



DEVELOPMENT OF DIGITAL SCRAPBOOK LEARNING MEDIA IN SCIENCE MATERIAL IN ELEMENTARY SCHOOLS

Amrina Rosyada^{1*}, Faisal², Agra Dwi Saputra³, Nurlaeli⁴, Ahmad Syarifuddin⁵

^{1,2,3,4,5}Universitas Islam Negeri Raden Fatah Palembang, Indonesia

E-mail: Aminaryd170403@gmail.com¹, faisal_uin@radenfatah.ac.id²,
agradwisaputra_uin@radenfatah.ac.id³, nurlaeli_uin@radenfatah.ac.id⁴,
ahmadsyarifuddin_uin@radenfatah.ac.id⁵

Abstract

This research aims to produce Digital Scrapbook learning media and evaluate the validity, practicality and effectiveness in learning IPAS class V at SDN 159 Palembang. Using the ADDIE development model by Dick and Carey, this research involves the stages of Analysis, design, development, implementation, and evaluation. The test subjects were one teacher and 25 students. The instruments used include validation sheets for material, media and language experts, as well as practical sheets for teachers and students. With effectiveness measured through formative tests. This research was conducted from February 7 to 15, 2025. The results of the validity study showed that the Digital Scrapbook obtained an excellent average score: 92% from media experts (very valid), 76% from linguists (valid), and 98.46% from material experts (very valid). Positive responses from teachers reached 92.85% (very practical), while students reached 95.54% (very practical). The level of effectiveness was obtained through the pretest-posttest, with an N-Gain Score value of $0.6246 < 0.7$ (Quite effective) These findings indicate that the Digital Scrapbook learning media is feasible, practical and effective enough to be used in IPAS learning. As a follow-up. Digital Scrapbook will be applied in IPAS learning and teachers will be directed to maximize its utilization. Further research is recommended in other schools to increase the level of effectiveness of the media.

Keywords: Learning Media, Natural and Social Science, Scrapbook Digital

Abstrak

Penelitian ini bertujuan menghasilkan media pembelajaran Scrapbook Digital dan mengevaluasi Validitas, Kepraktisan serta keefektifan dalam pembelajaran IPAS kelas V di SDN 159 Palembang. Menggunakan model pengembangan ADDIE oleh Dick and Carey, penelitian ini melibatkan tahap Analysis, design, development, implementation, and evaluation. Dengan subjek uji coba berupa satu guru dan 25 peserta didik. Instrumen yang digunakan mencakup lembar validasi untuk ahli materi, media dan bahasa, serta lembar kpraktisan untuk guru dan siswa. Dengan keefektifan yang diukur melalui Tes formatif. Penelitian ini dilaksanakan dari 7 hingga 15 februari 2025. Hasil penelitian validitas menunjukkan bahwa Scrapbook Digital memperoleh rata-rata score yang sangat baik: 92% dari ahli media (sangat valid), 76% dari ahli bahasa (valid), dan 98,46% dari ahli materi (sangat valid). Respon positif dari guru mencapai 92,85% (sangat praktis), sementara peserta didik mencapai 95,54% (sangat praktis). Tingkat keefektifan diperoleh melalui pretest-posttest, dengan nilai N-Gain Score sebesar $0,6246 < 0,7$ (Cukup efektif) Temuan ini mengindikasikan bahwa media pembelajaran Scrapbook Digital tersebut layak, praktis dan cukup efektif untuk digunakan dalam pembelajaran IPAS. Sebagai tindak lanjut. Scrapbook Digital akan diterapkan dalam pembelajaran IPAS dan guru akan diarahkan agar dapat memaksimalkan pemanfaatannya. Penelitian lanjutan disarankan di sekolah lain untuk menambah tingkat keefektifan media dalam konteks berbeda serta mengembangkan fitur dan konten tambahan menarik lainnya demi meningkatkan hasil belajar siswa.

Kata Kunci: IPAS, Media Pembelajaran, Scrapbook Digital

INTRODUCTION

Education is something that is agreed to be the main thing in a any nation (Kurniawati & Auliah., 2022). Education in the Republic of Indonesia Law Indonesian Law Number 20 of 2003 (Disdiknas Law) concerning the National Education System, Article 1 Article 1 states that education is a conscious and planned effort to creating a learning atmosphere and learning process. This means that education is an effort planned and carried out consciously for the sake of an efficient learning process. An efficient learning process definitely requires an important component called with the curriculum.

The curriculum is the most important component in the world of education. is the heart of education which must be evaluated innovatively, dynamically and periodically according to the needs and characteristics of students (Cholilah et al., 2023). Curriculum Merdeka is a curriculum that is implemented by developing a child's profile or students so that they have a soul and values that are in accordance with the contents of the 5 principles of Pancasila and basic and can provide provisions in life (Wulandari et al., 2022). Scope of dimensions which is stated in the Independent Curriculum, including having faith and being pious towards Almighty God, noble character, global diversity, mutual cooperation, independent, creative, and critical thinking (Ketaren et al., 2022). Teachers are teaching staff who participate in active in direct interactions that occur with students in the classroom. This is certainly in accordance with the role of a teacher, namely as a facilitator and information center (Atin Sri Handayani et al., 2023).

Media is a means of transferring or conveying messages. A medium is called educational media when the medium transfers messages (Hasan et al., 2021). Learning media is media that conveys messages or information that contains the purpose or objective of learning. Learning media is very important for help students acquire new concepts, skills and competencies (Hasan et al., 2021). Classification of learning media according to its nature, namely; (1) Audio media, this media in the form of non-print media or delivery media used for conveying messages from educators to students. Used in this way listen directly to students. (2) Visual media is a tool that only relies on visual sensations. This type of visual learning media displays material with using projections or projectors. (3) Audiovisual media, this type of media is a type of media which can produce sound and can be viewed like a learning video (Saleh et al, 2023).

In today's modern era, technology plays a very important role and has an important influence. in human life. There are still many people who don't understand how to use it a technology, one of which is teachers. Therefore, we need to develop our ability to use

technology. A teacher must be able to create good atmosphere in the classroom when teaching by doing various ways to can deliver the material. There are many ways a teacher can do this In increasing students' interest in learning, one way is by using media learning as interesting as possible. The use of learning media can help increasing students' interest in learning, one of the uses of technology is, Technology can be used to assist the learning process in the classroom. There are still many teachers who carry out the learning process only by using a book, even though there are many other ways to carry out the learning process students. A teacher must be able to develop his/her learning process to improve students' thinking. One way is by using media learning (Sari et al., 2024)

The development of learning media can be used as an alternative method for increase student interest in the learning process. Development of media that involving interactivity between students, materials, and teachers is expected to be able to increase success in the learning process (Fitri Yanti et al., 2023). The main function of learning media is to create conditions for students to capture knowledge accurately and in depth, developing cognitive capacity and shaping students' personalities (Sahib et al., 2023)

Era 4.0 changes views on the role of teachers in the 21st century, mental readiness educators to change the role of teachers who originally taught with a one-size-fits all become able to transform students into independent learners throughout their lives. life. In this case, the teacher must be a mentor, facilitator and coach in active learning in digitalization (Atin Sri Handayani et al., 2023).

At the elementary school level, teachers should choose learning media that can attract the attention of students, such as films and colored pictures. This can provide changes in students' attitudes which tend to be passive, afraid, nervous, embarrassed and lack self-confidence be active, enthusiastic, and happy in participating in learning. audiovisual media adds an interesting impression to learning (Fatmawati, Wahyu Sukartiningsih, 2021). This This means that there are still many inhibiting factors in the implementation of science learning. so that the implementation of science learning does not take place effectively. In line with with this, research will also be conducted at SDN 159 Palembang.

Based on the researcher's observations, in the science learning process in class V of SDN 159 Palembang, it was found that teachers were already using audio-visual learning media in the form of a video. However, the video shown only presents the material in detail, not yet There is development of this media which includes games, problem solving and puzzles. The students'

learning responses to the media used were quite good. proven by the enthusiasm of students waiting for the teacher to invite them to use the media (Author's Observation, 2025). Along with the observation, the researcher also conducted interview with a teacher at SDN 159 Palembang.

Based on the results of an interview conducted by the researcher with a teacher (Mrs. I) at SDN 159 Palembang in September 2024, that during the science learning, participants students have sufficiently understood the learning concepts presented, but the media The learning that is applied takes the form of various media with limited material. In the implementation of digital learning media , teachers have applied learning media. video-based. This is what triggers students' enthusiasm for learning with learning outcomes which has improved quite a bit. However, teacher motivation and skills are still needed. teachers in using more creative and innovative learning media for improve student learning outcomes (Interview with resource person, 2025).

Scrapbooking is a technique for decorating and designing photos with using leftover materials. Scrapbook comes from the English word scrap, meaning leftovers, while book itself means a book. So scrapbook is a medium in the form of image stickers applied to paper(Narutama, 2022). Sedangkan Scrapbook Digital adalah media kreatif berbasis teknologi yang memungkinkan pengguna merancang dan mengatur koleksi visual dan tulisan secara online. Beragam tema dapat dituangkan dalam bentuk foto, ilustrasi, kutipan, dan catatan, menjadikannya cara modern untuk menyimpan dan berbagi kenangan atau ide secara praktis (Yanti et al., 2024).

In the development process, it was found that the digital Scrapbook teaching material on the material The transitive and intransitive sentences developed are proven to be very valid for used by grade IV students for elementary school/equivalent MI level (Tanjung & Maisarah, 2024). This study recommends that teachers use Scrapbook teaching materials. digital and also suggested developing it. This is in line with the facts on the ground encountered.

From the facts on the ground, it can be concluded that the use of media digital-based learning in the form of learning videos has been used, but not yet there is innovation in the use of digital-based learning media used in activities learning in class V of SDN 159 Palembang. Through learning outcomes, it can be assessed to what extent effectiveness and quality of education implemented (Asda, 2022).

In order to overcome the above problems, researchers carried out development Audio-Visual learning media digital scrapbook. This development is expected to be able to make it easier for students to understand science and science learning maximum and can motivate teachers to be more creative in developing media learning on science material at SDN 159 Palembang.

RESEARCH METHODOLOGY

The type of research used is research and development. Development. The development model used is ADDIE (Analysis, Design, Development, implementation and evaluation) (Hidayat & Nizar, 2021). The data in this study were obtained through expert validation questionnaires (media experts, language experts, and material experts), student response questionnaires and teacher response questionnaire, pretest and posttest formative test results of students on media products Digital Scrapbook learning that has been developed. Trial of media products The learning that has been developed was carried out on class V students at SDN 159 Palembang, consisting of 25 students and 1 homeroom teacher of grade V SDN 159 Palembang. Engineering data analysis was carried out by referring to standard criteria of validity, practicality and effectiveness of learning media. The validation score for learning media The digital scrapbook that has been developed is analyzed using the formula:

$$\text{Presentase Validation (\%)} = \frac{\text{Score Obtained}}{\text{Score Max}} \times 100\%$$

The criteria for assessing the validity of the developed learning media products are described. in the following table:

Table 1
Digital Scrapbook Validity Percentage

No	Percentage	Criteria
1	86-100%	Very Valid
2	71-85%	Valid
3	56-70%	Quite Valid
4	41-55%	Invalid
5	25-40%	Totally Invalid

Source: Personal Document

Criteria for assessing the practicality of the developed learning media products described in the following table:

Table 2
Presentation of Practical Results of Digital Scrapbooking

No	Percentage	Criteria
1	86-100%	Very Practical
2	71-85%	Practical
3	56-70%	Quite Practical
4	41-55%	Impractical
5	25-40%	Totally Impractical

Source: Personal Document

Meanwhile, the criteria for assessing the effectiveness of learning media products are developed and described using the N-Gain Test with the following formulation:

$$N - gain (g) = \frac{score\ postes - score\ prestes}{score\ ideal - score\ prestes}$$

Table 3
N-Gain Score Distribution Category

N Value - Gain	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g \leq 0,3$	Low

Sumber: Dokumen Pribadi

Table 4
N-Gain Score Effectiveness Interpretation Category

Percentage (&)	Categpry
< 40	Tidak Efektif
40-55	Kurang Efektif
56-75	Cukup Efektif
> 76	Efektif

Sumber: Dokumen Pribadi

HASIL DAN PEMBAHASAN

The results of the study show that at SDN 159 Palembang at the Analysis stage (Analysis) Teachers and students have not used the Digital Scrapbook learning media on science and science material. Instead, they use digital-based learning media in the form of science learning videos from the YouTube application and printed school books. at the time implementation of science learning takes place, students watch learning videos IPAS carefully but the video presented is only a presentation of material that is not educational in nature. interactively so

that the students' learning outcomes are indicated as normal. This creates the potential to improve student learning outcomes by utilizing renewable digital-based learning media. The results of this study revealed that students are more interested in technology-based learning that contains images, animations, game elements, and learning videos. After observation and interviews, researchers distributed questionnaires to teachers and students to evaluate the practicality of the Digital Scrapbook Learning Media developed with The aim is to help students identify and understand the concepts of science material in Chapter IV Topic Earth as a Space for Life.

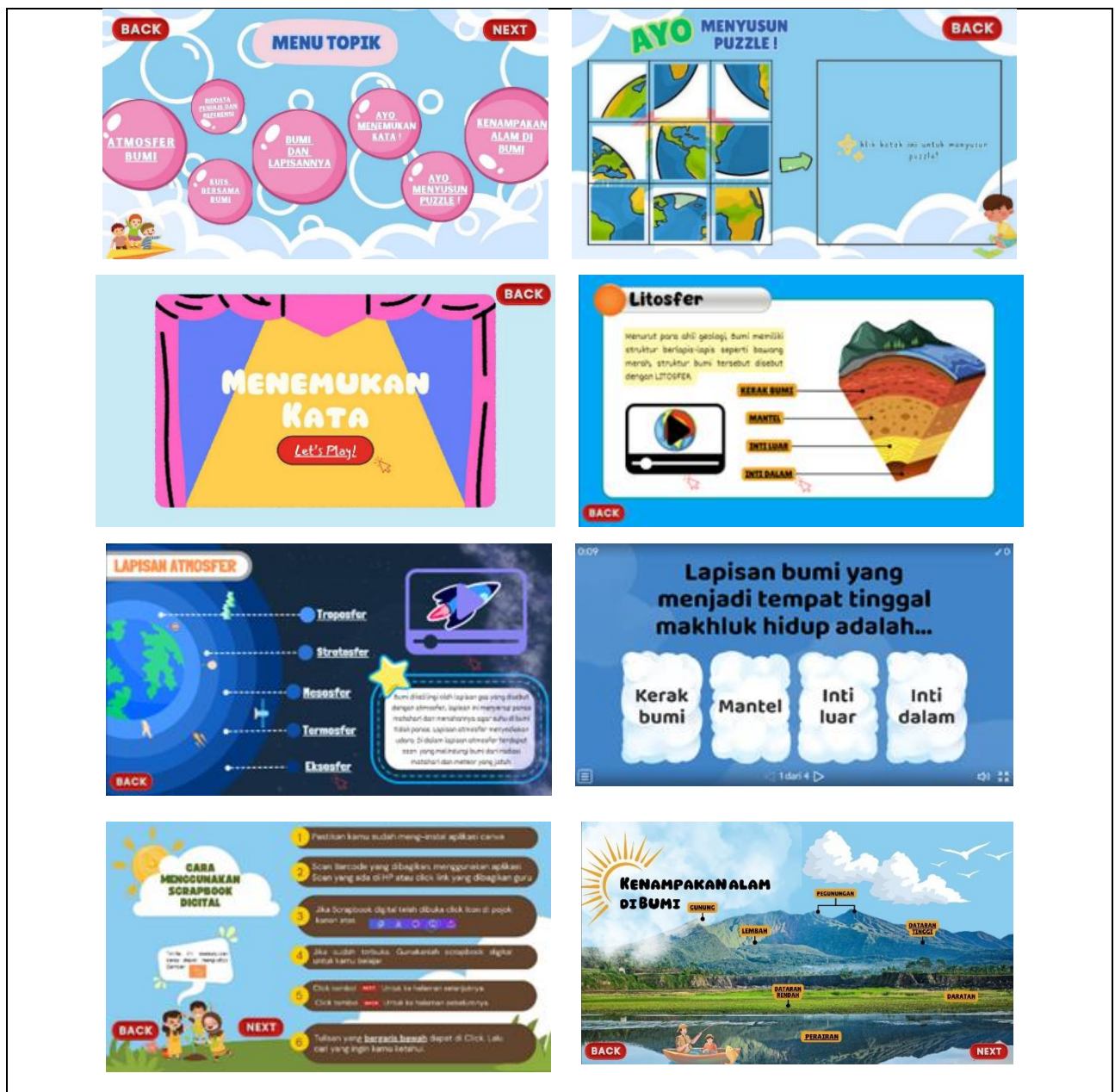
Development of Digital Scrapbook media in Class V Science learning using ADDIE Model research design consisting of analysis, design, development, implementation, and evaluation. This model is created systematically and refers to theoretical basis of learning design, so that its preparation is carried out in a programmed manner like a systematic sequence of activities as an effort to solve learning problems that are related with which learning resources best suit your needs and characteristics learning (Anggraeni et al., 2021).

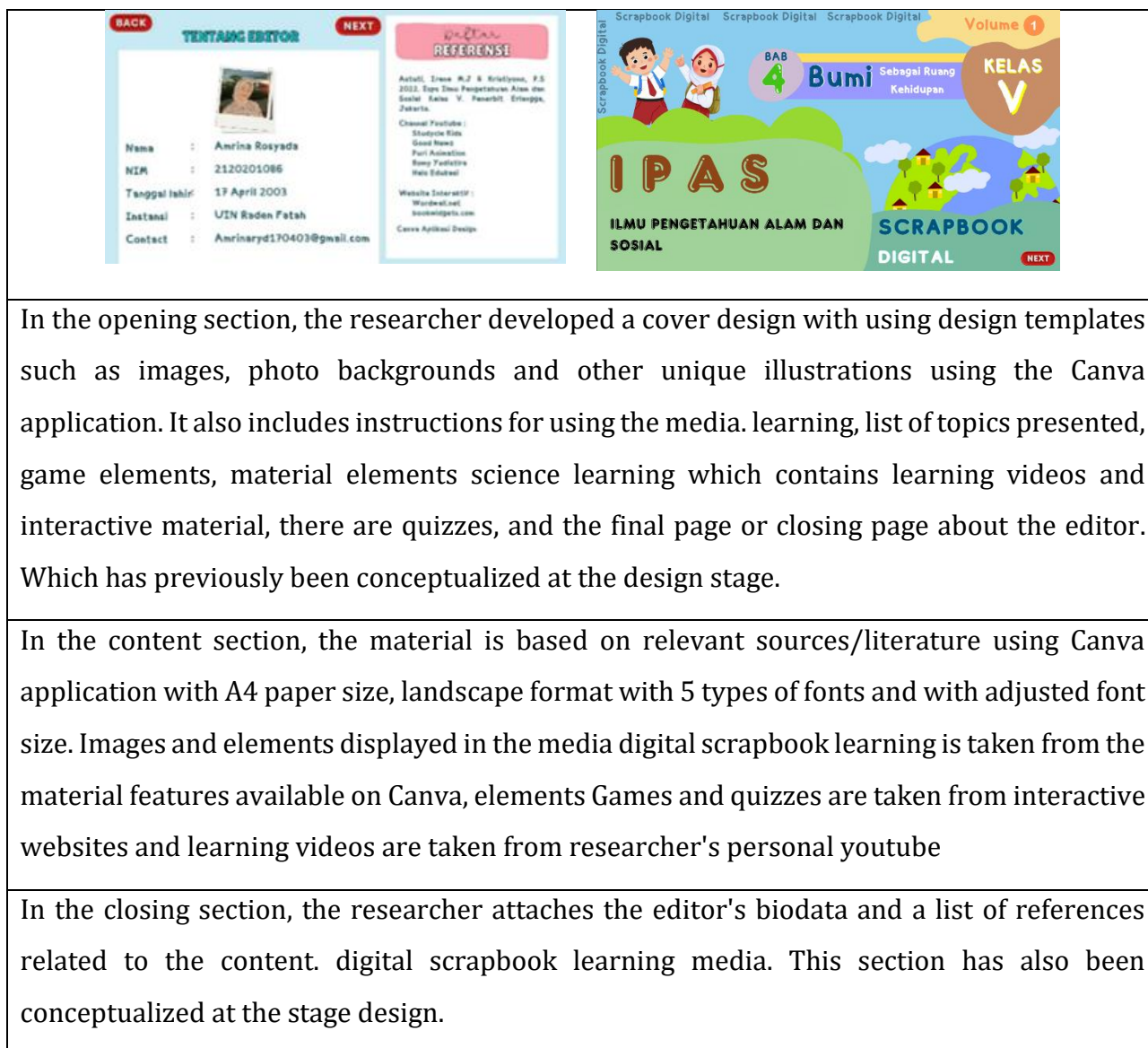
At the analysis stage, problem identification is carried out, and then the problem is selected. which one will be researched and also determine what kind of solution is appropriate, so that the stage The analysis will produce learning objectives that are useful as material when entering the design stage (Fadhila et al., 2022).

The design stage is used to design the product form (self-assessment instrument) in accordance with the results of the analysis in the previous stage (Firda & Nurhadi, 2023). In the next stage design, researchers have made an initial product (prototype) or product design. In the context of developing teaching materials, this stage is carried out to create modules or teaching books. in accordance with the content framework resulting from the curriculum and material analysis. In the context of development learning model, this stage is filled with activities to prepare the conceptual framework of the model and learning tools (materials, media, evaluation tools) and simulate the use of models and learning tools in a small scope. In the Design stage (Design) researchers compiled Digital Scrapbook Learning Media with considering Learning Achievements, Learning Objectives of students in accordance with Assessment and Flow of Learning Objectives to be achieved. Design and The use of digital scrapbook learning media using the Canva application. Assessment The feasibility of learning media is compiled based on the feasibility questionnaire for validators, questionnaire practicality for teachers and students as well as formative pre-test and post-test test items

which will be completed by students as an achievement of the effectiveness of the learning media. developed. The final result is an attractive and attractive Digital Scrapbook Learning Media. in accordance with the school curriculum. The appeal of this Digital Scrapbook learning media lies in on its ease of use, interactive button elements, and presentation of games and quizzes interesting ones, as well as learning videos. This Digital Scrapbook Learning Media works educational games that can be used virtually, offering interactivity fun to overcome students' boredom and is guaranteed to increase student learning outcomes.

Table 5
Digital Scrapbook Learning Media Design Assisted by Canva





At the development stage there are two important objectives, namely producing products and selecting the best product. At this stage, the design from the previous stage is realized into a media form that is ready to be implemented (Rachma et al., 2023). The three stages Development (Development), namely the stage of creating a product that is conceptualized at the stage design. Starting with putting together the learning media framework consisting of the cover, instructions for use, learning topic menu, up to the closing using Canva application. The opening section of the digital scrapbook learning media is adapted to Class V Science material Chapter 4 Earth as a living space. Media topic menu section digital scrapbook learning consists of three sub-topics, Topic A; Earth and its layers, Topic B; Earth's atmosphere and Topic C; Natural features in Indonesia, explanation of the sub-topics accompanied by with images, relevant explanations, videos, quizzes, and other interesting elements.

Once you have finished making the digital scrapbook learning media, then continue on to validation stage and assessment of the feasibility and validity of digital scrapbook learning media so that it can be applied to teachers and students to find out how practical it is and effectiveness of the products that have been developed by researchers, this assessment is carried out to obtain suggestions and comments from expert media validators, language experts and material experts regarding the media digital scrapbook learning developed, due to comments and suggestions from validators presented as a reference in its improvement.

Table 6
Validation Results of Digital Scrapbook Learning Media Products

Aspek Validasi	Presentase skor	Kategori
Media	92%	Very Valid
Language	76%	Valid
Content	98,4%	Very Valid

Sumber: Dokumen Pribadi

Media experts believe that digital scrapbook learning media products are... has been developed well enough, meaning the product can be used in activities science learning in the classroom. Material experts believe that learning media products The digital scrapbook developed is good and meets the content requirements. Experts language assumes that the teaching material products developed are sufficiently appropriate to EYD spelling provisions but there are some spellings and punctuation marks that need to be corrected. Responding to comments and suggestions from language experts, researchers made improvements. presented in the following image:

Table 7
Results Before and After Language Revision

Before Revision	After Revision
	
In the instructions for use section, hyphenate the word install.	Already hyphenated the word Instal
Before Revision	After Revision
	

In the puzzle game section, punctuation marks after the sentence	Have changed the punctuation after the sentence in the puzzle game section
Before Revision	After Revision
	
In the content section, there are no capital letters after the comma.	Have removed capital letters after commas
Before Revision	After Revision
	
In the word finding game , change the writing to make it clearer.	Already using a clearer form of writing in the word finding game.

Source: Personal Document

After the product is valid and suitable for use in the field, the next step is The product was implemented for teachers and fifth grade students at SDN 159 Palembang. This stage was conducted directly with 25 students and one teacher. With 2x Meetings are held according to the class schedule. The product is implemented from the beginning. until the end. The product implementation process will look like the following image:



Figure 1 Implementation of Digital Scrapbook Learning Media

Source: Personal Document

The results of the product implementation and trials are then subjected to an evaluation stage. see successes and possible improvements.

Table 8
Product Trial Result Score

Test Subjects	Average Percentage score	Category
Teacher	92,8%	Very Practical
All students	95,5%	Very Practical

Source: Personal Document

Based on the trial results, it was found that the learning media for learning scrapbooks that are developed practically for use in science learning activities. Then, to see the effectiveness of the learning media, a formative test was implemented for students before and after implementing digital scrapbook learning media on the participants' learning outcomes. The test conducted was a formative test consisting of 20 questions. multiple choice that is tailored to the content of the digital scrapbook learning media developed, so that the average pretest for students was 52% with an average post student test of 81.2%, this indicates that the learning media The digital scrapbook developed has been proven to improve student learning outcomes. In line with this, researchers also determine the level of media effectiveness by using the N-Gain Test, the N-Gain test is formulated using the SPSS application, the results will be looks like this:

Table 9
Tabel N-Gain Score
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	25	.50	1.00	.6246	.11319
Ngain_Persen	25	50.00	100.00	62.4646	11.31890
Valid N (listwise)	25				

Source: Personal Document

From the table above, the N-gain score is 0.6246 $\ddot{y}$ 0.7, which is included in medium category. Meanwhile, for the N-gain score percentage, the average value obtained was 62.4646 is included in the fairly effective category. So it can be concluded that the media digital scrapbook learning on science material is quite effective for improving learning outcomes of students at State Elementary School 159 Palembang.

Learning outcomes are the level of assignments achieved by students in following the course. learning that is in accordance with the established educational objectives. Learning outcomes can be seen through changes in student behavior and the grades obtained by students. Students' understanding of the content of the material taught is a result of cognitive learning. that is, one of the learning objectives that is achieved, learning outcomes are the

results of the achievement that obtained by students in learning activities in accordance with the reference criteria for objectives established learning. One indicator of good learning outcomes is where participants Students are able to understand the content of the material taught by the teacher (Wati, 2021).

Based on the trial results of the digital scrapbook learning media product, suggestions or The solution taken by the researcher here is to use learning media that interactive nature, students will be more enthusiastic about learning, learning materials will be feels more meaningful because it directly involves 25 students accessing products, students with limited facilities are given solutions to access independent learning media at home together with parents through leaflets barcodes that researchers share directly during product implementation in the class. So that through the development of digital scrapbook learning media that developed by researchers can improve student learning outcomes.

CONCLUSION

Based on the results of research and development, it can be concluded that the media Digital Scrapbook-based learning developed through the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is proven to be valid, practical, and effective for science learning. Validation results by media experts (92%), material experts (98%), and language experts (76%) indicates that this media is very suitable for use. Practicality test on participants Class V students at SDN 159 Palembang obtained an average score of 95%, indicating that This media is easy to apply in learning. In addition, the effectiveness of the media has been proven. through a significant increase in learning outcomes with an N-Gain value of 0.67, indicating the existence of increasing students' understanding. Thus, Digital Scrapbook can recommended as an innovative learning medium that supports improvement the quality of science learning at the elementary school level.

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