

ARTICLE

A Comparative Study Of Students' Learning Interests Using Scrapbook Media And Lapbook Media In Elementary School.

Lidia Nur Tanti, Nafiah*, Afib Rulyansah, and Muslimin Ibrahim

Universitas Nahdlatul Ulama Surabaya, Indonesia

*Corresponding author:nefi_23@unusa.ac.id

(Received: 16 June 2025; Accepted: 03 July 2025; Published: 17 July 2025)

Abstract

This study aims to compare students' learning interest in Pancasila Education using two types of instructional media scrapbook and lapbook based on the ARCS model (Attention, Relevance, Confidence, Satisfaction). This research employed a quantitative approach with a comparative design. The subjects consisted of 52 fourth-grade students at SDN 1 Semampirejo, with Class IVA using scrapbook media and Class IVB using lapbook media. The primary instrument was a learning interest questionnaire constructed based on the ARCS indicators and measured using the Guttman scale. The normality test showed that the data were normally distributed, while the homogeneity test indicated that both groups had equal variances ($p > 0.05$). The findings revealed that both media were effective in increasing students' learning interest, with both groups reaching a very high category. The lapbook group scored higher in relevance (92%), confidence (97%), and satisfaction (95%). However, the independent sample t-test indicated no statistically significant difference between the two groups ($p = 0.574$). These results suggest that while both media are effective, lapbooks provide a more interactive and enjoyable learning experience. This study acknowledges several limitations, including a small sample size and the absence of a pre-test.

Keywords: Learning Interest, Scrapbook Media, Lapbook Media, ARCS Model, Pancasila Education

1. Introduction

Learning interest is an essential aspect of educational success. It can be defined as a psychological condition that reflects a learner's curiosity, attention, and intrinsic motivation to engage in learning activities voluntarily. Interest in learning can be defined as a psychological condition that reflects a person's interest, attention, and internal drive to voluntarily participate in learning activities. Interest is a feeling of attraction, liking, and a greater desire for something without any incentive. Learning is a process of acquiring knowledge over a period of time that can bring about changes in a person ([1]).

When students possess a high level of interest, they tend to be more active, focused, and enthusiastic in understanding the material ([2]). Interest has a positive influence on academic learning, knowledge domains and specific fields of study for individuals, that interest influences three important aspects of knowledge, namely attention, goals and level of learning ([3]). However, in reality, many elementary school students show low learning interest, especially in subjects perceived as less engaging, such as Pancasila Education.

According to [4], students' boredom in learning often stems from unengaging material delivery, an uncondusive classroom atmosphere, and limited interaction between teachers and students. The boredom factor can be caused by lesson material that they don't like or are not interested in, boring teacher delivery, or an uncomfortable classroom atmosphere ([4]). If this situation is allowed to continue, students will have difficulty understanding the material and will be reluctant to actively participate. The challenge for teachers is to make the learning process more engaging and effective.

According to [5], the emergence of interest in a person can be divided into two types: interest that comes from innate and interest that comes from external influences. According to [6], factors that influence learning interest are internal and external factors. According to [7], learning indicators are: 1) a feeling of enjoyment towards learning, 2) a focus of attention and thought on learning, 3) a desire to learn, 4) an internal desire to be active in learning, 5) efforts made to realize the desire to learn.

The results of the 2018 PISA international survey released in 2019 showed that Indonesia ranked 74th out of 79 countries in terms of education, indicating still low academic performance and student learning participation ([8]). Research conducted by [9] stated that there are various factors that cause low student interest in Indonesian language lessons, namely family factors, school environmental factors, classroom atmosphere factors, and internal motivation factors. This is caused by various factors, ranging from monotonous learning methods, lack of media variety, to an unsupportive learning environment ([10]).

In the teaching and learning process, of course, high learning motivation is needed so that with high learning motivation, of course students will feel happy and enthusiastic during the teaching and learning process ([11]). In the teaching and learning process, if students or some students do not pay attention or are not enthusiastic when the teacher explains and do not do the assignments given by the teacher, then it can be said that there is boredom or a lack of clarity in the delivery of the lesson material, thus a conducive environment is needed, and one effort to create it is by using learning media. Therefore, learning media is needed that can help students to more easily understand and digest the lesson material optimally ([5]). To overcome this, a teacher is required to understand and adapt to technology, including the ability to understand paradigms in the learning process ([12]). According to [13], learning media plays a role as a tool to help teachers deliver material more effectively and interestingly, and is able to facilitate students' diverse learning styles. Learning media must be designed appropriately according to the material and students' needs to avoid errors in the delivery of material between teachers and students ([14]).

From the explanation above, it can be concluded that the learning process should utilize creative and innovative learning media. Learning media is a crucial component of the learning process. As teachers, we must be able to create engaging learning media to prevent students from becoming bored and tired during the learning process.

One currently popular media approach is scrapbooks and lapbooks. Scrapbooks are scrapbooks containing images, text, and decorations arranged in an attractive and creative way, allowing students to express their understanding visually ([15]). This medium is not only fun but also enhances creative thinking skills and strengthens students' emotional connections to the material. Scrapbooks make the learning process more lively and interactive because students share their scrapbooks with

each other ([16]). According to [17], scrapbooks can increase learning variation, overcome the limitations of traditional methods, and increase student motivation and interest. [18] also stated that scrapbooks are an effective, practical, and appropriate tool for increasing student engagement. This medium also improves writing and reading skills and encourages creativity ([19]).

Lapbooks are interactive learning tools that enable students to organize and present information in an engaging and flexible manner ([20]). They help students organize and understand information systematically, while also developing motor skills and critical thinking ([21]). According to [22] lapbooks has been shown to increase student learning motivation because they provide exploratory processes, creative activities, and enjoyable learning experiences. The process of creating lapbooks allows students to be directly involved in organizing knowledge and collaborating with peers.

This media is a creative educational tool in the form of foldable interactive pages containing images and text, which help students understand the material ([23]). And enable creative exploration of learning topics ([24]). According to [25], lapbooks facilitate interactive learning through games and help students express social and national values in Pancasila material.

The effectiveness of these two media can be explained using the ARCS model (Attention, Relevance, Confidence, Satisfaction) developed by Keller. This model provides a systematic approach to designing motivational instruction by generating attention, connecting the content to students' real-life experiences, building confidence, and offering a satisfying learning experience ([26]). In its application, scrapbooks capture students' attention through engaging visuals and promote relevance by allowing students to embed personal experiences ([13]). The process of creating scrapbooks fosters independent thinking and boosts students' confidence and satisfaction when their work is showcased ([27]).

Theoretically, this research makes a novel contribution by comparing two rarely researched non-digital creative learning media: scrapbooks and lapbooks. Both have distinct characteristics: scrapbooks emphasize visual aesthetics, while lapbooks emphasize information structure and interactivity. This comparison enriches the study of how media design influences students' learning interests through the ARCS approach. Practically, this research provides guidance for teachers in selecting the most appropriate media to enhance learning interests. The results demonstrate the advantages and disadvantages of each medium, allowing them to be tailored to student needs and school conditions. Besides being affordable and applicable, these media are also relevant for fostering creativity, collaboration, and 21st-century skills.

According to [16] and [28], both scrapbook and lapbook media are visual learning tools that have been shown to enhance student engagement. However, although these media are widely used in elementary schools, there remains a lack of comparative studies that directly evaluate the effectiveness of scrapbook versus lapbook in enhancing students' learning interest using the ARCS-based approach. Therefore, this study aims to conduct a comparative analysis of the influence of scrapbook and lapbook media on the learning interest of fourth-grade elementary students in the subject of Pancasila Education.

2. Methods

This study employed a quantitative approach with a comparative design to analyze differences in students' learning interest in Pancasila Education using two types of instructional media: scrapbook and lapbook. The research was conducted at SDN 1 Semampirejo with fourth-grade students as the research subjects, consisting of two classes: Class IV A with 27 students who used scrapbook media, and Class IV B with 25 students who used lapbook media. The assignment of classes was based on existing class structures without randomization in order to maintain ecological validity and ensure

the smooth implementation of the learning process.

The data collection technique in this study was through distributing questionnaires to assess students' interest in learning scrapbook media and lapbook media based on the ARCS model indicators (attention, relevance, confidence, satisfaction). Then, observation techniques were carried out on the implementation of learning to determine the implementation of the learning steps of the learning interest questionnaire which was given in the form of statement questions using a scale Guttman. The questionnaire instrument has been previously validated by a validator. This study used the Guttman scale because it allows for clear yes/no answers, making it easier for researchers to clearly measure the achievement of learning interest indicators. Unlike the Likert scale, which allows for neutral options, the Guttman scale is more suitable for comparative research purposes, namely comparing the levels of learning interest of students using scrapbooks and lapbooks.

Data analysis techniques for learning implementation are analysed using the following formula:

$$Implementation = \frac{\text{steps implemented with a minimum score of 3}}{\text{all steps}} \times 100\%$$

Then the result are converted into percentage to determine the category as shown in Table 1

Table 1. Conversion of Learning Implementation

Range (%)	Category
81 – 100	Very good
61 – 80	Good
41 – 60	Enough
21 – 40	Not enough
0 – 20	Very less

Students' learning interest was measured using an ARCS type questionnaire developed by John Keller, which includes attention, relevance, confidence, satisfaction. The scores obtained from the questionnaire were then analysed using the data as shown in Table 2.

Table 2. Likert Scale Interpretation of Students' Interests

Percentage of Students Interest Study	Category
81 – 100%	Very high
61 – 80%	Tall
41 – 60%	Currently
21 – 40%	Low
0 – 20%	Very low

Source:(Amalia et al., 2022)

Then analysed using the following formula:

$$\text{percentage of student response} = \frac{A}{B} \times 100\%$$

Information:

A = proportion of student who choose

B = number of respondents

Source: Trianto (in Khauhlah, 2019)

To determine whether the data were normally distributed, prerequisite tests were conducted, namely the normality and homogeneity tests. Both tests were performed. In the normality test, Class A obtained a Kolmogorov-Smirnov significance value of 0.088 and a Shapiro-Wilk value of 0.080. Meanwhile, Class B obtained a Kolmogorov-Smirnov significance value of 0.106 and a Shapiro-Wilk value of 0.110. Since all significance values were greater than 0.05, it can be concluded that the data for both Class A and Class B were normally distributed. In the homogeneity test, the significance (Sig.) value was also above 0.05, indicating that both groups class A and class B had equal variances. Thus, the data met the assumptions for conducting an independent t-test. The t-test analysis was used to compare the mean scores between Class IVA and Class IVB after the use of the respective media, under the condition that the significance value is greater than 0.05.

3. Results And Discussion

3.1 Results

Based on observations, the implementation of learning using scrapbooks and lapbooks was 100% successful, categorized as very good. This indicates that both media can be implemented effectively by teachers according to the designed learning steps. After the questionnaire instrument was tested using normality and homogeneity tests, the data were deemed normal or valid, as presented in Table 3.

Table 3. Normality test

Kolmogorov-Smirnov				Shapiro-Wilk			
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	kelas A	.156	27	.088	.933	27	.080
	kelas B	.158	25	.106	.934	25	.110

a. Lilliefors Significance Correction

Table 3 shows that the data in this study are normally distributed. This is indicated by the asymp.sig values of 0.080 and 0.110, which are both greater than 0.05.

Table 4. Homogeneity Test

		Levene Statistic	df1	df2	Sig
Nilai	Based on Mean	.490	1	50	.487
	Based on Median	.380	1	50	.540
	Based on Median and with adjusted df	.380	1	49.912	.540
	Based on trimmed mean	.410	1	50	.525

The questionnaire was then administered to both Class IV A and Class IV B, and the results revealed differences in outcomes between the scrapbook and lapbook media as in Graph 1.

Based on Graph 1, the results of the questionnaire on the use of scrapbook media showed the highest scores in the attention and satisfaction indicators, each at 96%, followed by relevance at 88% and confidence at 94%. Furthermore, the relevance (88%) and confidence (94%) indicators suggest that students perceived the learning materials as meaningful and that the media helped boost their self-confidence. Overall, scrapbook media has been proven to have a positive impact on students' learning interest.

Based on Graph 2, the results of the questionnaire show that the use of lapbook media obtained high scores on all ARCS indicators, namely attention 96%, relevance 92%, confidence 97%, and satisfaction

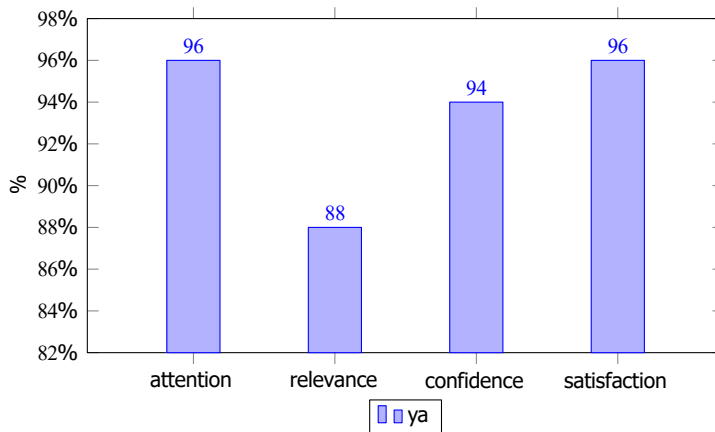


Figure 1. Result of the Learning Interest Questionnaire Scrapbook Media

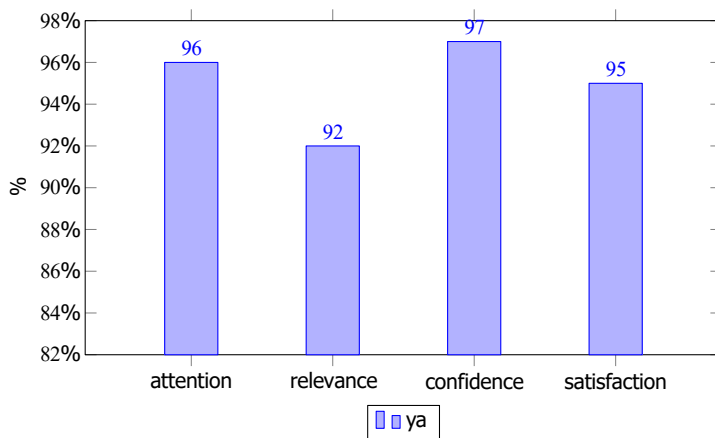


Figure 2. Result of the Learning Interest Questionnaire Lapbook Media

95%. This shows that the lapbook media effectively increase students' interest in learning through attractive, interactive displays and the presentation of relevant and easy to understand information.

After knowing the results of the two questionnaires scrapbook media and lapbook media, then the results are tested again using the independent sample t-test to compare the values between class A and class B.

Based on Table 5, the results of Levene's test showed a significance value of $0.487 > 0.05$, indicating that the data from both groups had homogeneous variances. Therefore, the assumption of equal variances was met, and the results of the t-test could be analyzed using the "Equal variances assumed" row. Furthermore, the results of the independent sample t-test yielded a significance value (Sig. 2-tailed) of $0.574 > 0.05$, which indicates that there was no statistically significant difference in students' learning interest between those using scrapbook media and those using lapbook media. The mean difference was -0.225, with a standard error difference of 0.398, and a 95% confidence interval ranging from -1.025 to 0.575.

Although the descriptive data showed that students using lapbook media had slightly higher learning interest scores, the difference was not statistically significant. This suggests that both media are

Table 5. Independent sample t- test

		Levene's Test for Equality of Variances			t-test for Equality of Means			95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.490	.487	-.566	50	.574	-.225	.398	-1.025	.575
	Equal variances not assumed			-.567	49.996	.573	-.225	.397	-1.023	.572

relatively equally effective in enhancing students’ learning interest. However, lapbook media provides a more interactive and enjoyable learning experience due to its tactile and hands-on nature. Students can open, fold, and organize information in engaging formats, which has a positive psychological impact on their learning engagement. This aligns with the ARCS model, particularly in the aspects of confidence and satisfaction, where students feel a sense of control over their learning process and satisfaction with the product they create themselves. A study conducted by [29] stated that the four components of ARCS have a significant influence on motivation and learning outcomes.

3.2 Discussion

Observations indicate that the learning implementation using scrapbooks and lapbooks has reached 100%. This finding aligns with research by [30], which emphasized that the success of media use is significantly influenced by the proper implementation of learning stages. This indicates that teachers play a crucial role in ensuring that each phase of learning—from planning, implementation, to evaluation—is carried out consistently. Consistent with [31], this success is also influenced by teacher preparedness in organizing the learning space, preparing media, creating a conducive atmosphere, fostering apperception, and clearly communicating learning objectives.

Furthermore, the effectiveness of scrapbooks in this study was reinforced by [32], who demonstrated that presenting material using scrapbooks facilitates student understanding and increases learning enthusiasm. Research by [33] also provides empirical evidence of a significant increase in student learning outcomes after using scrapbooks, from an average of 64.9 to 85.45. These findings confirm that scrapbooks are not only an attention-grabbing medium but also capable of fostering satisfaction, as described in the ARCS model. This aligns with research by [34] and [35], which emphasized that scrapbooks effectively create a pleasant learning atmosphere and improve students’ focus and concentration.

From another perspective, the effectiveness of scrapbooks also lies in their visual and aesthetic aspects. As noted by [36], scrapbooks can improve learning outcomes due to their engaging presentation, including the use of images and color. This is further confirmed by [37], who stated that scrapbooks can stimulate students’ initial interest and facilitate understanding of the material, particularly in learning Pancasila values. Thus, scrapbooks function not only as learning aids but also

as motivational media that can strengthen students' attention and relevance to the material.

Meanwhile, similar findings emerged regarding the use of lapbooks. Research by [38] shows that lapbooks can increase students' attention, engagement, confidence, and learning satisfaction. The characteristics of lapbooks, which allow students to tactilely manipulate and organize materials independently, align them with the principles of active learning. This medium not only helps students understand the material more systematically but also provides space for collaboration and reflection, resulting in more meaningful learning. This indicates that lapbooks are highly relevant in strengthening the confidence and satisfaction aspects of the ARCS model.

Comparatively, scrapbooks tend to be more effective in capturing initial attention and building students' visual interest, while lapbooks excel in increasing active engagement and confidence through interactive activities. Thus, these two media have different but complementary contributions to increasing student learning interest. Practically, teachers can choose one medium based on their needs and resources, or even combine the two to achieve a more balanced approach to attention, relevance, confidence, and satisfaction.

3.3 Conclusion

Research at SDN 1 Semampirejo shows that the use of scrapbooks and lapbooks both increase students' learning interest in Pancasila Education learning with a very high category. Although the t-test (Sig. = 0.574) did not find a significant difference, lapbooks are relatively superior in the aspects of relevance, confidence, and satisfaction due to their interactive characteristics and tactile manipulation-based nature. This is in line with the ARCS model which emphasizes the importance of satisfaction and confidence in learning. Thus, teachers can choose media according to available resources, but still prioritize interactivity; scrapbooks are more effective in attracting attention and visual creativity, while lapbooks better support conceptual understanding and active student engagement.

Researchers and education practitioners are encouraged to consider the use of lapbook media in thematic or civic education lessons that require interactivity and structured visual information. Future studies are recommended to employ experimental designs with randomization, pre-tests and post-tests, and a broader sample scope to enhance external validity. Further research may also include additional variables such as learning outcomes, students' learning styles, or collaborative skills to gain a more comprehensive understanding of the media's impact.

References

- [1] Dan Khosiyono, F. Putri Ery Suwandi, K. Kaulina Rahmaningrum, E. Trie Mulyosari, P. Mulyantoro, Y. Ika Sari, and Dan Banun Havifah Cahyo Khosiyono. "Prosiding Seminar Nasional Pendidikan Dasar Yogyakarta, 26 Agustus 2023 Strategi Pembelajaran Diferensiasi Konten Terhadap Minat Belajar Siswa Dalam Penerapan Kurikulum Merdeka". In: 2023.
- [2] I. S. Ndraha, R. N. Mendrofa, and R. Lase. "Analisis Hubungan Minat Belajar Dengan Hasil Belajar Matematika". In: *Educativo: Jurnal Pendidikan* 1.2 (2022), pp. 672–681. doi: 10.56248/educativo.v1i2.92.
- [3] Aisyah, A. Topano, and Ahmad Walid. "Meningkatkan Minat Dan Hasil Belajar Biologi Siswa SMA Dengan Menggunakan Strategi Pembelajaran Guided Note Taking (GNT)". In: *Jurnal Muara Pendidikan* 5.2 (2020).
- [4] E. Maylitha, M. Claudia Parameswara, M. Fahmi Iskandar, M. Farhan Nurdiansyah, and S. Nurul Hikmah. "Peran Keterampilan Mengelola Kelas Dalam Meningkatkan Minat Belajar Siswa". In: *Journal On Education* 05.02 (2023), pp. 2184–2194.

- [5] L. Rahmi and Alfurqan. “Pengaruh Penggunaan Media Audio Visual Terhadap Minat Belajar Siswa Pada Masa Pandemi Covid-19”. In: (2021).
- [6] P. Mesra, E. Kuntarto, and F. Chan. “Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Di Masa Pandemi”. In: *Jurnal Ilmiah Wahana Pendidikan* 7.3 (2021). doi: 10.5281/zenodo.5037881.
- [7] R. N. Friatin and R. Winata. “Analisis Minat Belajar Pada Pembelajaran Matematika”. In: (2019).
- [8] E. Suncaka. “Meninjau Permasalahan Rendahnya Kualitas Pendidikan Di Indonesia”. In: 2.3 (2023), pp. 36–49.
- [9] S. Nurhaliza, S. F. Nursyahida, and S. Nurazizah. “Faktor Rendahnya Minat Belajar Siswa Pada Pembelajaran Bahasa Indonesia SD”. In: 1.1 (2024).
- [10] Z. Abidin and M. Purnamasari. “Peran Kompetensi Sosial Guru Dalam Menumbuhkan Minat Belajar Siswa (Sebuah Keharusan Yang Tak Bisa Ditawar)”. In: *Research And Development Journal Of Education* 9.1 (2023), p. 513. doi: 10.30998/rdje.v9i1.16900.
- [11] B. S. Munawarah, A. H. Witono, and I. S. Jiwandono. “ANALISIS PENYEBAB RENDAHNYA MOTIVASI BELAJAR SISWA MATA PELAJARAN PPKN KELAS V SDN 20 CAKRANEGARA”. In: *PROGRES PENDIDIKAN* 4.3 (2023), pp. 143–153. doi: 10.29303/prospek.v4i3.366.
- [12] A. A. Kinan and F. Nilawati. “Tantangan Guru Dalam Menghadapi Era Digital 5.0 (Studi Pada SDN 5/81 Kampuno Kec. Barebbo Kab. Bone)”. In: *Adaara: Jurnal Manajemen Pendidikan Islam* 14.2 (2024), pp. 109–117. doi: 10.30863/ajmpi.v14i2.7213.
- [13] A. Muktadir, P. A. Wardhani, and A. Arif. “Media Scrapbook Dalam Meningkatkan Kreativitas Siswa Sekolah Dasar Kota Bengkulu Alrahmat Arif”. In: *Jurnal Pendidikan Dasar* 11.2 (2020). doi: 10.21009/JPD.011.16.
- [14] D. A. Yonanda, Y. D. Kurino, and N. Rahmayanti. “Penggunaan Media Papan Musi (Multifungsi) Untuk Meningkatkan Hasil Belajar Siswa Dalam Mata Pelajaran Matematika”. In: (2021).
- [15] T. N. Cholifah and W. N. Fauziah. “Jurnal PGSD Pengembangan Media Scrapbook Pada Pembelajaran Tematik Untuk Meningkatkan Minat Belajar Siswa Kelas I Sekolah Dasar”. In: *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 14.2 (2021), pp. 185–194.
- [16] A. N. Alfiah, N. M. D. Putra, and B. Subali. “Media Scrapbook Sebagai Jurnal Refleksi Untuk Meningkatkan Kemampuan Kognitif Dan Regulasi Diri”. In: *Jurnal Pendidikan (Teori Dan Praktik)* 3.1 (2018), p. 57. doi: 10.26740/jp.v3n1.p57-67.
- [17] E. Agresi, E. S. Wahyuni, and A. Afandi. “Kelayakan Media Scrapbook Pada Materi Sistem Ekskresi Kelas VIII SMP/Mts”. In: *Bioscientist : Jurnal Ilmiah Biologi* 12.1 (2024), p. 104. doi: 10.33394/bioscientist.v12i1.9675.
- [18] A. T. Hidayat and S. N. Hidayati. “Pensa E-Jurnal: Pendidikan Sains Keterlaksanaan Dan Respons Siswa Terhadap Penerapan Guided Inquiry Berbantuan LKPD Berorientasi Socio-Scientific Issues”. In: (2023).
- [19] A. Suhailah, R. Rita, N. Safina, and R. Syahputra. “Pengembangan Bahan Ajar Dengan Media Pembelajaran Scrapbook Materi Teks Biografi Pada Siswa Kelas X SMA Istiqlal Deli Tua”. In: *Sintaks: Jurnal Bahasa Sastra Indonesia* 4.1 (2024), pp. 63–66. doi: 10.57251/sin.v4i1.1249.
- [20] S. F. Syam, M. Marwah, and H. Hasanuddin. “Pengenalan Media Pembelajaran Pendidikan Pancasila Berbasis Bahan Bekas Di SD Negeri 110 Lura”. In: *NEAR: Jurnal Pengabdian Kepada Masyarakat* 4.2 (2025), pp. 150–160. doi: 10.32877/nr.v4i2.1890.
- [21] T. Aureliya, Zulfan, and T. B. Kesuma. “Pengaruh Media Lapbook Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS Kelas VII MTSS Darul Hikmah”. In: *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 7.4 (2022), pp. 228–235. doi: 10.24815/jimps.v7i4.22172.
- [22] A. M. Illahi, A. L. Alindra, D. Apriliani, D. Maulidawanti, F. K. Sarizaen, R. Fatimah, and R. Azahra. “Penggunaan Media Pembelajaran Lapbook Pada Mata Pelajaran IPAS Bagian Tubuh-Tumbuhan”. In: (2023).

- [23] R. P. Septiani and B. Badarudin. "Peningkatan Keterampilan Komunikasi Dan Prestasi Belajar Siswa Kelas V Melalui Strategi Pembelajaran Small Group Discussion Berbantu Media Lapbook". In: *Jurnal Penelitian Inovatif* 4.3 (2024), pp. 867–874. doi: 10.54082/jupin.424.
- [24] L. Halimah, I. Marwati, and F. Abdillah. "Fostering Students' Creativity Through Lapbooking: A Case Study In An Indonesian Primary School Context". In: *Universal Journal Of Educational Research* 8.7 (2020), pp. 2969–2979. doi: 10.13189/ujer.2020.080725.
- [25] D. H. Handayani and L. Suryani. "Menumbuhkan Jiwa Nasionalisme Anak Usia Dini Melalui Kegiatan Bermain Dengan Media Lapbook". In: *Jurnal Ilmiah Potensia* 9.1 (2024), pp. 89–98. doi: 10.33369/jip.9.1.89-98.
- [26] M. Patrisia Wau and E. Y. Awe. "Pengaruh Model Pembelajaran ARCS (Attention, Relevance, Confidence, And Satisfaction) Terhadap Hasil Belajar IPS Ditinjau Dari Minat Belajar Di Kelas IV SD Gugus IX Golewa, Kecamatan Golewa Kabupaten Ngada-NTT". In: (2019).
- [27] L. Simamora, U. Hernaeny, and N. D. Safitri. "Pengaruh Model Pembelajaran Attention, Relevance, Confidence, Satisfaction (ARCS) Terhadap Kemampuan Pemecahan Masalah Matematika". In: (2020).
- [28] Z. Antosa and L. N. "Resilience Scientific Aproach Di Sekolah Dasar Melalui Pengembangan Media Pembelajaran Lapbook". In: *Jurnal Pajar (Pendidikan Dan Pengajaran)* 4.1 (2020), pp. 1–10. doi: 10.33578/pjr.v4i1.7909.
- [29] A. M. Afjar, Musri, and M. Syukri. "Attention, Relevance, Confidence, Satisfaction (ARCS) Model On Students' Motivation And Learning Outcomes In Learning Physics". In: *Journal Of Physics: Conference Series*. Vol. 1460. 1. 2020. doi: 10.1088/1742-6596/1460/1/012119.
- [30] N. Siregar, M. Jalal, and T. Jayanti. "Penerapan Media Scrapbook Pembelajaran Tematik Untuk Meningkatkan Kemampuan Kerja Sama Siswa Kelas V MI Al-Munawwarah Kota Jambi". In: 1.2 (2022).
- [31] A. R. Putri and W. B. Sabtiawan. "The Implementation Of The Concept Attainment Learning Model Assisted With Booklets On The Subject Of Material Changes". In: (2019).
- [32] I. Rosihah and A. S. Pamungkas. "Pengembangan Media Pembelajaran Scrapbook Berbasis Konteks Budaya Banten Pada Mata Pelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar". In: *Terbit Sejak* 4.1 (2015), pp. 35–49.
- [33] F. Hasanah and S. N. Alfiatin. "Pengembangan Media Pembelajaran Scrapbook Mata Pelajaran Fiqih Untuk Meningkatkan Minat Belajar Siswa Pada Jenjang Sekolah Dasar". In: 3 (2024).
- [34] B. Sinurat, E. Sianturi, Y. Ida Arta Simatupang, and P. Calon Guru. "Pengembangan Media Scrapbook Untuk Meningkatkan Minat Belajar Pendidikan Pancasila Di SMA Negeri 1 Rantau Utara Development Of Scrapbook Media To Increase Interest In Learning Pancasila Education At SMA Negeri 1 Rantau Utara". In: 3.3 (2025), pp. 120–128. doi: 10.61132/aspirasi.v3i3.1680.
- [35] R. Muthoharoh and S. S. P. Jati. "Media Pembelajaran E-Scrapbook Berbasis Adobe Photoshop Materi Peninggalan Hindu-Buddha Di Kecamatan Pongkok". In: 2.9 (2022), pp. 855–867. doi: 10.17977/um063v2i92022p855-867.
- [36] S. Ardita and N. Anas. "Media Pembelajaran Scrapbook Untuk Meningkatkan Hasil Belajar Siswa Kelas IV Sekolah Dasar Pada Materi Keberagaman Budaya Bangsaku". In: 14.02 (2022).
- [37] T. Widiastuti. "Efektivitas Penggunaan Media Scrapbook Pada Keterampilan Menulis Narasi Siswa Kelas Vi Sekolah Dasar". In: *Inopendas: Jurnal Ilmiah Kependidikan* 6.1 (2023), pp. 1–9. doi: 10.24176/jino.v6i1.7725.
- [38] G. Maulana Jamaludin and A. Rosidah. "Meningkatkan Kemampuan Berpikir Kritis Dan Hasil Belajar Siswa Dengan Penggunaan Media Lapbook". In: 6.1 (2020), pp. 41–49. doi: 10.35569.