



Development of a Contextual Digital Scrapbook Based on Mindful Learning in IPAS Learning for Fifth Grade Elementary School

Delfianti Putri Darma Wijaya¹, Murjainah², Sunedi³

^{1,2,3}Universitas PGRI Palembang, Indonesia

Correspondence E-mail : delfiantiputridarmawijaya@gmail.com

ABSTRACT	ARTICLE INFO
<i>This study aimed to develop a Contextual Digital Scrapbook based on Mindful Learning for IPAS learning on the topic "My Indonesia, Rich in Natural Resources" for fifth-grade elementary school students. The study employed a Research and Development (R&D) method, consisting of needs analysis, design, development, and implementation. The research was conducted at SD Negeri 118 Palembang. Data were collected through walkthroughs, questionnaires, learning outcome tests, interviews, observations, and documentation. The validity was assessed by material, media, and language experts, while practicality was evaluated through teacher responses, one-to-one trials, and small-group trials. Effectiveness was measured through students' learning outcomes. The results showed that the media was valid to very valid, with scores of 80% from the material expert, 97% from the media expert, and 89% from the language expert. Practicality reached 90% from teachers, 93% in the one-to-one trial, and 88% in the small-group trial. Effectiveness reached 96.55% classical mastery, with an average score of 86.90. Thus, the developed media is suitable for IPAS learning..</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 05 Jul 2026 First Revised 01 Sep 2026 Accepted 04 Sep 2026 First Available online 7 Oct 2026 Publication Date 01 Nov 2026 Keyword: Contextual Digital Scrapbook; IPAS; Mindful Learning

1. INTRODUCTION

The development of technology has brought changes to the field of education, particularly through the use of digital learning media. Learning media plays an important role in helping teachers deliver learning materials effectively and engagingly, thereby supporting students' motivation and involvement in learning (Fadilah et al., 2023). One form of digital learning media that can be utilized is a digital scrapbook, which integrates various multimedia elements, such as text, images, audio, and video, into an attractive learning medium. Previous research has shown that digital scrapbook media can be developed as an engaging learning medium for elementary school students (Amanda & Yarshal, 2023). Digital scrapbook based on a contextual approach has also been developed to support learning by connecting learning materials with students' contexts (Noer et al., 2022). Science and Social Studies (IPAS) is a subject that integrates the concepts of science and social studies to help students understand both the natural and social environment around them (Safitri et al., 2024). IPAS learning not only focuses on mastering concepts but also encourages students to connect the material with real-life experiences, making learning more meaningful. Therefore, learning media that can present material in a contextual, engaging way and suited to the characteristics of elementary school students are needed.

Science and Social Studies (IPAS) is a subject that integrates science and social studies concepts to help students understand the natural and social environment around them (Safitri et al., 2024). Therefore, IPAS learning requires learning experiences that allow students to connect materials with their surrounding environment and everyday life. However, based on observations and interviews at SD Negeri 118 Palembang, IPAS learning was still largely focused on textbooks and verbal explanations, resulting in limited student involvement. Although the school has supporting facilities such as Chromebooks and projectors, these facilities had not been optimally utilized as innovative digital learning media. This condition indicates a gap between the availability of digital facilities and their utilization to support meaningful and engaging IPAS learning. Besides engaging media, learning also requires an approach that can connect the material to students' real-life experiences. The Contextual Teaching and Learning (CTL) approach can help students understand concepts through everyday life contexts, while Mindful Learning emphasizes awareness, focus, and active involvement in learning (Rahmadani et al., 2022). The combination of both is expected to create more meaningful learning and encourage students to actively participate in the learning process.

In addition to engaging learning media, an appropriate learning approach is needed to connect learning materials with students' real-life experiences. The Contextual Teaching and Learning approach connects learning materials with students' everyday contexts, while Mindful Learning emphasizes awareness, concentration, and active involvement in the learning process (Rahmadani et al., 2022). The integration of these approaches is expected to create more meaningful learning experiences. Previous research has demonstrated the potential of scrapbook media in elementary education, including digital scrapbook based on local wisdom (Septia, 2022). However, the development of a Contextual Digital Scrapbook integrated with Mindful Learning for IPAS learning in fifth-grade elementary school remains limited. This gap provides an opportunity to develop digital learning media that combines contextual content with the principles of Mindful Learning.

Therefore, this study aims to develop a Contextual Digital Scrapbook based on Mindful Learning for fifth-grade IPAS learning that is valid, practical, and effective. The research questions are: (1) How valid is the developed Contextual Digital Scrapbook? (2) How practical is the developed media? and (3) How effective is the developed media in supporting students'

learning outcomes?

2. RESEARCH METHODOLOGY

This study uses the Research and Development (R&D) method with the Hannafin and Peck development model, which consists of three stages: needs analysis, design, and development as well as implementation. The research was conducted at SD Negeri 118 Palembang with subjects for practicality and effectiveness trials. The practicality trials involved 3 students at the one-on-one stage, 10 students in small group stages, and the effectiveness test involved the whole class, which is 29 students. The product developed is a Contextual Digital Scrapbook based on Mindful Learning with the topic 'My Indonesia, Rich in Natural Resources' for fifth-grade elementary school students. In the needs analysis stage, the researcher conducted observations and interviews to identify problems in IPAS learning. The design stage was carried out by creating a storyboard and designing media using the Canva app and the Heyzine Flipbook platform. Next, the development and implementation stages included self-evaluation, expert validation by content, media, and language specialists (expert review), teacher assessment, one-to-one trials, small group trials, and implementation to measure the effectiveness of the media developed.

The data collection techniques used include walkthroughs, questionnaires, tests, and documentation. Validity data were obtained from assessments by material experts, media experts, and language experts. Practicality data were gathered through teacher questionnaires, one-to-one trials, and small group trials. Meanwhile, effectiveness data were obtained through tests of students' learning outcomes. The data were analyzed descriptively in a quantitative manner using percentages to determine the level of validity, practicality, and effectiveness of the media developed.

The data analysis technique used in this study is the Likert scale. The score interpretation criteria can be seen in the following table.

Table 1. Likert Scale

Score Interval	Valid	Practical	Effective
80% – 100%	Very Valid	Very Practical	Very Effective
60% – 80%	Valid	Practical	Effective
40% – 60%	Quite Valid	Quite Practical	Quite Effective
20% – 40%	Less Valid	Less Practical	Less Effective
0% – 20%	Not Valid	Not Practical	Not Effective

The research data was analyzed using percentage formulas to obtain the level of validity, practicality, and effectiveness of the media. The formulas used are as follows:

1. Validity Analysis

Validity analysis is used to determine how suitable the media is based on assessments from content experts, media experts, and language experts. The percentage obtained shows how much the media has met the aspects of content, appearance, and language.

$$P = \frac{\sum x}{\sum 1}$$

2. Practicality Analysis

Practicality analysis is used to find out how easy it is to use the media in the learning process. Practicality data is obtained through user response questionnaires, so the level of feasibility and ease of use of the developed media can be determined.

$$\text{Practicality Level} = \frac{\text{Total score obtained}}{\text{Total possible score}} \times 100\%$$

3. Effectiveness Analysis

The effectiveness of the media is measured through students' learning test results to determine the potential effect of the media on achieving learning objectives. The higher the percentage of learning outcomes achieved, the higher the level of effectiveness of the media developed.

$$P = \frac{F}{N} \times 100\%$$

3. RESULT AND DISCUSSION

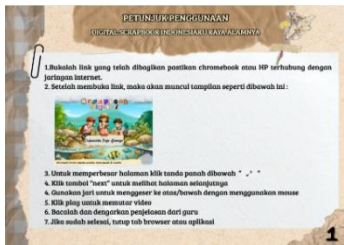
3.1 Result

This study aims to produce a product in the form of a Contextual Digital Scrapbook based on Mindful Learning for the subject 'My Indonesia is Rich in Natural Resources' for fifth-grade elementary school students. The media development is carried out using the Hannafin and Peck model, which includes the stages of needs analysis, design, and development and implementation (Risal, Hakim & Abdullah, 2022, p. 5).

The first stage is identifying the problems and learning needs in fifth grade regarding the topic 'Indonesia, Rich in Natural Resources' to determine whether the media to be developed fits the characteristics of the students.

Next is the design stage, which involves creating a Contextual Digital Scrapbook based on Mindful Learning, including preparing the material, choosing the layout, and planning learning activities to be included in the media. The initial media design created in the design stage is then presented in a draft prototype as a reference for product development. The draft prototype of the media can be seen in Table 2.

Table 2. Draft Prototype of the Mindful Learning-Based Contextual Digital Scrapbook Media

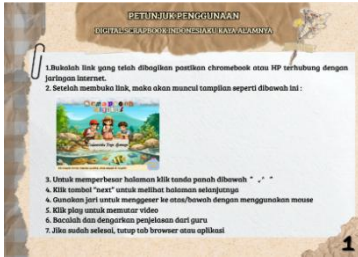
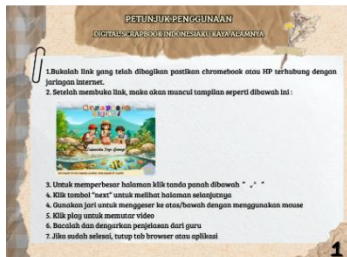
No	Display	Picture	Description
1	Cover		Contains visual illustration displays relevant to IPAS learning, aimed at 5th grade elementary students.
2	How to Use		A brief explanation page on how to use the digital Scrapbook, including how to click menus, switch pages, and use interactive features.

3 Content		Contains the main content in the form of IPAS material explanations packaged as images, text, illustrations, contextual stories, and Mindful Learning activities.
4 Learning Video		A page that shows explanatory videos about topics related to IPAS phenomena, aimed at helping students understand the material.
5 Quiz		Provides a short multiple-choice interactive quiz to measure students' understanding after learning the material, complete with feedback.
6 References		Displaying a list of references used in compiling the material and developing the media.

The final stage is development and implementation. In the development stage, the media is created according to the design that has been made, then a self-evaluation is carried out to identify and fix any shortcomings in the product before the validation process. After improvements are made, the media is validated by material experts, media experts, and language experts, and revised according to the suggestions given. Next, in the implementation stage, the product is tested to determine its validity, practicality, and effectiveness.

Before being validated by experts, the media first goes through a self-evaluation stage. At this stage, the researcher makes improvements based on the supervisor's suggestions. The results of the self-evaluation improvements are presented in Table 3.

Table 3. Self Evaluation Improvement

No	Appearance before being fixed	Look after being fixed
		
	Completing the user guide for digital contextual media Scrapbook	



Adding sound to the explanation of the material on the understanding of Natural Resources

Based on the self-evaluation results, the media has been improved and is now more ready to enter the validation stage by experts.

The next step, expert review, is carried out to determine the validity level of the Contextual Digital Scrapbook media based on Mindful Learning. The validation involves three validators: a content expert, a media expert, and a language expert.

In terms of content, expert validators assessed the material's alignment with the learning outcomes for 5th grade elementary science, the accuracy of the concepts, and how the material connects with the Contextual Teaching and Learning approach. The assessment results showed that the material in the media is already in line with the learning objectives and is considered valid, but there are still some suggestions for improvement regarding clarity of explanations and refinement of material presentation.

Table 4. Improvements Based on Material Expert Suggestions

No	Appearance before being fixed	Look after being fixed
1		
	Correction of learning objectives (Validator 1)	Already fixed according to the suggestions

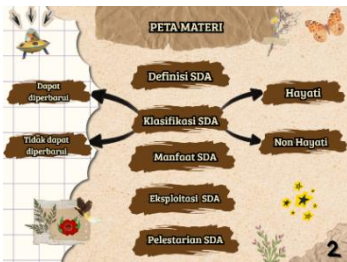
After revisions were made based on the material expert's suggestions, the media became more aligned with the learning objectives and more focused in presenting the content. Then, for the media aspect, the evaluation focused on design appearance, visual appeal, navigation, and completeness of features in the digital scrapbook. The validation results showed that the media fell into the very valid category. The validator provided some feedback regarding improving the appearance, adding audio features, and enhancing interactive elements to make the media more engaging and easier for students to use.

Table 5. Display of Improvements According to Media Expert Suggestions

No	Appearance before being fixed	Look after being fixed
1	 Adding the app name in making a digital scrapbook (Validator 2)	 Already fixed according to the suggestions

After the improvements were made, the media appearance became more informative, engaging, and aligned with the needs of elementary school students. In terms of language, the assessment focused on clarity, readability, and the suitability of language use with the characteristics of elementary students. The validation results showed that the language used in the media is very good and communicative, so it falls into the 'very valid' category. Some minor adjustments were made to simplify terms and make them easier for students to understand.

Table 6. Display of Corrections According to Language Expert Suggestions

No	Appearance before being fixed	Look after being fixed
1	 Correct the abbreviated sentence (Validator 3)	 Already fixed according to the suggestion

After revisions were made, the language used in the media became more communicative, simple, and suitable for the students' level of understanding. Based on the validation results of these three aspects, the Contextual Digital Scrapbook media based on Mindful Learning is considered appropriate for use in learning after revisions were made according to the suggestions from the validators. A summary of the expert validation results is presented in Table 7.

Table 7. Expert Validation Results

Validator	Assessment Aspect	Percentage	Overall Percentage	Criteria
Material Expert	Material	80%	80%	Valid
	Content	80%		
	Learning	80%		
Media Expert	Appearance	100%	97%	Very Valid
	Language	90%		
	Technical Quality	100%		
Language Expert	Language Use	80%	89%	Very Valid
	Language Accuracy	93%		
	Readability and Communicativeness	100%		

Based on Table 7, the validation results show that all assessment aspects fall into the valid to very valid category, so the media developed meets the feasibility criteria in terms of content, media, and language, and is considered suitable for use in learning after revisions are made according to the validator's suggestions.

The validation results show that the Contextual Digital Scrapbook based on Mindful Learning obtained valid to very valid results from all three experts. The material expert gave an overall score of 80%, categorized as valid. The assessment consisted of three aspects: material, content, and learning, each of which obtained 80%. These results indicate that the learning material was considered appropriate in terms of its alignment with the learning objectives, presentation, completeness, sequence, and ease of understanding, as well as its suitability for fifth-grade students. The material expert also suggested revising the learning objectives to make them more consistent with the learning outcomes. The revision was subsequently implemented.

The media expert validation obtained the highest overall percentage of 97%, categorized as very valid. Three aspects were assessed, namely appearance (100%), language (90%), and technical quality (100%). The appearance aspect included the attractiveness and clarity of images and videos, while the language aspect included the readability of text and the suitability of the type and size of elements. The technical quality aspect assessed the layout and size of the digital scrapbook. These results indicate that the media had an appropriate visual design and technical quality for learning. Based on the expert's suggestion, the name of the application used to create the digital scrapbook was added to the media.

The language expert validation obtained an overall percentage of 89%, categorized as very valid. The assessment covered language use (80%), language accuracy (93%), and readability and communicativeness (100%). These results indicate that the language used in the media was generally appropriate, accurate, readable, and communicative for elementary school students. The language expert suggested revising several abbreviated sentences to improve clarity and readability. The revision was then implemented in the media.

Then, the practicality of the Mindful Learning-based Contextual Digital Scrapbook media was obtained through teacher assessments and student trials during the one-to-one and small group stages. The assessment was conducted to find out the ease of use, attractiveness of the display, and suitability of the media in supporting the learning process. The Mindful Learning-based Contextual Digital Scrapbook media received feedback from teachers as learning

practitioners. This feedback concerned improvements to the learning evaluation section, specifically the quiz feature, which was originally based on Canva and then revised to be based on Google Forms so it would be easier to access, more practical for assessment, and help teachers be more efficient in evaluating student learning outcomes. The results of the practicality assessment by teachers and student trials are presented in Table 8.

Table 8. Practitioner/Teacher Improvement Display

No	Appearance before being fixed	Look after being fixed
1	 Canva-based quiz	 Google Form-based quiz

Based on those results, the improvements in the quiz section increased the practicality aspect of the media in terms of ease of use and efficiency of learning evaluation. Next, the results of the media practicality assessment by teachers and student trials are presented in Table 9.

Table 9. Media Practicality Results

Practitioner	Percentage	Criteria
Teacher	90%	Very Practical
One to One	93%	Very Practical
Small Group	88%	Very Practical

Based on Table 9, all results of practicality assessments, from both teachers and student trials in the one-to-one and small group stages, fall into the very practical category. This shows that the media is easy to use, engaging, and helps students understand the learning material. Therefore, the Mindful Learning-based Contextual Digital Scrapbook is considered very practical and suitable for use in fifth-grade science classes.

The final stage is evaluation, which is meant to measure the effectiveness of the Contextual Digital Scrapbook media based on Mindful Learning. The effectiveness of the media is measured through students' learning outcome tests after participating in the lessons to see the potential impact of the media on students' learning achievements. The results of the media's effectiveness are presented in Table 10.

Table 10. Media Effectiveness Results

Indicator	Percentage	Criteria
Student Learning Test Results	96.55%	Very Effective

Based on Table 10, the learning completeness percentage is 96.55%, with 28 out of 29 students scoring above the minimum criteria. These results show that the Mindful Learning-based Contextual Digital Scrapbook is very effective in helping students understand the IPAS material concepts. Therefore, the developed media meets the criteria for being very effective for use in fifth-grade elementary school IPAS lessons.

3.1. Discussion

The Mindful Learning-based Digital Contextual Scrapbook for the 'My Indonesia is Rich in Natural Resources' material for fifth-grade elementary students can be considered valid, practical, and effective after revisions and trials. The media's validity was obtained through validation by content experts, media experts, and language experts.

1. Validity of the Mindful Learning-Based Contextual Digital Scrapbook

At the validity stage, 3 validators who are lecturers from Universitas PGRI Palembang were involved. Based on the validation results with media, material, and language experts, Prototype I was revised according to their suggestions and comments. Next, the validators filled out a validation questionnaire to evaluate the Mindful Learning-based media for science lessons, which had been revised by the researcher beforehand. The researcher then did the calculations and found that it was 80% valid for the material expert, 89% valid for the language expert, and 97% valid for the media expert.

The results are in line with research and development conducted by [Wahyudi, Nurmilawati & Irmayanti, \(2026\)](#), which produced a digital scrapbook on the eye material for 5th-grade elementary school students that was developed and found to be valid. Based on the validation questionnaire results, a media expert score of 94% and a material expert score of 80% were obtained, both categorized as very valid. This shows that the media meets the feasibility criteria and is considered valid.

Next, the research and development carried out by [Salsabila & Kurnianto \(2025\)](#) produced a product, namely a digital Scrapbook, to improve narrative reading comprehension for third-grade elementary school students, which is very valid for use. The validity results in this study reached 87%, with content experts giving a rating of 92% and media experts 82%. Based on the validation results, it can be concluded that the digital Scrapbook media is suitable for use in the learning process.

Further research and development conducted [Anisa, Fuadiah & Murjainah, \(2022\)](#) produced a Scrapbook teaching material on life events for 5th grade elementary students, which was rated as very valid. Validation results showed an evaluation percentage of 94% from media experts and 96% from content experts. Based on these results, it is proven that the developed Scrapbook teaching material is considered feasible and suitable for use in learning.

Based on the research results regarding the level of validity obtained by the researcher when developing the product in the field, relevant assessments were obtained, so it can be concluded that the Mindful Learning-based digital Contextual Scrapbook media in IPAS learning falls into the very valid category and can be used for students at SD Negeri 118 Palembang.

2. Practicality of Mindful Learning-Based Contextual Digital Scrapbook Media in IPAS Learning

The Mindful Learning-based Contextual Digital Scrapbook media in IPAS learning, which has been validated, was tried out one-on-one and received an average score of 93%, categorized as very practical. Then, a small group trial was conducted, which received an average score of 88%, also categorized as very practical. Furthermore, a teacher questionnaire gave it a rating of 90%, in the very practical category. Therefore, it can be concluded that the Mindful Learning-based Contextual Digital Scrapbook media in IPAS learning is practical and feasible to use.

The results align with research and development conducted by [Simanullang et al., \(2026\)](#), which produced an educational Scrapbook media infused with local wisdom to

improve storytelling skills in third-grade students at SDN 106163 Bandar Klippa. It showed very practical results based on student responses, with an average score of 90%, and teacher responses reaching 97.3%, meaning both fall into the very practical category.

Furthermore, research and development conducted by [Septia \(2022\)](#) produced a local wisdom-based digital *Scrapbook* for social studies learning in fourth-grade elementary school. The practicality test results showed that student responses reached a percentage of 93.4%, categorized as very practical. These findings indicate that the developed digital *Scrapbook* was easy to use and received positive responses from students during the learning process.

Furthermore, research and development conducted by [Putri et al., \(2025\)](#) resulted in a *Scrapbook* medium aimed at increasing reading interest among second-grade students at SD Negeri 09 Tanjung Barat. Based on the practicality test results, teacher responses reached 98%, categorized as very practical, while student responses in the small-group trial reached 90% and the large-group trial reached 85.6%, both categorized as very practical.

Based on the practicality results obtained in this study and their comparison with relevant previous research, it can be concluded that the Contextual Digital *Scrapbook* based on Mindful Learning for fifth-grade IPAS learning is very practical to use at SD Negeri 118 Palembang.

3. The Effectiveness of Mindful Learning-Based Contextual Digital Scrapbook Media in Science Learning

In this study, to measure the effectiveness of the Mindful Learning-based Contextual digital Scrapbook media in science learning that has been developed, testing was carried out through multiple-choice questions given to students. This test aimed to collect data on the effectiveness of the Mindful Learning-based Contextual digital Scrapbook media in science learning. In the test, the achievement of effectiveness will be determined based on the minimum competency criteria (KKM) that has been set at 66. If students can reach or exceed this KKM, it can be said that the Mindful Learning-based Contextual digital Scrapbook media in science learning is effective in helping students achieve the expected learning outcomes. As for the total number of students in class VC at SD Negeri 118, there are 29 students, with 28 students passing and 1 student scoring below the minimum competence criteria (KKM). Based on the data obtained by the researcher, which shows an average of 86.9% in the very effective category, it can be said that the product developed by the researcher is effective.

Based on the research and development done by [Wardany, Silalahi & Situmorang, \(2025\)](#), they created a Canva-Based E-Scrapbook on the Heyzine Website for learning cell material at SMAN 1 Pematangsiantar. The results showed that in the experimental class, 90.90% of students scored above the minimum passing grade, while only 22.22% of students in the control class passed. This shows that using the e-scrapbook can boost student learning outcomes and seems to be effective.

Furthermore, the research and development conducted by [Destriani, Murjainah & Prasrihamni, \(2022\)](#) produced a product in the form of a Scrapbook media for teaching diversity of ethnic groups to fourth-grade elementary students. The study showed that the developed media received an average potential effect score of 80%, which falls into the effective category. This indicates that the Scrapbook media has a positive impact on students' learning outcomes and is therefore suitable for use in teaching.

Relevant to the research and development conducted by [Noviyanti, Jamaludin & Syhabudin, \(2025\)](#), which produced project-based learning products using digital

Scrapbooks, the results showed that many students passed the minimum completeness criteria (KKM) ≥ 70 . There were 22 students who passed and 1 student who did not. This indicates that digital Scrapbooks have been proven to help students achieve class-wide completeness, so it can be said that this media is effective in learning.

Based on the research results on the level of effectiveness obtained by the researcher when developing the product in the field with relevant studies, it can be concluded that the Contextual Digital Scrapbook media based on Mindful Learning in IPAS learning for Grade V elementary school students can be said to be effective for use with Grade V students at SD Negeri 118 Palembang.

4. CONCLUSION

Based on the results of the development research on the Contextual Digital Scrapbook based on Mindful Learning for IPAS learning on the "My Indonesia, Rich in Natural Resources" material for 5th-grade elementary students, it can be concluded that the developed product is considered very valid based on expert validation results (80% for content experts, 89% for language experts, and 97% for media experts), very practical based on student responses in one-to-one trials (93%), small-group trials (88%), and teacher responses (90%), and very effective based on the learning outcomes of 5th-grade students, which reached an average score of 86.9 with a completeness percentage of 96.55%. Therefore, the developed product is suitable for use in IPAS learning in elementary schools. However, the use of the Contextual Digital Scrapbook is still limited by internet connectivity issues, which may cause delays in loading the media and disrupt the smooth implementation of learning activities. Further research is recommended to optimize the media so that it can be accessed more effectively under varying internet connectivity conditions.

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