



The Development of Scrapbook Media to Increase Learning Interest at PPKN Learning Environment Materials

Uswatun Azizah^{1*}, Masrurotul Mahmudah¹, Nurul Aisyah¹

¹Universitas Ma'arif Lampung, Indonesia

Corresponding Author ✉ uswatunazizah@gmail.com*

ABSTRACT

The Learning media is used to bridge teachers in delivering material in class. Apart from using media effectively and efficiently, learning media can increase students' interest in learning. The aim of this research is to determine the development of scrapbook media in increasing interest in learning for class IV MINU Tri Bhakti At-Taqwa students. The type of research used by researchers is Research and Development (R&D). By using the ADDIE theory which consists of the stages Analysis (analysis), Design (design), Development (development), Implementation (implementation), Evaluation (evaluation). Judging from the level of feasibility of scrapbook media in this research, it is based on validation carried out by material experts, media experts and student responses. The material expert validation results obtained 91.8% in the "very valid" category. Furthermore, the media expert validation questionnaire obtained 96.8% in the "very valid" category. Based on student responses, they obtained 91.6% in the "very appropriate" category. From the research results, scrapbook media can foster students' interest in learning as seen from students' feelings of joy, interest, attention and activeness in asking questions in the learning process/

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INTRODUCTION

The efforts to increase human intelligence by improving the quality of education. Education is a place for someone to gain knowledge (Cholifah & Fauziah, 2021). Without knowledge, humans cannot solve problems in their lives. This agrees with Law Number 20 of 2023 article 3 which states, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need in society, nation and state (Indonesia, 2003).

As time goes by, education experiences very rapid changes, so teachers need to carry out reforms in the teaching and learning process. Currently, the learning process does not only convey material in the form of words with lectures in class, but the learning process can be carried out using various kinds of learning media, learning media are tools used to convey messages, stimulate students' thoughts, attention and will, as well as encourage a conscious, targeted and controlled learning process (Hariyanto & Faridi, 2024). Learning media are very diverse, one of which is visual

media. Visual media is a way of presenting learning materials using teaching media tools that can demonstrate these materials so that students can see and witness directly, observe carefully, hold/feel the demonstration materials (Mayasari et al., 2021). From the definition of visual media, in this research what researchers will develop is scrapbook media.

Scrapbooks as a visual medium can increase students' learning motivation, so that the learning process becomes more varied and not monotonous (Fitri et al., 2024). By using scrapbook media, it is hoped that it can trigger students' imaginations and can also make students interested and increase their interest in learning. A scrapbook is an album containing pictures accompanied by explanations below, using illustrations, colors, and arranging the writing according to students' preferences (Hijjah & Bahri, 2021).

Various kinds of learning materials are at hand. Researchers at SD/MI found environmental material around me that was important for students. Because, in the material around me, students are given knowledge about respecting the culture of other ethnic groups, which is a must in everyday life. Because respecting other tribes will strengthen unity and integrity. This is shown by the fact that the aim of Pancasila education aims to shape individual personalities according to Pancasila values in accordance with Pancasila norms, religion and principles (Septiani et al., 2022).

PPKN learning material usually tends to be boring for students because PPKN learning contains theories or concepts, therefore requires increased interest in learning. Interest in learning is one of the factors needed in the student learning process at school. Interest in learning is the tendency to pay great attention to something with a feeling of enjoyment in doing it (Reski, 2021). The importance of interest in learning in the learning process needs to be considered by all parties involved in the education process.

From the results of observations and interviews with class IV MINU Tri Bhakti At-Taqwa teachers, the low interest in learning PPKN among class IV MINU Tri Bhakti At-Taqwa students is related to the PPKN learning media currently used which is still limited and has weaknesses such as printed book media. Apart from that, the facilities and infrastructure are not very supportive and LCD projectors are not yet available. As a result, there are still many students who do not pay attention in class. Apart from that, students are also lazy if they are asked to read too much material. The majority of students do not understand the material taught by teachers in PPKN subjects so that students are less interested in these subjects. There has never been an effort to increase students' interest in learning through the use of scrapbook-based learning media in PPKN learning activities.

In previous research regarding scrapbook media applied by Siregal et al entitled "Application of Thematic Learning Scrapbook Media to Improve the Collaboration Ability of Class V Students of MI Al-Munawwarah Jambi City". This research aims to increase students' cooperation abilities. The results of the research show that there is an increase in students' collaborative abilities in thematic learning through the application of scrapbook media. This type of research is Classroom Action Research (CAR) using the Kemmis and Mc Taggart model, namely planning, implementation and reflective observation (Siregar et al., 2022). This research is not something new, but what I researched about this scrapbook media was using the Research and Development (RND) method with the ADDIE development model, namely, Analysis, Design, Development, Implementation, Evaluation. Researchers chose the ADDIE model because the ADDIE development model is dynamic, effective,

and supports the performance of the work program itself. The ADDIE model consists of five components that are interrelated and structured systematically.

Based on this study, there are similarities and differences. The difference between Siregal et al's research and researchers lies in the type of research and subjects used. Siregal et al's research used the Classroom Action Research (PTK) method with thematic subjects, while the research used by researchers used the Research and Development (R&D) method with PPKN subjects. The similarity with this research lies in the media used, namely scrapbooks. So in this research the researcher will develop scrapbook media for environmental materials around me using the R&D research method with the ADDIE model.

METHOD

The type of research used by researchers is Research and Development (RND). The Research and Development (RND) method is used to research development, and aims to develop products and validate them (Firda & Nurhadi, 2023). Development research is carried out by studying the research findings being developed, based on these findings a product is developed, after that trials are carried out according to where the product will be carried out, then revisions are carried out (Hasanah et al., 2024). The product developed in this product is scrapbook media which is aimed at increasing students' interest in learning. For the development model, researchers chose the ADDIE development model. There are five stages of ADDIE development, namely: Analysis, Design, Development, Implementation, Evaluation (Rustandi & Rismayanti, 2021).

In Research and Development (R&D) research, the research instruments used by researchers include observation, interviews, documentation. Based on the information above. So each stage in the process is carried out to obtain the validity of the data and examine all existing data from all sources that have been obtained from the field and personal documents, official documents, photos, and so on through interview methods supported by documentation studies. The data analysis technique uses a Likert scale, namely changing qualitative data into quantitative with the provisions that the scores can be seen in table 1.

Table 1. Assessment Score

Score	Category
5	Very Worth It
4	Worth it
3	Decent Enough
2	Ineligible
1	Totally Not Worth It

The results of questionnaires from students regarding all aspects assessed, student response data were analyzed using the following equation. (Arikunto.2010:18). The benchmarks used to interpret the percentage of student response scores can be seen in table 2.

Table 2. Learning Media Competence Scale

Presentation	Information
81%-100%	Very Worth It
61%-80%	Worth it
41%-60%	Decent Enough

21%-40%	Ineligible
<20%	Totally Not Worth It

This research also uses validation tests consisting of validation tests from material experts and validation tests by media experts with research instruments in the form of Likert scale questionnaires (Putri et al., 2024). Data processing formula

$$P = \frac{\sum X}{N} \times 100\%$$

RESULTS AND DISCUSSION

The model used in the research is the development of ADDIE with the following steps starting from the analysis, design, development, implementation, evaluation stages, with the following explanation:

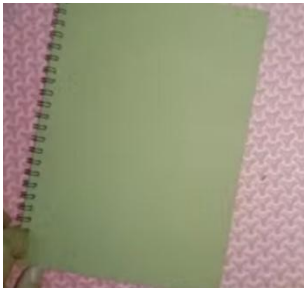
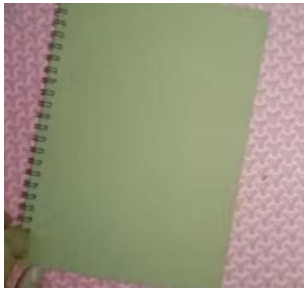
1. Level of Analysis

This analysis stage aims to find out the problems that occur during the learning process. The analysis stage was carried out by conducting interviews with class IV teachers. The results of the interview were that the number of class IV MINU Tri Bhakti At-Taqwa was 20 students. The learning media currently used by teachers is in the form of LKS books using conventional methods, this tends to make students bored. In the environmental material around me, the teacher has never used learning media.

According to him, by providing media for environmental material around me, students will appear active in learning, because the function of learning media can increase students' learning motivation. This will have an impact on students' interest in learning. If students have high learning motivation then their interest in learning will also be high, and vice versa.

Based on this research study, the reason that learning media is less varied is because teachers have never used learning media other than LKS books using conventional methods. Based on these problems, researchers will develop scrapbook-based learning media. The next stage is design. At this stage the researcher prepares a scrapbook product. The product design created is as follows:

Table. 3 Scrapbook learning media design

Design before validation	Design after validation
 <p>Initial view</p>	 <p>Initial view</p>

 <p>Cover</p>	 <p>Cover</p>
 <p>material</p>	 <p>Material</p>
 <p>evaluation</p>	 <p>Evaluation</p>

Next is development, this development stage produces the final form of learning teaching materials after going through revisions based on input from experts. Based on input from media experts, it is recommended that the title of the material be added, the background should not be too busy because it will disturb students' focus. The initial validation results obtained by media experts were 75%, after reviewing the product the results obtained by material expert validation were 96.8% in the "very valid" category. Media expert validation includes language aspects, attractiveness aspects, and social communication aspects. Meanwhile, material expert validation includes aspects of material relevance, evaluation aspects, and language aspects. Meanwhile, the validation results obtained by material experts were 91.8% in the "very valid" category.

Then the implementation stage of this step is implementing learning media in the learning process at school. At this stage, the scrapbook media has been improved according to the advice of media experts and material experts before being tested on students. There are two stages of testing, namely small group trials and large group

trials. Tests on students include interest in learning, attention to learning, feelings of enjoyment in learning, and involvement in learning. The results of the small group trial assessment were 93.3%, which is in the "very feasible" category. The results of the large group trial assessment were 91.6% which was included in the "very feasible" category.

The fifth step of the ADDIE model is the evaluation stage. In the evaluation stage there are 3 aspects of assessment, namely the media aspect, the material aspect, and the student response aspect to the scrapbook media. These three aspects of assessment are used as a reference to determine the suitability of the learning media being developed and increase student interest.

➤ Learning Outcome Values (pre-test and post-test)

Assessment and measurement of learning outcomes is a process for evaluating students' ability to understand the material taught by educators. (Wachidah et al., 2021) One of the assessments and measurements of learning outcomes that researchers use is cognitive assessment

From the data obtained previously or pre-test, students obtained 59.5%. Thus, it will be tested again using scrapbook learning media to increase interest in learning. The results of the student's post-test score were 93.75%. If the pre-test and post-test scores are calculated using N-gain, the value increases by 0.8, which is included in the high category. Thus, this scrapbook media is suitable for use as a medium to increase students' interest in learning.

DISCUSSION

The research results showed that the use of scrapbook media during learning gave students good reactions while studying. In applying the scrapbook media that the researchers made in groups, the entire group felt happy because they received scrapbook media, students participated in the learning with better enthusiasm than usual. Interest in participating in student learning can be seen from the students' enthusiasm in opening the scrapbook media and understanding the material presented in the scrapbook media. The attention shown in using scrapbook media can be seen when students explain the material they have analyzed in front of the class. Students' activeness in asking and answering questions means that students' interest and curiosity becomes greater and students' interest and attention increases.

In contrast to classes without the use of scrapbook media, students are less active and less enthusiastic in the learning process, so learning feels boring and the material is difficult to understand. In developing a product, there are definitely advantages and disadvantages, as well as the scrapbook media that researchers are developing. The advantages that researchers have developed are that they attract attention in terms of images and design, and are realistic in showing learning points and showing real objects through pictures and photos. This scrapbook media also has disadvantages. The use of images that are too complex and excessive will result in a lack of focus on the subject of learning, so that learning does not run effectively. This research contributes to the development of effective and efficient learning media. By using scrapbook media, this research shows that using the right media can increase students' interest in learning.

CONCLUSION

The conclusions obtained were the development of scrapbook media to increase learning interest in PPKN learning about the environment around me class IV MINU Tri Bhakti At-Taqwa. Based on the results of the research and discussions carried out,

the following conclusions can be drawn: The results of scrapbook media research are the development of visual media. In this research, scrapbook media can foster interest in learning as shown by students' feelings of joy, interest, attention and activeness in the learning process. The results of the validation test from research entitled "Development of Scrapbook Media to Increase Interest in Learning in PPKN Learning Environmental Materials Around Me Class IV MINU Tri Bhakti At-Taqwa" are based on validation carried out by material experts, media experts, and student responses. scrapbooks are suitable for use in the learning process at school. Meanwhile, to measure the level of effectiveness of the product being developed based on student test scores. For the pretest score, students obtained an average score of 59.5%, while the post-test score obtained an average score of 93.75%, including a score above the KKM. With the results presented, scrapbook media is feasible and efficient to use as a learning support tool.

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