

Development of Creative Learning Media Scrapbook in Social Studies Subject Economic Activities Class VIII SMP Walisongo

Riska Nadia Utami¹, Noviana Mariatul Ulfa^{2*}, Nasobi Niki Suma³

^{1,2}*Economic Education Study Program, FKIP Universitas PGRI Argopuro Jember, Indonesia*

³ *UIN Kiai Haji Achmad Siddiq Jember, Indonesia*

*Email: noviana.mu@gmail.com

Abstract

Learning modules are teaching materials that are presented automatically and planned to achieve learning objectives. This study aims to determine the feasibility of Scrapbook learning media on Economic Activity material, as well as to determine students' responses to the development of Scrapbook learning media on Economic Activity material. This study is a type of research that uses Research and Development (R&D) with the Borg and Gall model with seven stages, namely: previous research, initial product planning, product design validation, product design improvement, product revision, product trial, and dissemination and implementation. The data collection techniques used are observation, interviews, and questionnaires. The subjects of this study were grade VIII students at Walisongo Middle School. The quality of the media developed is seen from the feasibility aspect, from material experts it obtained a score of 86.1% with a very feasible category, and a score of 73.3% with a feasible category from media experts. And the results of student responses obtained a score of 52.6% included in the fairly interesting criteria. Based on the results of the analysis, it can be concluded that this study resulted in the development of media that was stated to meet the aspects of feasible, practical and effective.

Keywords: economic activities, creative learning, learning media, scrapbook.

Article History: Submitted August 2, 2025; Revised December 12, 2025; Published online December 30, 2025

Introduction

Education is a crucial process in human life because it not only forms knowledge but also develops individual mindsets and character. According to Renna (2022), education is essentially a potential that can renew and influence human life for the better. In practice, enhancing student potential is achieved through a meaningful learning process. Learning itself is a process of assistance from educators to help students acquire knowledge, skills, attitudes, and positive values. One subject that plays a crucial role in shaping students' character and social intelligence is Social Studies (IPS). Saragih, et al (2024) states that IPS is a science that scientifically studies various aspects of social life and the humanities, with the goal of providing students with a deep understanding of society. Yusnaldi (2024) also adds that IPS learning helps students understand social interactions, build empathy, and become individuals sensitive to various social issues around them.

For IPS learning to run optimally, teacher creativity is required in selecting appropriate learning strategies and media. Sugiono (2022) states that every learning activity requires creativity to discover, test, and develop knowledge. However, according to Slamet & Sriyanto (2022), the reality is that the development of learning media in the field of education is still very minimal, namely less than 1% of the total education budget. This has an impact on low innovation in the teaching and learning process, especially in social studies learning in schools. Learning media is anything that can convey messages through various channels, such as stimulating students' thoughts, feelings, and desires so that it can encourage the creation of an effective learning process to add new information for students so that learning objectives can be achieved properly (Daniyati et al., 2023). Interesting learning media is very necessary to increase student motivation and understanding. Ulfa, N. M (2020) explains that "The use of media in learning activities is an absolute requirement for teachers in carrying out the teaching and learning process, the hope is that students can learn actively and in accordance with the set objectives. Student learning activities are expected to be maximized by selecting the right learning media." Learning media can stimulate students' thoughts, feelings, and desires in learning, so that the material is easier to understand. One media that can be used is a scrapbook. Novitasari (2019) explains that "scrapbooks are an interesting alternative media because they combine

visual elements such as images, colors, and typography in an interactive and imaginative three-dimensional book form." Scrapbooks are also relevant for developing students' literacy and critical thinking skills. Saputra (2024) states that the choice of scrapbook media is very appropriate in delivering social studies material that requires mastery of literacy and critical thinking skills, such as on the topic of economic activities.

The use of scrapbooks also aligns with the creative dimension of the Pancasila Student Profile, which requires students to produce original work according to their interests and potential (Arsitha et al., 2023). Previous studies have largely discussed the benefits of learning media in increasing student motivation and understanding, but they have been limited to conventional media that do not optimally utilize elements of creativity and interactivity. Furthermore, studies on the use of scrapbooks in the context of social studies learning at the junior high school level are still very rare, particularly those examining the feasibility, quality, and student responses to learning about economic activities. This deficiency indicates an urgent need to develop learning media that are more innovative, creative, and appropriate to the characteristics of today's students.

Based on observations at Walisongo Junior High School, it was discovered that social studies learning was ineffective because students struggled to understand the material due to the monotonous method, which involved only using textbooks. This led to students quickly becoming bored, sleepy, and lacking concentration while studying. Furthermore, the lack of creative and engaging teaching materials for economic activities exacerbated this situation.

Therefore, scrapbooks were seen as an appropriate solution to address these issues. With their visual, creative, and interactive characteristics, scrapbooks created a fun learning environment and increased student motivation and understanding. As Novitasari (2019) emphasized, "scrapbooks can increase interest in learning because they combine various visual elements in one engaging medium." Furthermore, scrapbooks encourage students to be more active, imaginative, and directly involved in the learning process. Therefore, the use of scrapbooks in social studies learning is expected to increase learning effectiveness, strengthen students' literacy and critical thinking skills, and support the strengthening of the Pancasila Student Profile through the development of creativity and original thinking skills.

This study used 20 eighth-grade students from Walisongo Junior High School as participants representing users of scrapbook media. The media validation technique used expert judgment through assessments by two learning media experts and two experienced social studies teachers. Furthermore, a limited trial was conducted to obtain student response data. This research is expected to make a significant contribution to the development of social studies learning media, specifically by presenting scrapbook media as an innovative alternative that can enhance creativity and effectiveness of the learning process. The results of this study can serve as a basis for developing more varied, engaging, and appropriate learning media to meet students' needs in understanding economic activities.

Based on the background described, the research problem can be formulated as follows: the feasibility and quality of scrapbook media in learning for eighth-grade students, and student responses to its use in the Economic Activities topic at Walisongo Junior High School. In line with the problem formulation, the objectives of this study are to determine the feasibility and quality of scrapbook media and to describe student responses to its use in the learning process.

Literature review

There are several previous researchers who are used as references by researchers. The first researcher entitled "*Development of Scrapbook Media in Social Studies Learning for Grade V Students at Sd Negeri 95 Palembang*", by Nyimas Edwilyyah Ryatanti, Ilham Arran Junaidi, and Imelda Ratih Ayu (2024) aims to develop interesting and effective scrapbook-shaped learning media to help students understand social studies material, especially on the theme "Types of Indonesian Community Businesses". This study uses the Research and Development (R&D) method with the ADDIE development model which includes the stages: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through observation, interviews, questionnaires, and documentation, and validated by media experts, material experts, and language experts.

The results of the product validity analysis showed that the scrapbook media obtained a score of 77.3% from media experts, 93.3% from material experts, and 66% from language experts, with an overall average of 78.8% which was categorized as "valid". Meanwhile, the results of the practicality analysis based on trials with students and teachers showed that in small groups with 10 students a score of 85.8% was obtained, in large groups with 17 students it was 80.7%, and from teachers it was 91.1%, with an average practicality of 85.8% which was included in the "very practical" category. The similarities in this study are that both use the R&D research method and the data collection method uses observation, questionnaires, documentation. While the difference in previous studies using the ADDIE model, this study uses the Borg and Gall model.

The second study is entitled "*Development of Local Culture-Based Scrapbook Learning Media in Social Studies Subjects*", by Kartina, et all (2021). This study aims to develop learning media in the form of scrapbooks on the sub-theme

"Cultural Diversity of My Nation" for fourth grade students of MI Al-Hidayah Malang. The method used is research and development (R&D) by adopting the Borg and Gall model. The scrapbook media developed was validated by three experts, namely design experts, material experts, and learning experts. The trial process was carried out through a questionnaire to fourth grade students as respondents. The results of the study produced scrapbook media that were suitable for use. The level of eligibility based on expert validation obtained an average percentage of 93.75%, while student responses to the media reached 97%, so the media was declared valid and did not require revision. In addition, the use of scrapbooks has been shown to have an effect on improving student learning outcomes. This is indicated by the difference in learning outcomes between the experimental class and the control class. The experimental class using scrapbook media obtained an average score of 86.85%, while the control class only reached 70.23%. The t-test results showed a t-value of 8.22 greater than ttable 2.02, which means there is a significant difference between the two classes. Thus, the scrapbook media is declared effective in improving student learning outcomes on the sub-theme of cultural diversity of my nation. The similarity in this study is that both use the R&D research method. Meanwhile, the difference is that previous researchers used the 4D model, this study uses the Borg and Gall model.

The third study is entitled "Development of Digital Scrapbook Media with Problem -Based Learning Model on Social Studies Content ", by Yono & Estiastusi (2023). This study aims to develop a Digital Scrapbook based on Problem-Based Learning (PBL) for the material "benefits of natural resources in economics" for fourth grade students of SD Sampangan 01. Subjects include teachers and 36 students. Data collection techniques used interviews, observations, questionnaires, tests, and documentation. Data analysis includes normality tests, t -tests, and N -Gain calculations . The results show the validity of the media by media experts of 74% (Feasible) and material experts 88% (Very Feasible); normality is met, $t\text{-count} > t\text{-table}$, and N -Gain value = 0.37 (moderate category). It is concluded that this PBL Digital Scrapbook media is feasible and effective for social studies learning. The similarities in this study are that both use the R&D research method. Meanwhile, the difference is that previous researchers used the problem based learning model, this study uses the Borg and Gall model.

Although various previous studies have successfully developed scrapbook media for social studies learning at various grade levels and themes, there are several gaps that have not been addressed. First, research is still limited to lower to middle grade levels such as grade IV MI and SD, with a focus on diverse materials such as local culture and natural resources. Second, the use of digital scrapbooks with problem-based learning models has been studied, but the application of conventional scrapbooks with the Borg and Gall model to economic activities material for grade VIII SMP students is still minimal or even non-existent. Third, previous studies have not specifically examined the development of scrapbook media that can improve students' creativity and critical literacy aspects on the topic of economic activities at the grade VIII SMP level. Therefore, this study seeks to fill this gap by developing innovative scrapbook media specifically for the material of economic activities for grade VIII, which is expected to increase learning effectiveness and motivate students more optimally.

Method

This study uses the Borg and Gall Research and Development (R&D) model, a research approach aimed at developing and validating a specific product through a series of systematic stages. The Borg and Gall model was chosen as the R&D framework because it provides systematic and comprehensive stages, from needs analysis to final product dissemination. Therefore, it is highly suitable for developing learning media aimed at producing valid, practical, and effective products. This model also allows for product revision and refinement based on feedback obtained from expert validation and user trials, thus ensuring the quality of the scrapbook media before widespread implementation.

Senawati, Y (2025) explains that "The Borg & Gall Research and Development (R&D) method is used through seven main stages: needs analysis, planning, initial product development, limited trials, product revision, field trials, and finalization." In accordance with the theory presented in this study, seven stages are used: prior research, initial product planning, product design validation, product design refinement, product revision, product trials, and dissemination and implementation. The data sources in this study were personal documents, such as books and previous research on the application of scrapbooks. Data collection techniques used included observation, interviews, validation sheets, and questionnaires. The subjects were eighth-grade students at Walisongo Junior High School. The selection of these subjects, consisting of eighth-grade students at Walisongo Junior High School, was based on the focus of the economic activities taught at that grade level, ensuring that responses and learning outcomes accurately reflect the effectiveness of the scrapbook media, tailored to the needs of the target students. The number of subjects used was considered representative enough to conduct a limited trial and obtain valid data regarding student responses to the developed media.

The data analysis technique used descriptive qualitative analysis to explain and describe the characteristics of the developed data in depth, while qualitative descriptive statistics on the test instrument data served to clearly illustrate the scores and distribution of participant responses. This approach aligns with the research objectives, which emphasize evaluating the feasibility and quality of the media and understanding student responses comprehensively.

Results & Discussion

Product Development Results

The type of research conducted is development research with Scrapbook products or development of supporting materials for economic activities. This development research was conducted at Walisongo Junior High School for the analysis and testing stages with the number of research subjects as many as 20 grade VIII students. The development procedure includes several steps described in table 1.

Table 1
Scrapbook Development Procedure Details

No	Development Procedure	Details
1	Previous research	<ul style="list-style-type: none"> • Observation to find data • Interview
2	Initial product planning	• Design products according to the material and media concept
3	Product design validation	Media experts and material experts provide validation sheets to determine whether the design of the Scrapbook multimedia product in learning economic activities is classified as an effective and efficient teaching aid in terms of classroom learning or not.
4	Product design improvements	Improve the design so that the resulting product is more attractive and suitable for use.
5	Product revision	After the product design is validated by design experts and material experts, the weaknesses of the product can be identified. These weaknesses are then fixed to produce a better product.
6	Product trial	Conducting testing to determine the level of effectiveness, efficiency, and/or attractiveness of the product produced. Small group tests and field tests are conducted to test the product, which are evaluated by media experts, material experts, and student responses.
7	Dissemination and implementation	Dissemination and application of products, reporting and disseminating products through meetings with class VIII students of Walisongo Middle School.

Source: From primary data

Below is a graph showing the validation percentage and response to the scrapbook media:

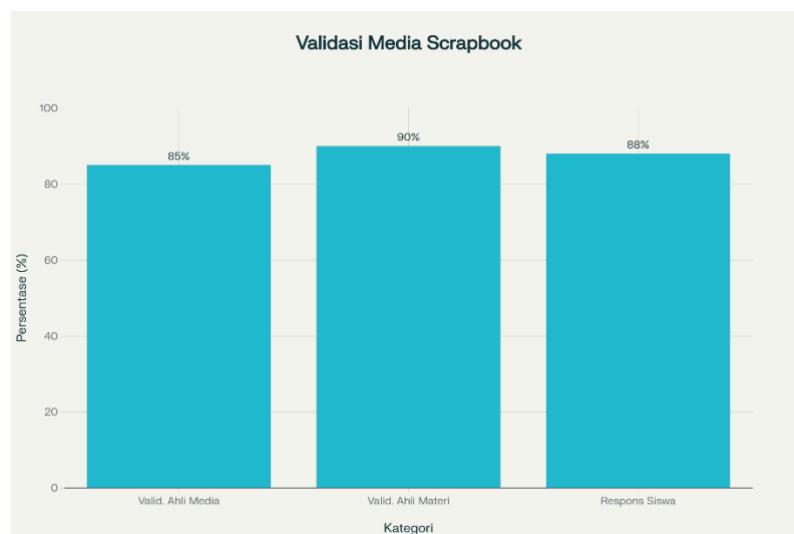


Figure 1. Media Validation Percentage Graph

Expert validation results indicate that the Scrapbook media for economic activities material is suitable for use in the learning process, has an effective design quality, and meets student needs. The high validation percentage indicates that the product meets the practicality and usefulness aspects of learning media.

The positive student response rate of 88% supports the research objective of determining how the scrapbook media improves student motivation and understanding. This reinforces the conclusion that this product is effective in enhancing the social studies learning process, in line with the target media for stimulating creativity and facilitating understanding of economic activities material in eighth-grade students at Walisongo Junior High School.

Presentation of Trial Data

Research on the development of Scrapbook media for Scrapbook on Social Studies subjects on Economic Activities material for class VIII at SMA Walisongo uses a research and development model and uses the Bord & Gall development model and is validated by hardware experts, media experts and product experts. This is also tested in student responses. Based on the 10 stages of Bord & Gall development, there are only seven stages used. Here are the seven stages of Bord & Gall carried out by the researchers, namely:

1. Previous Research (Research and Information Collecting)

At this stage, the researcher conducted observation and interview activities at SMA Walisongo and conducted a media introduction process related to the development of the product to be made. From the results of the interview, the researcher obtained information that the Scrapbook media was not used at all in the learning process, because previously only student books and pictures on the board were used in the learning process. Meanwhile, the results of the observation showed a problem, namely that during the learning process, students still had difficulty understanding the material, resulting in students not understanding and getting bored easily when the teacher explained the material. This can be seen from student activities where during the learning process students were more interested in playing with their friends when the teacher explained the lesson material. Another thing that was seen was that students were less active in the question and answer process because when asked only some could answer. And when group assignments were given, only a few students discussed while other students were busy chatting, playing games, and scribbling on books, so that the sense of responsibility of other students to complete group assignments was always weak.

2. Initial Product Planning (Planning)

At this stage of the research, based on the results of several previous data collections, during the learning process students still have difficulty in absorbing the material and there is still a lack of use of media in the learning process, so students get bored easily. From these data, the researcher developed Scrapbook teaching materials to determine the right material and modules for the economic activity material for the SPI subject for grade 7. Based on media planning, this Scrapbook produces one of the interesting and easy-to-understand media during the learning process in the field of social sciences in economic activities.

3. Product design validation

- 1) Material validation

The material expert who became the validator in the study was Arie Eko Cahyono, S.Pd, M.Pd (Lecturer at Argopuro University, Jember). Evaluation by the material expert was carried out by completing an evaluation questionnaire consisting of two aspects of learning. The results of the evaluation of the feasibility of the learning aspects by the material expert can be seen in table 2:

Table 2
Aspects, Indicators and Material Assessment

No	Aspect	Indicator	Evaluation				
			1	2	3	4	5
1	Content suitability	Completeness of materials				✓	
		Breadth of material					✓
		Depth of material				✓	
		Accuracy of concepts and definitions				✓	
		Accuracy of examples					✓
		Accuracy of questions				✓	
		Image accuracy				✓	
		Interesting material					✓
		Encourage students to seek further information				✓	

2	Presentation eligibility	Sequence of presentation				✓
		Practice questions at the end of learning activities				✓
		Student involvement				✓
		Contents section				✓
Total Score			56			

Source: primary data

Material validation questionnaire calculations , the value is obtained using the following formula:

$$x_i = \frac{\sum S}{S_{max}} \times 100\%$$

Information :

x_i = validator score

$$\sum S = \text{total score}$$

S_{max} = maximum score

Maximum score formula:

Skor Maksimal Ideal = \sum butir soal x skor tertinggi (skala)

Skor Maksimal Ideal = $13 \times 5 = 65$

$$x_i = \frac{56}{65} \times 100\% = 86,1\% \text{ (Sangat Layak Diujicobakan)}$$

Based on the results of the analysis of the average validity score of the *Scrapbook* material verifier, the percentage of data obtained was 86.1% with the Very Good category. It can be concluded that the *Scrapbook support* developed meets the validity criteria with a percentage of 86.1% .

2) Media validation

The media expert who became the validator in the study was Dedy Ariyanto, M.Pd (Lecturer at Argopuro University, Jember). Media expert certification was carried out by filling out an assessment questionnaire, namely the booklet size aspect, the booklet cover design aspect, and the book content aspect. The results of the assessment of the feasibility of the aspects of the notebook by the media expert can be seen in table 3:

Table 3
Media Statements and Assessments

Assessment Criteria and Sub-criteria					
A. Scrapbook Size Aspects					
1. Size					
No	Statement	SL	L	KL	TL
1	Size conformity with ISO standards: A4 (210 X 297)		✓		
2	Scrapbook content material		✓		
B. Scrapbook Cover Design Aspects					
1. Scrapbook Cover Layout					
No	Statement	SL	L	KL	TL
3	The arrangement of layout elements on the face cover is appropriate so that it gives the impression of good rhythm.		✓		
4	The arrangement of the layout elements on the back cover is appropriate so that it gives the impression of good rhythm.			✓	
5	Displays the correct center of view.	✓			
6	The layout is proportional to the size of the book so that it can clarify the function (content of the book)		✓		
7	Shows good contrast		✓		
2. Scrapbook Cover Typography					
8	The title font size is more dominant than (author's name and logo)		✓		
9	Scrapbook title color contrasts with the background color.		✓		
10	Proportional font size compared to book size		✓		
11	Don't use too many font combinations		✓		

3. Scrapbook Leather Illustration

12	Illustrations can describe the content/material		✓		
13	Illustrations are able to express the character of an object		✓		

C. Scrapbook Content Aspects

1. Scrapbook Content Layout

14	Placement of layout elements is consistent based on patterns		✓		
15	The separation between paragraphs is clear			✓	
16	Placement of chapter title or equivalent			✓	
17	The distance between text and illustrations is appropriate		✓		
18	Balance in the layout of <i>scrapbook contents</i>		✓		
19	Placement and appearance of layout elements of titles, subtitles, page numbers, illustrations and image captions are appropriate		✓		

2. Scrapbook Content Typography

20	Don't use too many fonts		✓		
21	Do not use decorative fonts		✓		
22	The use of letter variations (bold, italic, capital, small capital) is not excessive.		✓		
23	The font type matches the content of the material		✓		
24	Spacing between lines of normal text arrangement		✓		
25	The distance between letters is normal		✓		

3. Scrapbook Contents Illustration

26	Able to express the meaning of an object		✓		
27	Proportional form		✓		
28	Form according to reality		✓		
29	The whole illustration is harmonious		✓		
30	Illustration in clear line form		✓		

AMOUNT **88**

Source: primary data

Material validation questionnaire calculations , the value is obtained using the following formula:

$$x_i = \frac{\sum S}{S_{max}} \times 100\%$$

Information :

x_i = validator score

$\sum S$ = total score

S_{max} = maximum score

Maximum score formula:

$$\text{Skor Maksimal Ideal} = \sum \text{butir soal} + \text{skor tertinggi (skala)}$$

$$\text{Skor Maksimal Ideal} = 13 + 5 = 65$$

$$x_i = \frac{88}{120} \times 100\% = 73,3 \text{ (Layak Diuji Cobakan)}$$

Based on the results of the analysis of the average validity score of the Scrapbook evaluator of the material, the data obtained in percentage terms was 73.3% with the Good category. It can be concluded that the Scrapbook support developed meets the validity criteria with a percentage score of 73.3% .

4. Product design improvements

1) Media Expert

Based on comments and suggestions from media experts, researchers refined the developed teaching materials. The following is an example of support before and after improvement or revision.

a. Instructions for use are explained further

b. The letters used are clearer and more regular thanks to printing (no longer handwritten) .

2) Subject Matter Expert

Based on comments and suggestions from material experts, researchers made improvements to the teaching materials . And overall, the evaluation of the hardware used by the verifier does not require further revision.

5. Product Revision

At this stage, the researcher revised the *Scrapbook teaching materials* developed based on the evaluation results, input/suggestions from material expert assessors, including replacing the form of information (handwritten) with printed form for economic activity content. Before being tested on limited test subjects and field tests (empirical).

6. Product Trial

The trial stages conducted by the researcher were small group trials and large group trials (field trials) conducted on grade VIII students of Walisongo Middle School. The researcher's consideration of student participation in the evaluation of the developed media was because students were potential users of the developed media. The results of the student's research during the testing were as follows:

1) Small Group Trial

Small group trials were conducted by seven students from SMA Walisongo. At this stage, students were asked to provide an evaluation of the teaching materials that had been developed through a student response questionnaire. The results of the Scrapbook media evaluation in social studies learning on economic activity material can be seen in the following table:

Table 4
Scrapbook Media Assessment Results in Small Group Trials

No	Variables Assessed	Evaluation				
		5 (SS)	4 (S)	3 (KS)	2 (TS)	1 (STS)
1	<i>Scrapbook media</i> is very easy to use	5	2			
2	<i>scrapbook media</i> myself without help from others.	4	3			
3	I find it easier to understand the material on <i>scrapbook media</i> through practice.	6	1			
4	I understand the instructions for working on the questions	3	4			
5	I can easily understand the contents of the material on <i>the scrapbook media</i>	7				
6	I think the material on <i>scrapbook media</i> is interesting.	7				
7	I am more enthusiastic about learning economic activity material using <i>scrapbooks</i> .	3	3	1		
8	I can understand well the instructions for using <i>scrapbook media</i> .	5	2			
9	The letters used in <i>scrapbook media</i> are very easy to read	4	2	1		
10	In my opinion, the colors used in the <i>scrapbook media</i> about economic activities are not attractive.				1	6
11	The images on <i>scrapbook media</i> are very interesting	7				
AMOUNT		51	17	2	1	6

Source: primary data

From each student's score, the average score will be sought to represent the response from all student responses, then calculated using the formula:

Finding the total score of respondents:

$$\begin{aligned}
 \Sigma \text{skor responden} &= (\text{jumlah} \times \text{skor 1}) + (\text{jumlah} \times \text{skor 2}) + (\text{jumlah} \times \text{skor 3}) \\
 &\quad + (\text{jumlah} \times \text{skor 4}) + (\text{jumlah} \times \text{skor 5}) = \\
 \Sigma \text{skor responden} &= (6 \times \text{skor 1}) + (1 \times \text{skor 2}) + (2 \times \text{skor 3}) + (17 \times \text{skor 4}) \\
 &\quad + (51 \times \text{skor 5}) = 337
 \end{aligned}$$

Finding the percentage of respondent interest:

$$P = \frac{\sum xi}{n}$$

Information:

P = Average score of students

$\sum xi$ = Total respondent scores

n = number of students

$$P = \frac{337}{7} = 48,1$$

The average results of the observation sheet practicum obtained by grade VIII students given in the field test obtained a data percentage of 48.1% with a Fairly Good category. Thus, the *Scrapbook teaching material* can be used as a supporting teaching material for learning social studies subjects, and as a material for economic activities for grade VIII students of Walisongo Middle School.

2) Large Group Trial

The field test was conducted by 20 students from Walisongo High School. In this phase, students are asked to provide an evaluation of the learning materials developed using a student questionnaire. The results of the research on the appearance of the *scrapbook* made by students during the field test can be seen in the following table:

Table 5
Variables and Assessment

No	Variables Assessed	Evaluation				
		5 (SS)	4 (S)	3 (KS)	2 (TS)	1 (STS)
1	Scrapbook media is very easy to use	10	8	2		
2	I can use scrapbook media myself without help from others.	15	4	1		
3	I find it easier to understand the material on scrapbook media through practice.	19	1			
4	I understand the instructions for working on the questions	18	2			
5	I can easily understand the contents of the material on the scrapbook media	16	4			
6	The material on <i>scrapbook media</i> is interesting in my opinion.	14	3	3		
7	I am more enthusiastic about learning economic activity material using <i>scrapbooks</i> .	18	2			
8	I can understand well the instructions for using <i>scrapbook media</i> .	16	4			
9	The letters used in <i>scrapbook media</i> are very easy to read	15	5			
10	In my opinion, the colors used in the <i>scrapbook media</i> about economic activities are not attractive.	18	2			
11	The images on <i>scrapbook media</i> are very interesting	20				
AMOUNT		179	35	6	0	0

Source: primary data

From each student's score, the average score will be sought to represent the response from all student responses, then calculated using the formula:

Finding the total score of respondents:

$\Sigma skor responden$

$$\begin{aligned}
 &= (\text{jumlah} \times \text{skor 1}) + (\text{jumlah} \times \text{skor 2}) + (\text{jumlah} \times \text{skor 3}) \\
 &+ (\text{jumlah} \times \text{skor 4}) + (\text{jumlah} \times \text{skor 5}) =
 \end{aligned}$$

Σ skor responden

$$= (0 \times \text{skor } 1) + (0 \times \text{skor } 2) + (6 \times \text{skor } 3) + (35 \times \text{skor } 4) \\ + (179 \times \text{skor } 5) = 1053$$

Finding the percentage of respondent interest:

$$P = \frac{\sum xi}{n}$$

Information:

P = Average score of students
 $\sum xi$ = Number of respondents
n = number of students

$$P = \frac{1053}{20} = 52,6$$

The results of the practicality of the Scrapbook media obtained from class VIII data as a field test, obtained percentage data of 52.6% in the quite interesting category. Therefore, the Scrapbook teaching material can be used as teaching material for social studies subjects, economic activity material for class VIII at Walisongo High School.

7. Dissemination and Implementation

At this stage, the researcher uses Scrapbook media as a support for the learning process of social studies subjects on economic activity material. With the aim that students are more interested and active when the teaching and learning process is carried out.

Data Analysis

The assessment of the feasibility of economic activities developed by experts in the field has generally produced an assessment that is worth trying. During the process from the beginning of developing teaching materials to obtaining the final product, researchers consider favorable and unfavorable factors. The supporting factors include:

- 1) The existence of the internet makes it easier for researchers to collect materials such as images to include in the learning materials they develop.
- 2) The images included in the developed teaching materials are images that are already familiar to current students, making it easier for researchers to collect these characters via the internet.
- 3) Easy to find materials such as cardboard.

In addition to supporting factors, researchers also found inhibiting factors during the process of developing teaching materials. These factors include:

- 1) The covering material used in this media is difficult to obtain and is made to match the shape and theme desired by the researcher.
- 2) Adhesive plastic is hard to find, so just use another piece of cardboard so it will stick easily to the other picture.

The final product resulting from this research is a learning support media in the form of an album with the topic of economic activities which has advantages as a learning support media. These benefits include:

- 1) In general, the teaching materials for the economic activity notebooks that were developed received an assessment with the criteria of "Very Good" in all aspects, to be used as one of the learning aids in the classroom.
- 2) These teaching materials can be utilized and made by students themselves to be creative in the art of paper folding, thus producing interesting teaching materials.
- 3) They can use their free time to create media to learn and understand the material at the same time.

Teaching materials in the form of scrapbooks on business activity materials, in addition to having advantages as learning media, also have disadvantages as learning media. These weaknesses include:

- 1) It's hard to create a foldable creation if you don't have a specific example of how to do it.
- 2) Because this scrapbooking tutorial uses a lot of paper, and the paper must be thick so that it is easy to shape and fold so that it is not easily damaged.

3) The complex process of creating media and gathering materials and images to be printed, then cut and glued, requires patience.

Discussion

Research on the development of Scrapbook learning media for economic activities in eighth-grade students at Walisongo Junior High School has yielded positive results for teachers, schools, and media development in general. The main implication is increased student interest and understanding through visually engaging and contextual media. Teachers receive validated alternative media, encouraging learning innovation. Schools can also adopt this model for other subjects, creating a creative learning environment. Academically, this research opens up opportunities for broader and digital media development.

Research Limitations:

- The sample size was limited to 20 students from a single school, limiting generalizability.
- The small-group trial did not reflect the diversity of learning styles.
- The media was still in a physical form, making it impractical for large-scale or bold implementation.
- The validation of the instrument and criteria were not explained in detail, leaving room for improvement.
- Time and resource constraints limited product revision and development.

Table 6
Comparison with Previous Research

Aspects Sample	of this Research Sample 20 students from one school	Previous Research More diverse students from several schools (Rahmawati, 2020)
Media Forms	Physical/manual scrapbooks	Interactive or mixed digital media (Putri & Santoso, 2021)
Media Validation	Media and materials were validated by experts, but the instruments lacked detail.	Comprehensive validation and standardized instruments (Sari, 2019)
Development Focus	Scrapbook media for economic activity materials	Media development for various materials and digitalization methods (Hidayat, 2022)
Learning Implications	Increases student interest and understanding	Significantly improves motivation and learning outcomes (Lestari, 2018)
Limitations	Small scale, physical media, revision limitations	Some studies place greater emphasis on digitization and ongoing trials

This study confirms previous findings regarding the effectiveness of engaging learning media in increasing student interest and understanding, but differs in terms of media format and scope of validation. Limitations such as a small sample size and physical media also make the results less than optimal compared to previous studies that used digital media and larger samples.

Conclusion

Based on the research results, the Scrapbook learning media developed has a high level of feasibility according to expert validation. The validation by material expert, Mr. Arie Eko Cahyono, S.Pd., M.Pd. (lecturer in Economics at PGRI Argopuro University, Jember), gave a score of 86.1% (categorized as very suitable for testing). The validation by media expert, Mr. Dedy Ariyanto, M.Pd. (lecturer in development at the same university), gave a score of 73.3% (categorized as suitable for testing). This indicates that Scrapbook meets the standards for appropriate content and media design and can be used in teaching economic activities in junior high schools. Student responses also indicated that Scrapbook was engaging and encouraged engagement, with 52.6% of students rating it quite engaging, providing a diverse learning experience and encouraging student participation.

Consequently, Scrapbook can be a creative and contextual alternative learning medium in social studies, particularly in economic activities.

Limitations of the study include: first, the media expert validation score (73.3%) still indicates a need for visual and technical improvements in the media presentation; Second, student interest, which was only in the "quite interesting" category, indicates that the media was not optimally engaging. Third, the sample size was only 20 students from one school, so the results cannot be generalized. Therefore, larger development and trials are recommended to achieve representative results and improve the quality of Scrapbook. Some recommendations from the research:

- Schools: Scrapbooks on economic law can be used as a suitable social studies learning tool in the classroom, and schools need to support their use.
- Teachers: It is important to ensure students understand the instructions for using Scrapbook to optimally achieve learning objectives.
- Researchers/Readers: It is recommended to develop additional features to make Scrapbook more engaging and relevant to other social studies materials, as well as to use innovative methodologies to enrich data and develop future learning media.

The contribution of this research is that Scrapbook can serve as a model for other social studies teachers to use as a creative and contextual learning medium. Furthermore, these results can serve as a basis for developing more practical and interactive digital Scrapbook media, expanding its use in schools with diverse student characteristics. Thus, this research provides an important foundation for innovation in social studies learning media in the context of technological developments and the needs of today's students.

Reference

Arsitha, dkk. (2023). Pengaruh model pembelajaran berbasis proyek menggunakan media scrapbook dalam meningkatkan kreativitas dan hasil belajar siswa. *Jurnal Dialektika Pendidikan Ilmu Sosial*, 3(2), 227.

Daniyati, dkk. (2023). Konsep Dasar Media Pembelajaran. *Jurnal Penelitian Mahasiswa*, 1(1).

Hidayat, T. (2022). Pengembangan media pembelajaran digital pada materi ekonomi untuk siswa SMP. *Jurnal Pendidikan Ekonomi*.

Kartina, dkk. (2021). Pengembangan media pembelajaran scrapbook berbasis budaya lokal pada mata pelajaran IPS. *Jurnal Sains dan Pendidikan Dasar*, 13(2).

Lestari, N. (2018). Pengaruh media pembelajaran interaktif terhadap motivasi dan hasil belajar siswa. *Jurnal Pendidikan Dasar*.

Novitasari, K. (2019). Pengembangan media pembelajaran berbasis scrapbook untuk meningkatkan hasil belajar siswa pada mata pelajaran SKI kelas VII MI Al-Hayatul Islamiyah. *Skripsi*. Universitas Islam Negeri Maulana Malik Ibrahim.

Putri, M., & Santoso, A. (2021). Pengembangan media pembelajaran digital interaktif untuk meningkatkan motivasi belajar siswa. *Jurnal Pendidikan dan Teknologi Informasi*.

Rahmawati, D. (2020). Pengembangan media pembelajaran interaktif berbasis konteks Islami untuk meningkatkan kemampuan komunikasi matematis pada materi SPLDV kelas VIII. *Skripsi*. Fakultas Tarbiyah dan Keguruan, Universitas Islam Nahdlatul Ulama Sidoarjo.

Renna. (2022). Konsep pendidikan menurut John Locke dan relevansinya bagi pendidikan sekolah dasar di pedalaman Papua. *Jurnal Papeda*, 4(1), 9.

Ryatanti, dkk. (2024). Pengembangan media scrapbook dalam pembelajaran IPS siswa kelas V SD Negeri 95 Palembang. *Jurnal Pendidikan*, 6(2).

Saputra, MW (2024). Media scrapbook sebagai sarana pemahaman materi sumber daya alam di sekolah dasar. *Jurnal Pendidikan Sekolah Dasar dan Inovasi Pembelajaran*, 8(1), 2-3.

Saragih, Maudya Ali, Nursakinah Lubis, Fatimah Zahara, Desmidar Harahap, Syahidah Awaliah Bintang, Eka Yusnaldi. (2024). Hubungan Antara Ilmu Sosial Dan IPS (Sumber Dan Materi IPS). *Journal on Education*, Volume 07, No. 01, pp. 281-286.

Sari, R. (2019). Validasi media pembelajaran interaktif dengan instrumen terstandarisasi. *Jurnal Teknologi Pendidikan*.

Senawati, Y. (2025). HIDRAN (Hydrology Educational Interactive Animation): Pengembangan media pembelajaran IPA siklus air berbasis Model Borg R&D & Gall di kelas 5 SD Negeri 3 Putat. *Jurnal Guru Sekolah Dasar*, 1(6).

Slamet, & Sriyanto. (2022). Penggunaan media pembelajaran IPS berbasis Google Sites di SMP Negeri 2 Gandrungmangu. *Seri Prosiding Ilmu Sosial & Humaniora*, 3.

Sugiono. (2022). *Metode penelitian kualitatif kuantitatif, dan R&D*. Bandung: Alfabeta.

Ulfa, NM. (2020). Analisis media pembelajaran kartu flash untuk anak usia dini. *Jurnal Pendidikan Anak Usia Dini Indonesia*, 1(1).

Yono, & Estiastusi. (2023). Pengembangan model media scrapbook digital untuk pembelajaran berbasis masalah pada konten IPS. *Joyful Learning Journal*, 11(1).

Yusnaldi, dkk. (2024). Pengaruh interaksi sosial dalam proses pembelajaran IPS di SD/MI. *Jurnal Pendidikan Tambusai*, 8.