
Development of Scrapbook Media to Enhance Students' Reading Interest in Descriptive Text Material for Grade VII Students at SMP Negeri 1 NA IX-X Labuhanbatu Utara

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Abstract

This study aimed to develop scrapbook media for descriptive text to enhance the reading interest of seventh-grade students at SMP Negeri 1 NA IX-X Labuhanbatu Utara. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The subjects were 24 seventh-grade students from class VII-4. Data were collected through observations, expert validation questionnaires, student and teacher response questionnaires, and a Likert-scale reading interest questionnaire administered before and after the use of the scrapbook media. The data were analyzed using percentage calculations to determine the feasibility and practicality of the media and the N-Gain test to measure the increase in students' reading interest. The results showed that the scrapbook media obtained feasibility scores of 93.8% from the media expert, 95% from the language expert, and 92% from the subject matter expert, all of which were categorized as very valid. The practicality test resulted in a student response score of 93.02% and a teacher response score of 98%, indicating that the media was highly practical. Furthermore, the N-Gain analysis produced a score of 0.71, equivalent to 71.25%, which was categorized as high. These findings indicate an increase in students' reading interest after using the developed scrapbook media. Therefore, the scrapbook media is feasible and practical for supporting the enhancement of students' reading interest in descriptive text.

Keywords: Scrapbook Media; Reading Interest; Descriptive Text; ADDIE.



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Introduction

Reading is one of the essential language skills in Indonesian language learning, particularly at the junior high school (SMP) level. Through reading activities, students can obtain information, broaden their knowledge, and develop their ability to understand various types of texts. However, students' reading interest remains a challenge in the learning process. At the regional level, data from the Central Statistics Agency (CSA) of North Sumatra indicate that the Reading Enthusiasm Level (REL) of the population of Labuhanbatu Utara Regency increased slightly from 58.26% in 2024 to 58.37% in 2025. Although this indicates a slight increase, the relatively moderate level suggests that efforts to strengthen the reading culture remain necessary, including among school-age learners.

The problem of reading interest is also evident in the classroom learning process. Reading interest among adolescents can be influenced by various environmental and social factors, including access to reading facilities, family support, and literacy activities (Valent et al, 2025). The use of less varied and less engaging instructional methods may also make classroom learning less engaging for students. In Indonesian language learning, these conditions can affect students' understanding of learning materials, including description text, which requires students to observe objects carefully and express their characteristics clearly through language. Therefore, the use of attractive and appropriate instructional media is needed to create a learning environment that can encourage students' attention, participation, and interest in reading.

Instructional media play an important role in creating meaningful learning experiences. The use of appropriately designed multimedia and instructional materials can facilitate students' learning by helping them process and integrate relevant verbal and visual information (Noetel et al., 2022). In addition, the use of learning media has been associated with students' learning motivation and learning outcomes (Permatasari et al., 2024). Thus, instructional media that are visually attractive, easy to use, and relevant to students' learning needs are important for addressing the problem of low reading interest.

Reading interest refers to an individual's inclination to enjoy and engage in reading activities and to obtain knowledge through reading (Elendiana, 2020). It is important because students with greater reading interest are more likely to engage voluntarily in reading activities and obtain information from written sources. Reading interest is therefore not only related to the frequency of reading but also to students' attention, enjoyment, and willingness to engage with reading materials. In the context of Indonesian language learning, developing students' reading interest is particularly important because reading provides a foundation for understanding and responding to different forms of written communication.

One type of material that requires students to read and understand information carefully is description text. Description text presents a person, place, atmosphere, object, or event in detail so that readers can understand the subject being described, including its physical characteristics and, in some contexts, attitudes, feelings, or other characteristics (Ahmad et al., 2020). Learning description text at the seventh-grade level therefore requires learning resources that can help students understand the characteristics, structure, and content of the text in an engaging manner. The presentation of descriptive objects through visual representations can also help students connect information in the text with concrete images and situations.

One learning medium that has the potential to support this need is a scrapbook. Scrapbooks are visual media that combine text, images, photographs, illustrations, colours, and decorative elements into a creative presentation (Septia et al., 2022). In instructional contexts, scrapbook media can present learning materials in a more attractive and organized format by integrating written information with visual elements. (Pulungan et al., 2024) reported the development of scrapbook learning media for Indonesian

language content, demonstrating the potential of scrapbook-based media as an instructional resource. (Maulani & Devianty, 2025) also developed scrapbook media as a means of supporting students' learning activities. The visual and interactive characteristics of scrapbooks provide opportunities for students to explore learning materials by opening, observing, and reading different sections of the media. Such characteristics are relevant to description text learning because images and visual elements can complement textual explanations and make the learning material more engaging.

Previous research has demonstrated the importance of engaging instructional approaches and appropriately designed learning materials in supporting students' reading motivation and learning processes. A meta-analysis of school-based interventions found that interventions designed to foster reading motivation had positive effects on students' reading motivation and reading comprehension, particularly when the interventions were designed to trigger students' interest (Van Der Sande et al., 2023). In addition, research on multimedia instructional design has identified several design principles that can facilitate learning, including signaling, modality, coherence, segmentation, and the removal of unnecessary visual information (Noetel et al., 2022). More recent meta-analytic evidence has further examined multimedia learning across different media types and learning conditions, reinforcing the importance of appropriate multimedia design in supporting learning outcomes (Cromley & Chen, 2025). These findings provide a theoretical basis for developing instructional media that combine text, images, colours, and interactive elements to create more engaging learning experiences. However, the international literature has primarily focused on multimedia learning and reading-motivation interventions rather than scrapbook media specifically. Limited attention has also been given to the development of scrapbook media for seventh-grade junior high school students, particularly in relation to description text material and reading interest. Therefore, the present study develops scrapbook media using the ADDIE model to enhance students' reading interest in description text learning.

Based on the preliminary observation conducted at SMP Negeri 1 NA IX-X Labuhanbatu Utara, the learning process for description text was still dominated by textbooks and lecture-based instruction. This condition was accompanied by relatively low student involvement in learning activities. The needs analysis questionnaire also indicated that students wanted learning media that were more attractive, colourful, illustrated, and easy to understand. Furthermore, the school had not previously used scrapbook media for teaching description text despite implementing the Kurikulum Merdeka. These conditions indicate the need for learning media that can present description text material in a more engaging and visually supported manner while encouraging students to read and explore the material.

Therefore, this study focuses on the development of scrapbook media for description text material for seventh-grade students at SMP Negeri 1 NA IX-X Labuhanbatu Utara. The scrapbook is designed to combine textual material, illustrations, colours, and interactive elements in a creative format that allows students to explore the material gradually. Accordingly, the purpose of this study is to develop scrapbook media that are feasible and practical and can support increased reading interest among seventh-grade students in learning description text material.

Research Method

This study employed a Research and Development (R&D) approach, which aims to develop an educational product and assess its feasibility, practicality, and effectiveness before its use in the learning process. The R&D approach involves systematic stages of identifying needs, designing, developing, testing, and refining products to meet users' learning needs (Waruwu, 2024).

The development model used in this study was the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic framework for developing instructional products through sequential stages of analysis, design, development, implementation, and evaluation (Baan & Dewi, 2021). In this study, the ADDIE model was applied to develop scrapbook media through needs analysis, media design, product development, implementation with trial subjects, and evaluation based on expert validation and trial results.

The research was conducted at SMP Negeri 1 NA IX-X Labuhanbatu Utara during the even semester of the 2025/2026 academic year. The trial subjects consisted of 24 seventh-grade students in class VII-4. The subjects were selected using purposive sampling based on the Indonesian language teacher's consideration that class VII-4 had characteristics relevant to the research objectives and required more engaging instructional media to support students' reading interest in description text learning. The study also involved three expert validators: a media expert, a material expert, and a language expert, who assessed the feasibility of the developed scrapbook media.

The research instruments consisted of an observation sheet, media expert validation sheet, material expert validation sheet, language expert validation sheet, student response questionnaire, and a reading interest questionnaire. The reading interest questionnaire was administered before (pretest) and after (post-test) the implementation of the scrapbook media. The expert validation sheets were used to assess the feasibility of the developed media, while the student response questionnaire was used to determine its practicality. The reading interest questionnaire was used to identify changes in students' reading interest following the use of the scrapbook media. All questionnaire items were assessed using a four-point Likert scale, with scores of 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree.

The data consisted of qualitative and quantitative data. Qualitative data were obtained from comments, suggestions, and recommendations provided by the expert validators and were used as a basis for revising the scrapbook media. Quantitative data were obtained from expert validation scores, student response questionnaires, and reading interest questionnaire scores. The expert validation and student response data were analyzed using percentage calculations to determine the feasibility and practicality of the scrapbook media. Meanwhile, the pretest and post-test scores of students' reading interest were analyzed using the N-Gain test to determine the magnitude of improvement in reading interest after the implementation of the scrapbook media.

Results and Discussion

The scrapbook learning media for description text material for Grade VII students of SMP Negeri 1 NA IX-X Labuhanbatu Utara was developed using the Research and Development (R&D) method and the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The results of each stage are presented below.

Analysis

The analysis stage was conducted to identify problems and learning needs as the basis for developing scrapbook media. At this stage, the researchers conducted preliminary observations at SMP Negeri 1 NA IX-X Labuhanbatu Utara and distributed a needs analysis questionnaire to students of class VII-4.

The observation results indicated that the learning process for description text was still dominated by textbooks and teacher-centered instruction. Consequently, students were less actively involved in

learning activities. The needs analysis questionnaire further showed that students preferred learning media that were more attractive, colourful, illustrated, and easy to understand. These findings indicate that the existing learning media had not fully accommodated students' learning needs or optimally stimulated their interest in reading description text.

The importance of varied instructional media is also supported by (Mahfuz, 2021), who emphasized that teachers need to utilize instructional media creatively and variably to facilitate students' understanding of learning materials. The use of conventional and technology-based media in combination can provide more varied presentations and support the learning process. This supports the present analysis that the use of textbooks and teacher-centered instruction alone may not sufficiently accommodate students' need for more engaging learning experiences.

The low level of reading interest became the basis for developing scrapbook media as an alternative instructional medium. According to (Elendiana, 2020), reading interest is reflected in students' enjoyment, attention, and willingness to engage in reading activities. Therefore, instructional media that can attract students' attention and encourage active engagement are needed to support the development of reading interest.

This consideration is consistent with (Van Der Sande et al., 2023), whose meta-analysis found that school-based interventions designed to foster reading motivation can positively influence students' reading motivation and reading comprehension, particularly when interventions are designed to trigger students' interest. Therefore, creating learning experiences that attract students' attention and stimulate their interest is important in supporting reading-related learning.

Design

The design stage involved developing the initial concept of the scrapbook based on the characteristics of Grade VII students and the learning objectives of description text material. The design process included determining the theme, media size, page layout, font type, colour combinations, illustrations, interactive elements, and learning content.

The scrapbook was designed using a vintage aesthetic concept with a combination of black, brown, cream, and white. The media incorporated illustrations, page decorations, flipbook elements, and interactive folds. The learning material included the definition, purpose, structure, characteristics, examples, and exercises related to description text.

The selection of visual and interactive elements was intended not merely to improve the appearance of the media but also to support students' engagement with the learning material. Images and colours were used to attract attention, while interactive elements encouraged students to open, observe, and explore the material on each page. This approach is consistent with (Septia et al., 2022), who described scrapbook media as visual media that combines text, images, and decorative elements to create an attractive learning presentation.

The design of the scrapbook can also be understood through the multimedia learning perspective proposed by (Mayer, 2024). The multimedia principle suggests that learners can learn more deeply from a combination of words and pictures than from words alone when the information is appropriately designed. Mayer's framework also emphasizes the importance of principles such as coherence, signaling, spatial contiguity, and segmenting in reducing unnecessary cognitive processing and supporting meaningful learning.

In the present study, the combination of written explanations, illustrations, colours, and organized page structures was intended to provide students with complementary verbal and visual representations

of description text material. The visual components were therefore designed as instructional elements rather than merely decorative features.

The developed scrapbook consisted of several main sections, as shown in Figures 1–4.

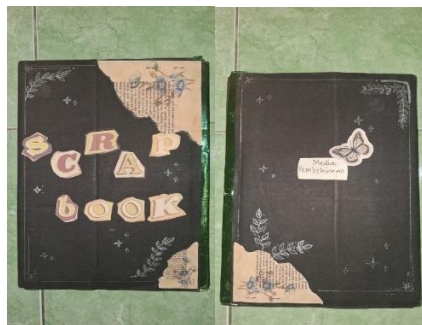


Figure 1. Front Cover and Back Cover

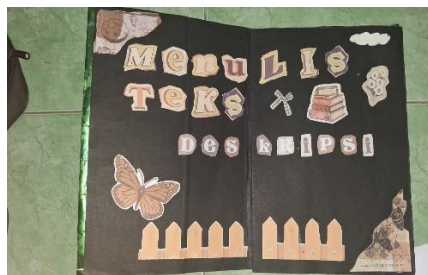


Figure 2. Second and Third Pages



Figure 3. Presentation of Description Text Material

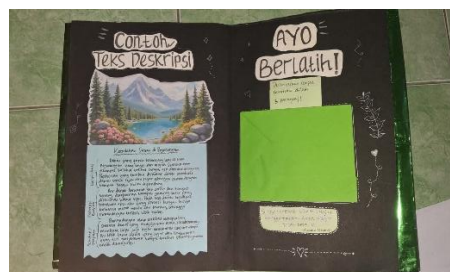


Figure 4. Example and Practice Writing Description Text

Figure 4 presents an example of a description text entitled *Keindahan Danau di Pegunungan* included in the scrapbook media. The example is organized according to the structure of a description text, consisting of an identification section in the first paragraph, a description section in the second paragraph, and a closing section in the third paragraph. This example serves as a learning reference to help students

recognize the structure and characteristics of description text before completing the practice activities provided in the scrapbook.

Development

The development stage involved producing the scrapbook based on the design prepared in the previous stage. The developed media contained description text material, including its definition, purpose, structure, characteristics, examples, and exercises. The material was presented through an interactive visual format that combined written explanations, illustrations, colours, and decorative elements.

After the product was developed, its feasibility was assessed through expert validation. Three validators were involved: a media expert, a language expert, and a subject matter expert. The validation focused on the media appearance, layout, typography, language accuracy, readability, material suitability, conceptual accuracy, completeness, and presentation.

The criteria used to interpret the validation results are presented in Table 1.

Table 1. Product Validity Criteria

Percentage	Validity Criteria
85%–100%	Very Valid
69%–84%	Valid
53%–68%	Quite Valid
37%–52%	Less Valid
20%–36%	Invalid

Based on Table 1, a product obtaining a percentage of 85%–100% is categorized as very valid. The validation results of the developed scrapbook media are presented in Table 2.

Table 2. Expert Validation Assessment

Validator	Score	Calculation	Percentage	Criteria
Media Expert	61	$61/65 \times 100\%$	93.8%	Very Valid
Language Expert	19	$19/20 \times 100\%$	95%	Very Valid
Subject Matter Expert	46	$46/50 \times 100\%$	92%	Very Valid

The results in Table 2 show that the scrapbook media obtained validation scores of 93.8% from the media expert, 95% from the language expert, and 92% from the subject matter expert. All three scores fall within the very valid category. These results indicate that the developed scrapbook met the required criteria in terms of visual presentation, language use, and material suitability.

The media expert assessed aspects related to appearance, design, layout, colour selection, typography, and ease of use. The language expert assessed language accuracy, spelling, sentence clarity, and readability. Meanwhile, the subject matter expert assessed the suitability of the content with the learning objectives, conceptual accuracy, completeness of the material, and presentation of description text.

The validators also provided suggestions for improving the product. Revisions were made to several aspects of the scrapbook, including its visual appearance, language use, and presentation of learning materials. After the revisions were completed, the scrapbook was considered suitable for implementation with Grade VII students.

The high validation results are consistent with (Pulungan et al., 2024), who reported the development of scrapbook learning media for Indonesian language content and obtained high validity based on expert assessment. This similarity suggests that expert validation is an important stage in ensuring that instructional media meet content, presentation, and instructional requirements before classroom implementation.

The importance of appropriately designed instructional media is further supported by (Ribosa & Duran, 2022). Their meta-analysis found that the creation of visual and audiovisual learning materials produced better learning effects than the creation of textual materials alone. Although their study examined student-generated teaching materials rather than scrapbook media specifically, the findings provide additional support for the pedagogical relevance of visual materials in learning. In the present study, the scrapbook similarly combines textual information with visual elements to present description text material in a more engaging format.

Implementation

The implementation stage involved using the validated scrapbook media with 24 students of Grade VII-4 at SMP Negeri 1 NA IX-X Labuhanbatu Utara. The purpose of this stage was to determine the practicality of the media based on student and teacher responses and to examine changes in students' reading interest after using the scrapbook.

The practicality assessment considered aspects such as ease of use, attractiveness of the media, clarity of material presentation, usefulness in learning, and students' interest in using the scrapbook.

Table 3. Student and Teacher Response Results to Scrapbook Media

Respondent	Number of Respondents	Score Obtained	Maximum Score	Percentage	Category
Students	24	893	960	93.02%	Very Practical
Teacher	1	49	50	98%	Very Practical

Table 3 shows that the scrapbook obtained a response score of 93.02% from the students and 98% from the Indonesian language teacher. Both percentages fall within the very practical category. The results indicate that the media was considered easy to use, attractive, understandable, and useful for supporting the learning process.

The high student response suggests that the combination of text, illustrations, colours, and interactive components made the learning material more engaging. Meanwhile, the teacher's response indicates that the scrapbook could be practically integrated into classroom instruction for description text material.

These findings support the view of (Mahfuz, 2021) that instructional media can facilitate students' understanding when learning materials are presented creatively and variably. The findings also demonstrate that the scrapbook was not only feasible according to expert assessment but also practical from the perspectives of its intended users.

The findings can also be considered in relation to (Tarchi et al., 2021), who compared learning through text, video, and subtitled video and found that media format can influence aspects of learning and transfer. Although the present study did not compare different media formats, this evidence reinforces the importance of considering the format through which instructional content is presented rather than treating media selection as merely an aesthetic decision.

Effectiveness

The effectiveness test was conducted to examine changes in students' reading interest by comparing the pretest and post-test results. The reading interest questionnaire was administered before and after students used the scrapbook media. A total of 24 students participated in the assessment.

The N-Gain analysis was used to determine the relative improvement in students' reading interest following the implementation of the scrapbook.

Table 4. N-Gain Results of Students' Reading Interest

Measurement	Mean Score	N-Gain	N-Gain (%)	Category
Pretest	65.37	0.71	71.25%	High
Post-test	90.20			

Table 4 shows that the mean reading interest score increased from 65.37 in the pretest to 90.20 in the post-test. The N-Gain score was 0.71, equivalent to 71.25%, which falls within the high category.

The increase indicates that students' reading interest scores improved after the implementation of the scrapbook media. The visual and interactive presentation of the material may have provided students with a more engaging way to explore description text. Students were able to open and examine different sections of the scrapbook, observe illustrations, read the presented information, and complete the provided exercises.

This finding is consistent with (Cahyani et al., 2021), who developed scrapbook media based on fable stories and reported its potential to support students' literacy interest through attractive visual elements and learning activities. Similarly, (Fadillah & S, 2025) developed scrapbook media based on fable stories and reported positive results in supporting students' reading literacy interest. The present study extends these findings by applying scrapbook media to Grade VII junior high school students and specifically integrating it with description text material.

The findings can also be understood through the broader literature on multimedia learning. (Mayer, 2024) explains that appropriately combining words and graphics can support meaningful learning because learners process verbal and pictorial representations through complementary channels. This theoretical perspective is relevant to the present scrapbook because the media combines written description text with illustrations and other visual elements.

Similarly, (Ribosa & Duran, 2022) found through meta-analytic evidence that visual and audiovisual learning materials can produce stronger learning effects than textual materials alone. Although their research does not directly examine reading interest or scrapbook media, the finding provides theoretical support for the use of visual components in instructional materials.

The affective dimension of multimedia design is also relevant. (Wang et al., 2023) reported through a meta-analysis that affective pedagogical agents in multimedia learning environments can increase students' positive emotions and intrinsic motivation compared with neutral pedagogical agents. While the scrapbook developed in the present study does not employ pedagogical agents, this finding supports the broader argument that affective and engaging design features can contribute to learners' motivational experiences.

Furthermore, (Van Der Sande et al., 2023) found that school-based interventions designed to foster reading motivation can positively affect students' reading motivation and reading comprehension, particularly when interventions are designed to trigger students' interest. This is relevant to the present study because the scrapbook was specifically designed to make description text material more attractive and encourage students to engage with the reading material.

Thus, the present findings suggest that the scrapbook's combination of textual information, visual elements, colours, and interactive components provided a more engaging learning experience for students. However, the increase in reading interest should be interpreted appropriately because the effectiveness analysis in this study relied on N-Gain analysis and did not include inferential statistical testing of pretest-post-test differences. Therefore, the findings demonstrate an increase in students' reading interest scores associated with the implementation of the scrapbook, but they should not be interpreted as definitive evidence of statistical significance.

Evaluation

The evaluation stage was conducted to assess the overall quality of the developed scrapbook based on expert validation, user responses, and the results of the reading interest measurement. The validation results showed percentages of 93.8% from the media expert, 95% from the language expert, and 92% from the subject matter expert, all of which were categorized as very valid.

The practicality assessment also produced high percentages, namely 93.02% from students and 98% from the teacher, indicating that the scrapbook was very practical for classroom use. Furthermore, the reading interest measurement showed an increase from a mean pretest score of 65.37 to a mean post-test score of 90.20, with an N-Gain of 0.71 (71.25%), categorized as high.

Overall, the evaluation results indicate that the developed scrapbook fulfilled the intended development criteria. The media was considered valid by experts, practical by students and the teacher, and associated with increased reading interest scores after implementation. These results demonstrate the potential of scrapbook media as an alternative instructional medium for supporting description text learning among Grade VII students.

Conclusion

This study successfully developed scrapbook media for description text material for Grade VII students of SMP Negeri 1 NA IX-X Labuhanbatu Utara using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The developed media was designed to provide a feasible and practical learning medium that supports students' reading interest in learning description text.

The results showed that the scrapbook media obtained feasibility scores of 93.8% from the media expert, 95% from the language expert, and 92% from the subject matter expert, all of which were categorized as very valid. The student and teacher response results were 93.02% and 98%, respectively, indicating that the media was categorized as very practical for use in learning. Furthermore, the reading interest questionnaire results showed an increase from a mean pretest score of 65.37 to a mean post-test score of 90.20, with an N-Gain score of 0.71 (71.25%), which was categorized as high. These results indicate an increase in students' reading interest scores after the use of the scrapbook media. Therefore, the developed scrapbook media has the potential to serve as an alternative instructional medium for teaching description text to Grade VII students at SMP Negeri 1 NA IX-X Labuhanbatu Utara.

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