conservative behavior that students could adopt with the local cultural values shown in the media. At the end of the lesson, the students were asked to write a short reflection on what they had learned. This was to make sure that they understood the Pop-Up Book's content and knew how important it is to protect culture and the environment in their daily lives. Figure 2 below shows how Pop-Up Books were used in the classroom to document learning activities. The picture shows that the students were very interested in the media and talked about it with their groups. This shows that the media works to get them motivated and involved in the learning process.

Figure 2. Application of Pop-Up Book Media in Fifth Grade Classroom Learning at SDN 07 Bima City

Researchers conducted a pretest before the intervention and a posttest after the intervention to evaluate the impact of Pop-Up Books on students' comprehension. The results showed that the students' average score on the pretest was low (31.89), which meant that they didn't have a good understanding of how local culture and environmental protection are related. After the use of Pop-Up Books, the average posttest score went up a lot to 76.43, which means that the students' understanding of how to protect local culture got a lot better. The students' scores on the pretest and posttest are shown in Table 1.

Table 1. Results of Students' Pre-test and Post-test

Test	Average	Category
Pretest	31.89	Low
Posttest	76.43	High

Table 1 shows that the average scores of students in the low to high category went up. The 44.54-point increase shows that using Pop-Up Books can help people understand local culture and protect the environment. The findings suggest that interactive visual media can improve students' understanding of abstract concepts in a more concrete way. Students can easily connect what they read about in Pop-Up Books to their own lives because the pictures and words are so clear. This improvement further proves that the media is effective at helping students become more aware of their own thoughts and feelings and more empathetic, making Pop-Up Books a new way to help elementary school students who aren't motivated to learn or understand local culture.

The next step was to do a normality test to make sure that the pretest and posttest data were normally distributed. This made it possible to do more research using parametric testing. The Shapiro-Wilk test was employed for the normality assessment due to the study's sample size being fewer than 50 pupils. The calculations showed that the pretest data had a significance value of 0.634 and the posttest data had a significance value of 0.278. Both values are greater than 0.05,

which means that the data are normally distributed and can be used for hypothesis testing. Table 2 shows the results of the normalcy test.

Table 2. Results of the Shapiro-Wilk Normality Test

Data	Sig. (p)	Description
Pretest	0.634	Normal
Posttest	0.278	Normal

Table 2 shows that the data for both the pretest and posttest were in the normal range. This normalcy is crucial as it supports subsequent analysis using parametric tests. If the data is not normally distributed, the results of the hypothesis testing will be invalid and cannot be used to draw valid conclusions. Passing the normalcy test makes the study more reliable, so it is better. Using the paired samples t-test with normal data makes sure that the study is objective and gives an accurate picture of how the treatment worked. After verifying the normal distribution of the data, hypothesis testing commenced using the paired samples t-test. The study showed a significance (2-tailed) value of 0.000, which is less than 0.05. This means that the average scores on the pretest and posttest are very different from each other. The use of Pop-Up Books with environmental themes has been shown to help students learn more about how to protect their local culture. Table 3 shows the results of this hypothesis test.

Table 3. Paired Samples t-test Results

Data	Sig. (2-tailed)	Description
Pretest-Posttest	0.000	Significant

Table 3 shows that the learning outcomes after using Pop-Up Books were much better than those before. These findings demonstrate the media's effectiveness in cognitive aspects and illustrate the evolution of emotional attitudes among students regarding culture and the environment. Pop-Up Books can spark curiosity, help people think critically, and make them more aware of the environment by using pictures to tell stories. This medium is relevant to the goal of basic education, which is to raise a generation that is smart and honest. This study used both a student response questionnaire and tests to see how the students reacted to the media used. Most of the students gave the media positive reviews, especially for how attractive, easy to understand, and motivating it was for learning. The mean score for appeal was 4.67, which is Very Good. However, the mean score for ease of comprehension was 4.35, and the mean score for learning motivation was 4.40, both of which are Good to Very Good. Table 4 shows a full breakdown of how students answered.

Table 4. Student Response Questionnaire Results

Rated aspect	Average	Category
Media Attraction	4.67	Very Good
Ease of Understanding	4.35	Good - Very Good
Motivation to Learn	4.40	Good - Very Good

Table 4 shows that all of the dimensions that students rated were in the good to excellent range. This shows that Pop-Up Books create a more interesting and

enjoyable learning environment than other methods. Students found it easier to understand the information because it was backed up by examples that were relevant to their daily lives. Also, the fact that students are more willing to study suggests that this medium effectively addresses a common problem in elementary schools: students not being interested enough in learning about local culture. The positive feedback from students showed how important it is to use creative media to make learning more meaningful. Teachers also had very positive things to say about using Pop-Up Books. They decided that this medium was good for students' needs, easy to use in the classroom, and effective at teaching local cultural values and encouraging people to protect the environment. The results of the questionnaire from three teachers showed that the average score for content compatibility was 5.00, for learning implementation it was 4.67, and for media effectiveness it was 4.67. Table 5 shows the results of the instructor questionnaire.

Table 5. Results of Teacher Response Questionnaire

Rated aspect	Average	Category
Material Suitability	5.00	Excellent
Learning Implementation	4.57	Excellent
Media Effectiveness	4.67	Excellent

Table 5 shows that teachers thought Pop-Up Books were a great way to teach and should continue to be used in the classroom. This medium, which gets great scores in almost every area, is thought to be good for improving how teachers deliver lessons and getting students more involved at the same time. Positive evaluations from teachers show that Pop-Up Books are good for students and help teachers reach their educational goals more easily. As a result, our research shows that using interactive visual media greatly improves the quality of education in elementary schools.

Discussion

The study's findings indicate that Pop-Up Books centered on environmental conservation significantly improved students' understanding of local culture preservation. The average score on the pretest was 31.89, which means the students didn't do very well. However, the average score on the posttest was 76.43, which means they did well. The 44.54-point increase shows that the intervention had a big effect on how well students understood the material. This finding is in line with constructivist theory, which says that learning in context is important for gaining knowledge.

Figure 2 shows that students' scores on the posttest were almost twice as high as their scores on the pretest. The results show that Pop-Up Books are a good way to teach kids about local culture and protecting the environment in a way that they can understand. They also help kids develop a caring attitude. Also, students gave the media very positive feedback, with average scores of 4.67 for interest, 4.35 for understanding, and 4.40 for how it motivated them to learn. The data show that most students thought the media was useful, visually appealing, easy to understand, and relevant to their daily lives. This means that Pop-Up Books not only help

students understand things better, but they also make learning more fun and encourage students to be more involved in their education.Figure 2 below shows how the improvement has changed things.

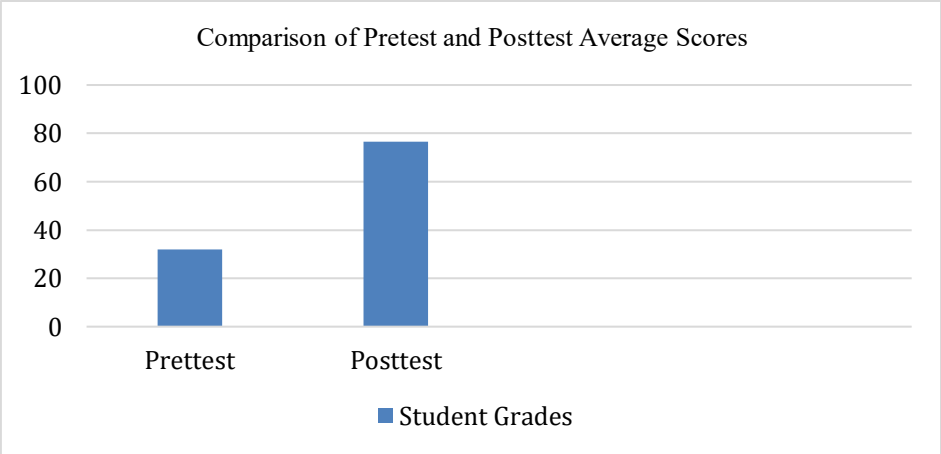

Figure 2. Comparison of Average Pretest and Posttest Scores

At the same time, feedback from teachers to the media showed very high ratings. The average ratings given by teachers were 5.00 for the material's appropriateness, 4.67 for the learning execution, and 4.67 for the media's effectiveness. The assessment indicated that Pop-Up Books can be easily integrated into the classroom, facilitate the achievement of educational goals, and aid educators in delivering content that reflects cultural and environmental values. This medium is good for students and helps the teacher's role as a learning facilitator, especially by making the classroom more interactive and relevant to the students' lives.

The findings of this study confirm previous research. Research by Nurillah Rosyadi et al. (2024) and Sholeh (2019) indicates that interactive visual media boosts learning motivation, enhances educational experiences, and fosters students' comprehension of local culture. These results align with Mayer's multimedia learning theory (Rahayu et al., 2024), which asserts that the amalgamation of text and three-dimensional representations enhances information processing through multiple channels, thereby improving student retention. Consequently, Pop-Up Books centered on environmental conservation can be considered an innovative medium that is both cognitively effective and promotes the enhancement of cultural and environmental awareness. The results indicate that Pop-Up Book media ought to be more extensively employed in elementary schools as a novel pedagogical approach to improve character education and encourage the conservation of local culture.

4. Conclusion

This study demonstrated that Pop-Up Books with an environmental conservation theme significantly improved fifth-grade students' awareness of local cultural preservation at SDN 07 Kota Bima. Compared to conventional methods, this

medium increased engagement, enjoyment, and contextual understanding, leading to substantial gains in learning outcomes. The pretest and posttest results revealed a marked improvement, moving from low to high categories, while evaluations from both students and teachers confirmed the medium's effectiveness. Student responses highlighted its attractiveness, clarity, and motivational impact, while teachers emphasized its suitability, ease of implementation, and pedagogical relevance. These findings confirm that Pop-Up Book media not only strengthen cognitive understanding but also foster positive attitudes toward cultural and environmental values. Accordingly, Pop-Up Books can be regarded as a powerful instructional tool for advancing character education in elementary schools.

The research objectives were successfully achieved, proving that Pop-Up Books are an innovative and effective alternative to conventional teaching approaches. Beyond improving academic performance, this medium cultivates empathy, responsibility, and awareness of cultural and environmental issues, which are crucial competencies in the era of globalization. The findings contribute to the literature on contextual and interactive learning media while offering practical guidance for educators and institutions to design more engaging strategies. Future studies are encouraged to test the applicability of Pop-Up Book media across different grade levels and subject areas, and to integrate them with digital technologies such as augmented reality, which may further enhance interactivity and learning outcomes. By broadening the scope of application, Pop-Up Book media hold the potential to make a meaningful contribution to education, ensuring that students not only acquire knowledge but also develop values that support cultural preservation and sustainable environmental practices

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