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Development of Digital Scrapbook Learning Media to Improve the Reading Comprehension Ability of Short Story Text of Grade III Elementary School Students

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ABSTRACT

Reading comprehension ability is an important basic skill for elementary school students to master. In the context of short story text learning, reading comprehension ability becomes one of the indicators of students' success in capturing the content, structure and moral message of the text. However, low interest in reading and lack of interesting learning media often become obstacles in the learning process. This study aims to develop Digital Scrapbook media as an interactive learning tool to improve reading comprehension skills of grade III elementary school students. This research uses the Research and Development (R&D) method with the ADDIE model which includes five stages of development. The validation results show that Digital Scrapbook media is included in the very feasible category, with a validation score of 92% material experts, 82% media experts, 96% teachers, and 90.8% students, so the overall average is 90.2%. In terms of effectiveness, it shows an increase in learning outcomes, with an average score of 63.6 pretest results and 91.5 posttest results. Thus, Digital Scrapbook media proved to be feasible and effective to be used to improve the reading comprehension skills of third grade students of SDN Jeruk 2.

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1. INTRODUCTION

In the world of formal education, Indonesian language subjects have a very crucial role. According to (Dihan et al., 2022), this subject is not only a compulsory subject, but also one of the graduation requirements for students at every level of education, ranging from primary, secondary, to tertiary levels. This confirms that mastery of Indonesian is not only a fulfilment of the curriculum, but also a major foundation in the academic and social life of learners (Iman, 2022). The National Education Standards Agency (BSNP) explains that the main purpose of learning Indonesian is to improve the ability to communicate with students orally and in writing properly and correctly. Good language skills not only affect academic aspects, but also reflect one's character in everyday life (ICHANO et al., 2024). The use of Indonesian in accordance with applicable rules shows the discipline of thinking and skills in conveying ideas clearly and systematically (Jadidah et al., 2023).

Language learning has four main skills that must be mastered, namely speaking, listening, reading, and writing skills (Asholahudin, 2020). Among these four skills, reading skills are the main key in understanding various subject matter, absorbing information, and developing insight and critical thinking (Nurbaeti et al., 2022). Due to the importance of reading skills, special guidance is needed in educational institutions so that students can develop this ability optimally (Saputri, 2022). In this case, the role of the teacher is very important, the teacher is not only tasked with teaching reading techniques, but also guiding and motivating students to have an interest and habit of reading from an early age (Nurhasanah & Mustika, 2024). Good reading skills will help learners in understanding various lessons and other academic activities that require in-depth understanding of the text (Melia Anggraeni & Muhammad Mukhlis, 2023). Thus, efforts to improve reading skills should be a major concern in the learning process at every level of education.

According to (Ananta Pramayshela et al., 2023), reading is a complex cognitive activity, where individuals attempt to identify, understand, and interpret information contained in a written text. The reading process is not just about recognising and identifying letters, words, or sentences, but further than that, reading involves a deep understanding of symbols, signs, or meaningful writing so that the message the author wants to convey can be optimally absorbed by the reader. In the context of education, good reading skills are an essential factor in absorbing various academic information (Dewi, 2021). If students experience difficulties in reading, they will face obstacles in understanding the content of the text, drawing conclusions, and constructing meaning from a reading (Nurfajrianti & Pradipta, 2021). This can have an impact on low conceptual understanding in various subjects. Therefore, strengthening literacy from the primary school level is an urgent need to familiarise students with reading and improve their reading comprehension skills (Firmansyah et al., 2022).

Reading comprehension is a reading process that is carried out with full appreciation in order to absorb and understand the information contained in the text (Almadiliana et al., 2024). In this process, readers are not only required to understand the content of the reading, but also be able to convey the results of their understanding both orally and in writing. (Irma Sari et al., 2021) emphasises that reading comprehension is one of the fundamental aspects of language skills that must be mastered by students at the elementary school level. This ability allows learners to obtain information actively and receptively, which means they can capture and process information in a relatively short time

The main challenge faced in Indonesian education, especially at the primary school level, is the low interest in reading among students and limited reading comprehension skills (Mursak et al., 2024). According to (Wu et al., 2019), factors such as a non-conducive learning environment, lack of intrinsic motivation towards reading activities, as well as the ineffectiveness of the reading strategies applied cause a large number of students to experience difficulties in comprehending texts according to their grade level. This issue is crucial because the reading comprehension skills acquired during the primary

school period have a long-lasting impact on an individual's entire learning process throughout his or her life. Therefore, improving the quality of the learning environment, developing innovative learning methods and implementing more effective reading strategies are essential steps in improving students' literacy competencies from an early age (Demirbaş & Şahin, 2022).

Similar problems were found in research conducted in Class III of SD Negeri Jeruk 2 Sragen District, where the literacy level of students was still relatively low. Observations and interviews with teachers revealed that one of the factors influencing the low level of literacy is the unavailability of library facilities as a means of supporting literacy activities at school. As a result, students only rely on textbooks as the only source of reading in the learning process. In addition, the results of Indonesian language learning, especially on Short Story Text material, show that students' scores are still low. This is due to the difficulties experienced by students in understanding the content of reading. Another factor is the learning method used by the teacher, where the lack of utilisation of learning media causes a lack of variety in learning.

According to (Hingide et al., 2021), learning media acts as one of the effective supporting factors in facilitating the learning process. Various studies have recommended that incorporating media in literacy learning can make an ideal and pragmatic approach in improving learners' domain knowledge (Perdana & Mukhlis, 2024). In addition, this strategy also has the potential to increase engagement in reading activities and promote improved reading comprehension (Martinez-Lincoln et al., 2021). Therefore, the use of real media is effective in supporting learning. As technology develops, education must adapt by developing technology-based learning media to improve effectiveness and efficiency (Islams & Darmawan, 2023).

One of the learning media that can be applied in learning Indonesian, especially on short story text is Scrapbook media. Scrapbook is a book-shaped media that contains patches of information or explanations related to the material, accompanied by pictures and decorations to attract attention and facilitate student understanding (M. Magdalena & Maria Pawe, 2023). Along with technological developments, Scrapbook media can be developed in a digital form that is more practical and efficient and can be applied at all levels of education. The use of this media can increase students' learning motivation and help them understand the material better (Yulanda & Darwis, 2023).

Previously, many studies have been conducted, one of which was conducted by Yuwirda Saimona, et al in 2022, with his research entitled "Development of Digital Scrapbook Learning Media Based on Fairy Tales for Grade IV Elementary School Students". This study aims to produce digital scrapbook media based on fairy tales in Indonesian language learning class IV SD Negeri 235 Palembang which is valid, practical, and potential. The results obtained in this study were the results of the average final score of 86.6%, it was concluded that the digital scrapbook met the criteria for scoring Very Effective for use in learning.

Therefore, this research develops interactive learning media in the form of Digital Scrapbook based on Canva and Heyzine applications to improve students' reading comprehension skills. This media is designed in a digital book format that contains short story text accompanied by visual illustrations and decorative elements to support the understanding of reading content. Unlike similar digital media that generally only present textual material, this Digital Scrapbook integrates interesting visual aspects to encourage students' interest in reading. Based on the results of field observations and previous studies, this research raises the title 'Development of Digital Scrapbook Media to Improve Reading Comprehension of Short Story Texts for Third Grade Students'. The focus of the research is on Indonesian language subjects, especially narrative text material in Chapter 3 'Pengobar Semangat'. The resulting product is an interactive digital book, namely Digital Scrapbook, which combines short story text, illustrations, fonts, and attractive colours. The purpose of this study was to describe the

development process, assess the feasibility, and test the effectiveness of the media. The method used is Research and Development (R&D).

2. METHODS

The methodology used in this research is Research and Development (R&D), where this research method aims to develop and produce a certain product through a series of systematic stages (Okpatrioka Okpatrioka, 2023). The model used in this research is ADDIE, which was chosen because it consists of five systematic stages and structures, allowing the product development process to be carried out more effectively and efficiently. The five stages include analysis, design, development, implementation, and evaluation, each of which plays a role in ensuring the quality and sustainability of the developed product (Zulfiati et al., 2023).

This research was conducted at SDN Jeruk 2 Sragen Regency. The research was conducted in the even semester, 2024/2025 academic year. The research design used was One Group or experimental research without a control group. Then the research sample used was a saturated sample taken as a whole (total sampling), namely 21 third grade students as the subject of using Digital Scrapbook media. The stages of media application are divided into two, namely a small group trial consisting of 9 students to determine the initial response to the developed media, and a large group trial consisting of 21 students (total students) to test the effectiveness of Digital Scrapbook media.

In this study, data collection was carried out using two methods, namely test and non-test techniques (I. Magdalena et al., 2021). The test technique was applied through multiple choice questions to assess student learning outcomes before and after the test. Multiple choice questions are used as an instrument to measure the effectiveness of learning media based on the level of improvement in student learning outcomes (Harnita et al., 2024). Meanwhile, non-test techniques include observation, interviews, documentation, and questionnaires. The assessment of the feasibility of learning media is based on input from experts and also input from teachers and students through questionnaires. This validation is the main requirement in determining the practicality of learning media which is then analysed using the following formula: (Bayu & Wibawa, 2021)

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP = Score result in percent

R = Score earned

SM = Maximum score

Table 1. Media Feasibility Criteria

Percentage	Criteria
86% - 100%	Very Feasible
76% - 85%	Feasible
60% - 75%	Feasible Enough
55% - 59%	Less Feasible
0% - 54%	Not Feasible

Source : (Bayu & Wibawa, 2021)

Table 2. Category N-Gain Test

In addition to assessing feasibility, the effectiveness of the media was also analysed through a multiple choice test consisting of 25 items, conducted before and after the use of Digital Scrapbook

media. Effectiveness is measured using the Normalised Gain (N-Gain) method, which is by calculating the difference between the pretest and posttest scores, then divided by the difference between the maximum score and the pretest score (Oktaviani et al., 2023).

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

Sumber : (Oktaviani et al., 2023)

The following percentage categories serve as a reference in assessing the level of effectiveness of the learning media used:

Table 3. Category N-Gain Test in percent

Percentage	Category
$< 40\%$	Not Effective
40% - 55%	Less Effective
56% - 75%	Effective Enough
$> 76\%$	Effective

Source : (Qoidah & Paksi, 2021)

3. FINDINGS AND DISCUSSION

Findings

This research produces interactive media in the form of a digital book based on the Canva application, which was developed using the ADDIE model to evaluate the stages of development as well as its practicality and effectiveness in learning Indonesian Language Grade III SD.

3.1 Stages of the ADDIE Model

The stages of developing the ADDIE model and the results of each stage are described as follows:

3.1.1 Analyze

At this stage, data was collected through observation, interviews, and questionnaires. The results show that in the material of Chapter 3 Narrative Text "Pengobar Semangat", there are still many students who are not fluent in reading and have difficulty understanding the contents of the text. Students also tend to be reluctant to read long and monotonous texts. Learning is still limited to package books, with minimal availability of additional reading materials and no library at school. This condition shows the need for media that can increase students' motivation and understanding in reading. As an alternative solution, this research develops a Digital Scrapbook to support Indonesian language learning on the material.

3.1.2 Design

This stage includes designing learning media through visual product design in the form of storyboards, starting from the cover page to the cover. Researchers also compiled assessment instruments to evaluate the developed media. In addition, the Indonesian Learning Module on Narrative Text material Chapter 3 "Pengobar Semangat" was prepared as a guide to learning activities

integrated with Digital Scrapbook. The assessment instrument was also designed to measure the suitability of the material with the learning outcomes.

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3.1.3 Development

The third stage is the development that is carried out after the design is complete. At this stage, researchers began to realise learning media based on the previously formulated design as a form of initial implementation of the product.

1. Digital Scrapbook Cover Page

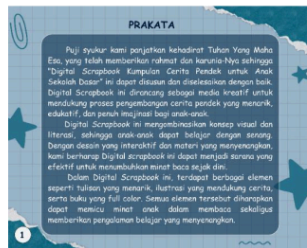
On the front cover page of the Digital Scrapbook, there is an agency logo, book title, class, media developer name, and supervisor name.



Figure 1. Digital Scrapbook Cover Page

2. Preface Page

This page contains a preface that serves as an introduction to the media, containing a general explanation of the purpose, background, and expectations of the author for the use of this media.



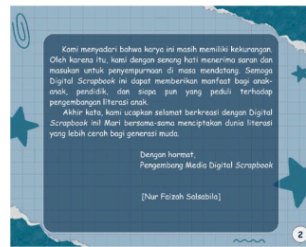


Figure 2. Preface Page

3. Instructions for Use page

This page presents instructions for using the Digital Scrapbook which aims to guide users in accessing and using the media.

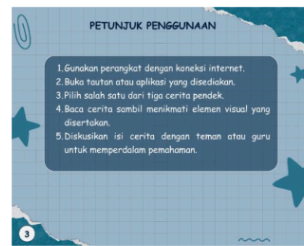


Figure 3. Instructions for Use page

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4. Table of Contents

This page displays a table of contents that contains a systematic arrangement of all content in the Digital Scrapbook, in order to facilitate navigation and search for information for users.

DAFTAR ISI

Prakata.....	1
Daftar Isi.....	3
Kue Ulang Tahun untuk Nina.....	4
Pensil Biru Andi.....	12
Kucing Hitam dan Tas Sekolah Dinda.....	18
Daftar Pustaka.....	24
Profil Penulis.....	25
Profil Dosen Pembimbing.....	26

Figure 4. Table of Contents

5. Story Text Page 1

This page presents the first short story text titled 'Kue Ulang Tahun untuk Nina', which is the beginning of a series of narrative text materials in the Digital Scrapbook.



Figure 5. Story Text Page 1

6. Story Text Page 2

This page contains the second short story text entitled 'Pensil Biru Andi', which is a continuation of the narrative text material in the Digital Scrapbook and serves as a medium for strengthening students' reading comprehension skills.



Gambar 6. Story Text Page 2

7. Story Text Page 3

This page presents the last short story text entitled 'Tas Kesayangan Dinda', which is part of a series of narrative text materials in the Digital Scrapbook to support the development of students' literacy skills.

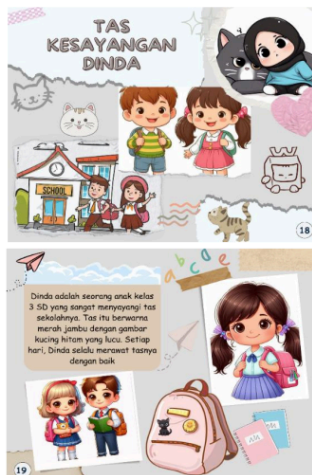


Figure 7. Story Text Page 3

8. Bibliography Page

This page contains a bibliography that lists all references used in the preparation of short story text materials..



Figure 8. Bibliography Page

9. Developer Profile Page

This page presents the author's profile which contains information in the form of full name, email address, and study programme as an identity.



Figure 9. Developer Profile Page

10. Supervisor Profil Page

This page displays the supervisor's profile which includes full name, email address, and study programme origin.



Figure 10. Supervisor Profil Page

11. Cover Page

The last page of this media is 'About This Book', which contains concise information about the content and purpose of the Digital Scrapbook.

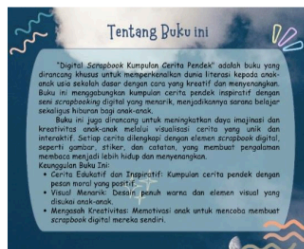


Figure 11. Cover Page

After the media development stage is complete, a validation process is carried out by experts to assess the feasibility of the learning media that has been developed. The validation results are presented as follows:

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Table 4. Recapitulation of Expert Validation Result

	Material Expert	Media Expert
Score	92	82
Percentage	92%	82%
Criteria	Very feasible	Very feasible

3.1.4 Implementation

At the implementation stage, the validation results from the experts showed that the learning media were declared feasible so that they could proceed to the trial stage. The trial procedure begins with giving a pretest, followed by the application of the revised media, and ends with a posttest and distributing student response questionnaires. The trial was carried out on two scales, namely small scale and large scale. The sample on a small scale was selected using purposive sampling technique, involving nine students representing high, medium, and low score categories based on the results of the Midterm Examination in Indonesian language subjects.

Table 5. Average Learning Outcomes and Small Scale N-Gain Test Scores

Data	Pretest	Posttest
Average	60	92
Highest score	72	96
Lowest score	48	88
Average difference	32	
N-Gain	0,769	
Category	High	
N-Gain %	76,9%	
Interpretation	Effective	

Based on table 5, there was an average increase in learning outcomes of 32 points. Analysis using SPSS version 30 showed an N-Gain value of 0.769 or 76.9%, which is included in the high category with an effective interpretation. Additional support is shown through the student response questionnaire with a score of 90.8% which is included in the very feasible criteria. Based on these results, Digital Scrapbook media is declared feasible to be tested on a large scale involving 21 students, with the following results:

Table 6. Average Learning Outcomes and Large Scale N-Gain Test Scores

Data	Pretest	Posttest
Average	63,6	91,5
Highest score	80	100
Lowest score	48	80
Average difference	27,9	
N-Gain	0,789	
Category	High	
N-Gain %	78,9%	
Interpretation	Effective	

The results of the large-scale trial showed an average increase in learning outcomes of 27.9 points. The N-Gain calculation reached 0.789 or 78.9% which is included in the high category, and shows the effectiveness of the media used. Thus, the Digital Scrapbook interactive media developed through the

Canva application and supported by the Heyzine platform proved to be very feasible and effective in improving students' reading comprehension skills.

3.1.5 Evaluation

At this stage, the third grade teacher evaluates the feasibility and effectiveness of using interactive media Digital Scrapbook in the learning process in the third grade of SD Negeri Jeruk 2 Sragen. The research results are presented in the following description:

Table 7. Teacher Response Result

Score	96
Percentage	96%
Criteria	Very feasible

Discussion

The use of Digital Scrapbook media, developed through Canva and Heyzine applications, proved to be effective in supporting Indonesian language learning on Chapter 3 'Pengobar Semangat' narrative text material. The successful implementation of this media is supported by the design made based on the needs of teachers and learners, as shown through the results of the questionnaire which shows a positive response, so that the media is declared feasible to use. The results of media expert validation showed a feasibility level of 82%, including in the very feasible category, and also the results of material expert validation of 92% which indicated very feasible. Media adaptation to the characteristics of students also contributes to improving learning outcomes. This finding is in line with research (Dwi Cahyani et al., 2021), which shows that the use of Digital Scrapbook is able to increase students' interest in reading and learning outcomes through the presentation of more interesting material.

The application of Digital Scrapbook media has shown significant effectiveness in improving students' reading skills. Research conducted by (Mevia et al., 2022), revealed that the use of this media is empirically able to encourage increased reading comprehension. In addition, the results of research by (Yanti et al., 2024), confirmed that Digital Scrapbook not only facilitates the reading process, but also plays a role in fostering critical thinking and motivating students to be more active in the learning process. The presentation of material that is packaged visually through the integration of supporting images, short story text, interesting typography selection, and bright colours makes this media able to attract students' attention and facilitate the process of understanding the contents of the reading (Maharani et al., 2023). In addition, ease of access is also an added value, because students can simply scan the barcode or open the link that has been provided using a digital device connected to the internet network (Yanti et al., 2024). Thus, this media is relevant to be applied in technology-based learning in the current digital era.

The practicality aspect of the media was assessed through quality, content feasibility, and user-friendliness, which overall received positive responses from both teachers and students. The assessment results from teachers showed a score of 96%, while students gave a score of 90.8%. The percentage shows that this interactive media is very feasible to use in learning. This reinforces that Digital Scrapbook media is very suitable to be applied in learning Indonesian, especially on narrative text material in Chapter 3 'Pengobar Semangat'.

The use of Digital Scrapbook media proved effective in improving students' reading comprehension skills and learning outcomes. Based on the pretest and posttest analysis, the N-Gain score was 0.769 on a small scale and 0.789 on a large scale, both of which were included in the high category. The average difference between pretest and posttest scores reached 32 points (small scale)

and 27.9 points (large scale), indicating a significant increase. This effectiveness is inseparable from the learning media factor. Without the right media support and optimal teacher role, learning motivation tends to decrease, resulting in low learning achievement (Pranajaya, 2023). With an effectiveness of 76.9% (small scale) and 78.9% (large scale), Digital Scrapbook interactive media can be categorised as an effective learning tool.

This research makes an important contribution to the development of digital learning media at the primary school level. The results show that the use of interactive media based on Canva and Heyzine applications can significantly improve student engagement and learning outcomes (Ramadhan et al., 2023). The attractive visual display in the Digital Scrapbook media includes elements of images, typography, and colours, not only encouraging students to actively read, but also creating a fun and not boring learning experience. This finding reinforces the urgency of digital media integration in learning, especially to attract students who have been accustomed to the digital environment from an early age (Astuti et al., 2022).

From the implementation aspect, there are a number of strategic recommendations for teachers, policy makers, and learning media developers to optimise the use of Canva and Heyzine-based media. For teachers, this finding confirms the importance of increasing competence in designing technology-based media through continuous training, in order to be able to produce content that is interesting and in accordance with the characteristics of students (Wahyuni & Haryanti, 2024). Teachers also need to play an active role as facilitators in guiding students, especially those who experience problems in using technology independently. Meanwhile, for education policy makers, the results of this study provide an empirical basis that digital media contribute positively to improving learning outcomes, so policy support is needed that encourages the integration of technology in the curriculum through teacher training and providing adequate infrastructure (Rahmi Tanjung et al., 2024). As for media developers, it is important to continue to present adaptive interactive features, such as flexible navigation, multimedia integration, and presentation of content that is attractive and easily accessible to users (Marsuki et al., 2025).

4. CONCLUSION

The results of data analysis show that the interactive media Digital Scrapbook is considered feasible and effective in improving the ability to read comprehension of short story text. The assessment of two experts stated that the feasibility of media and material is very good, with a score of 82% and 92% respectively. Positive responses were also shown by students with a score of (90.8%) and teachers (96%), which confirmed that this media was appropriate and could be used in learning activities. The effectiveness test showed high results, namely 76.9% on a small scale and 78.9% on a large scale. This supports that Digital Scrapbook is a valid and effective media for learning Indonesian, especially on the material of Chapter 3 Narrative Text 'Pengobar Semangal'.

The utilisation of interactive media Digital Scrapbook can be an alternative in an effort to improve the quality of Indonesian language learning in Class III of Primary School. Teachers have an important role in developing skills in designing innovative learning media, including the utilisation of digital platforms such as Canva and Heyzine. Innovation in the use of this media is expected to create a more interesting learning process and have a positive impact on improving student learning outcomes. In addition, teacher assistance in the use of media by students is needed to optimise understanding of the material. For further development, future research is recommended to develop this media with more varied designs and content, as well as adapted to other subjects, so that its scope and effectiveness in supporting learning can be expanded.

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