Scrapbook Media on Indonesian Language Learning Outcomes for Single Sentence Material for Grade III Students of SD Negeri 5 Tubanan

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Abstract

The discovery of errors in writing single sentences taught to third grade students at SD Negeri 5 Tubanan became the inspiration for the title of this research. The aim of this research is to evaluate the efficacy of scrapbook learning media on the acquisition of Indonesian through learning single sentence content. 22 third grade students from SD Negeri 5 Tubanan participated in this research. The research approach uses quantitative experiments and data collection procedures through the use of 25 multiple choice questions for pre and post tests. The t-test was used as part of the data analysis procedure. The average posttest score was 71.09, while the average pretest score was 51.64, as shown by the paired sample statistical test. The paired sample correlation test produces a significance level of 0.023, which is less than the predetermined limit of 0.05. In addition, a significance value of less than 0.001 is indicated by the results of the Paired Sample T Test which is smaller than the significance limit of 0.05. Based on these results, it can be concluded that learning activities with single sentence learning material using scrapbook media are effective.
Keywords: Learning Results, Scrapbook Media, Indonesian Language

Abstrak

Ditemukannya kesalahan dalam penulisan kalimat tunggal yang diajarkan kepada siswa kelas tiga di SD Negeri 5 Tubanan menjadi inspirasi penelitian ini. Tujuan dari penelitian ini adalah untuk mengevaluasi kemanjuran media pembelajaran *scrapbook* terhadap perolehan bahasa Indonesia melalui pembelajaran konten kalimat tunggal. 22 siswa kelas tiga dari SD Negeri 5 Tubanan berpartisipasi dalam penelitian ini. Pendekatan penelitian menggunakan eksperimen kuantitatif dan prosedur pengumpulan data melalui penggunaan 25 pertanyaan pilihan ganda untuk tes pra dan pasca. Uji-t digunakan sebagai bagian dari prosedur analisis data. Skor *posttest* rata-rata adalah 71,09, sedangkan skor *pretest* rata-rata adalah 51,64, seperti yang ditunjukkan oleh uji statistik sampel berpasangan. Uji korelasi sampel berpasangan menghasilkan tingkat signifikansi 0,023, yang kurang dari batas yang telah ditentukan sebesar 0,05. Selain itu, nilai signifikansi kurang dari 0,001 ditunjukkan oleh hasil uji *Paired Sample T Test* yang lebih kecil dari batas signifikansi 0,05. Berdasarkan hasil tersebut, dapat disimpulkan bahwa kegiatan pembelajaran dengan materi pembelajaran kalimat tunggal menggunakan media *scrapbook* efektif.
Kata Kunci: Hasil Belajar, Media *Scrapbook*, Bahasa Indonesia

Introduction

Language is a powerful medium for conveying thoughts, actions, and emotions. Given the many regional languages used in Indonesia, Indonesian serves as an important unifying language. Because Indonesian unites all regional languages in Indonesia, Indonesian reflects the social and cultural values that form the basis of a sense of national identity (Parulian Sibuea et al., 2024) . However, currently, especially among elementary school students, awareness of the importance of using Indonesian is still very low (Aprilianti et al., 2024) .

The main function of language is as a tool or means to convey information, emotions, ideas, skills and others (Widiagustini, 2019) . In the context of learning, especially Indonesian, students need to have the ability to master various language skills. Reading, listening,

speaking, and writing are the four foundations of linguistic competence. Teachers should convey these four skills with interesting learning strategies so that students' understanding and skills can develop well (Ristianisa, 2021) . Of the four skills, writing skills are the last step that must be mastered by language learners after studying the previous three skills. Writing is an activity that is not only about pouring out one's views and opinions into writing, but also in the form of in-depth written communication.

A sentence is the smallest structure of language in oral or written form, which is expressed from a complete thought (Rina Amelia, Slamet Triyadi, 2023). Starting from studying Indonesian language content in single sentences, elementary school students are introduced to sentence structure. One clause or main sentence forms one sentence. The standard acronym for a complete sentence is SPOK, which stands for subject, predicate, object, and description. There are three types of clauses or sentences that can be classified according to their structural patterns: SP, SPO, and SPOK (Eraku & Zakaria, 2024) . Educators have a responsibility to ensure that their students learn Indonesian grammar correctly so that they can become fluent speakers. So, to be able to speak Indonesian fluently, studying Indonesian thoroughly from textbooks is very important (Amelia, 2024) .

Teacher professionalism to achieve success at the elementary education level is very necessary to change the mindset and psyche of students. According to (Mislia et al., 2020) the term professional is the level of teacher position in carrying out his demands as an educator to always carry out developments and carry out his duties. One example of teacher professionalism is by designing innovative and creative media to foster student interest so that in teaching and learning activities students do not get bored easily, the material can be conveyed easily and accepted by students. Teachers have a great influence in teaching and learning activities. In (Krissandi et al., 2018) Teacher competence and expertise determine how academic instruction activities continue and their impact on students' lives outside of school. To help students overcome their knowledge gaps, media plays an important role. Any media used by teachers to convey ideas and information to students is considered media in the context of education.

Field observations show that more than half of the third-grade students of SD Negeri 5 Tubanan cannot write a single sentence correctly using all the required components. This is likely due to the fact that teachers in this class do not use media to engage students in the learning process. As a result, students continue to sit passively and listen to teacher lectures, which hinders their progress in areas such as Indonesian and sentence writing. This is evident in every class, teachers fail to incorporate interesting learning resources into their lessons. Thus, the learning process will seem boring and tedious, and as a result students will be less engaged.

The statistics of learning outcomes from daily assessments of Indonesian language topics for third-grade students in the first semester of the 2024/2025 academic year at SD Negeri 5 Tubanan (total 22 students; average score: 52.5%), lend credibility to the above claim. With most errors occurring in the selection of incorrect single sentence components, only 5 students scored above the KKM, while 17 students did not complete the KKM. Teachers can avoid this problem by incorporating visual aids into their lessons to help students engage with the material, which ultimately increases the likelihood that they will remember and apply what they learn. In addition, students can gain real experience if they use media in learning during learning. According to (Lovita, 2017) concrete media is tangible media to be used in learning that aims to provide real experiences, can arouse students' interests and enthusiasm.

Educators are responsible for ensuring that their students not only receive the material but also actively engage with it, using learning media to stimulate student activity and shape students' ability to understand single sentences in their textbooks. Learning materials that are entertaining, effective, and not boring can help students become more involved in their learning and improve their ability to interpret individual phrases in the text. One way to

overcome this problem is to include interesting learning materials, such as *scrapbook media.* (Julia et al., 2022) The ability to select appropriate learning materials is a must for educators, as it allows them to shape students' learning experiences within a carefully designed classroom environment.

Scrapbook is a media that can be used as a container to package something that is considered important, in the world of education *scrapbooks* are usually used by educators as a medium or means used to help the learning process (Widiastuti, 2023) . *Scrapbook* is an interesting and creative media for elementary school students because it is equipped with pictures and colors that are liked by elementary school children. In this study, *scrapbook learning media* containing examples of single sentences and their elements were used to help students write single sentences correctly. The impact of exposure to this media on students' writing skills is quite large. The use of learning media can improve the clarity of information delivery, which can later improve learning outcomes (Pagarra H & Syawaludin, 2022) .

Pictures, photos, simple words, and adorable embellishments are all part of *a scrapbook,* which can be arranged to fit any lesson plan. This uniqueness has the potential to create a more engaging learning environment and arouse students' interest in actively participating in class. Teaching and learning can be facilitated and made more effective and memorable with the use of learning media (RM Wulandari et al., 2024) . Initially, *scrapbooking* was the art of sticking photos on paper and then decorating them with ornaments that made them charming creations (Amalina, 2020) . *Scrapbook media* has several advantages, including being attractive because there are photos, colors and pictures, being realistic, and easy to make (Ummi Latifaturrodhita & Linggo Wati, 2023) .

Based on this, the purpose of this study is to examine and discuss the *scrapbook media* needed for these learning activities. *Scrapbook media* is relevant to students' real-life situations. Incorporating this learning tool into the classroom will increase efficiency, accuracy, and engagement (Widya Ayuning et al., 2024) . The use of *scrapbook media* can be one of the many alternatives to train the skills of grade III elementary school students in writing single sentences during learning. Through the use of this *scrapbook media*, students are expected to be able to compose single sentences and understand their structure well. Based on these problems, the purpose of this study is to examine the effectiveness of *scrapbook media* on the learning outcomes of Indonesian language through *scrapbook media* by third-grade students of SD Negeri 5 Tubanan.

Method

The purpose of this quantitative study was to evaluate the impact of *scrapbook learning media* on Indonesian language learning outcomes, especially the ability to understand and apply single sentence structures. Third grade students from SD Negeri 5 Tubanan participated in this study. Questionnaires given before and after the study were used to collect data. This study used *scrapbook media* as an independent variable and learning outcomes as a dependent variable. Some participants in this study will participate in an intervention involving the use of *scrapbook learning media* to answer multiple-choice questions related to single sentences discussed in Indonesian language classes. This research design uses *One Group Pretest-Posttest Design* in table 1.

Table 1. Research Design

Pretest	Treatment	Posttest
O^1	X	O^2

A total of twenty-two third-grade students of SD Negeri 5 Tubanan became the research population. The researcher collected data using a 25-question test with a multiple-choice method. There are three stages in conducting the research. The first stage is preparation, which

includes interviews and observations of third-grade teachers of SD Negeri 5 Tubanan. The next step in conducting the research is to collect pre-test data, provide therapy using *scrapbook learning media* , and finally, distribute post-test data. The final step of any research project is to analyze all the data collected and draw conclusions. These findings will eventually be presented as the results of the research. Using the SPSS T-paired test, which aims to establish a hypothesis, determine the level of significance, calculate the t-value using the t table, and draw conclusions, the data of this study were analyzed. A Sig value of less than 5% indicates that the findings of the T-paired test are statistically significant.

The instrument in the study is a tool that helps estimate the research variables, which are unique observations (Sugiyono, 2018) . In this study, the instruments used were in the form of initial test sheets and final tests. Students' knowledge of the Indonesian language topic was assessed twice in this study: once before therapy and again after treatment using *scrapbook media.*

Results and Discussion
Pretest Results
      a pretest was initially conducted on students who would be responsible for conducting the necessary studies to ensure the students' basic competencies in the single sentence material in the Indonesian language subject.

Table 2. *Pretest Result Data*

Statistics	
Pretest	
N Valid	22
Missing	0
Mean	51.64
Median	50.00
Mode	40
Std. Deviation	13,059
Minimum	32
Maximum	76
Sum	1136

      Students' pretest scores ranged from a minimum of 32 to a maximum of 76, with a standard deviation of 13.059 (Table 2). The mean score was 51.64.
Posttest Result Description
      posttest results in this study were obtained after the research subject group received treatment with *scrapbook learning media* for 3 meetings.

Table 3. *Posttest* Result Data

Statistics	
Posttest	
N Valid	22
Missing	0
Mean	71.09
Median	72.00
Mode	68
Std. Deviation	11,105
Minimum	48
Maximum	88
Sum	1564

In Table 3, we can see that the range of posttest scores for students ranged from 48 to 88, with a standard deviation of 11.105; the mean score was 71.09.

Normality Test

One of the tests needed to perform a paired sample t-test analysis is the normality test, which calculates whether the collected data is normally distributed or not.

Table 4. Results of the *Pretest* and *Posttest Data Normality Test*

Test of Normality

	Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Statistics	Df	Sig.	statistics	df	Sig.
Pretest	,132	22	,200*	,956	22	,413
Posttest	,118	22	,200*	,953	22	,359
*.This is a lower bound of the true significance						
Liliefors Signification Correction						

Based on table 4, the results of the Shapiro-Wilk normality test show that the *pretest significance value* is 0.413, indicating that the results follow a normal distribution. Similarly, the *posttest significance value* is 0.359, meaning that both *the pretest* and *posttest* are significantly different from 0.05. Both *the pretest* and *posttest results* follow a normal distribution.

Homogeneity Test

To determine whether samples are statistically similar or have the same variance, the homogeneity test is a good tool to use.

Table 5. *Pretest* and *Posttest* Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	1,255	1	42	,269
	Based on Median	1,276	1	42	,265
	Based On Median and with adjust df	1,276	1	41,996	,265
	Based on trimmed mean	1,279	1	42	,264

The significance value is 0.269, according to table 5. Since 0.269 > 0.05, the significance level is higher than 0.05, which indicates that the data is homogeneous.

Research Hypothesis Testing

The hypothesis in this study is:

Ho: Before and after using *scrapbook learning media* , there were no real changes in the learning outcomes of single sentences in Indonesian language learning.

Ha: Students' ability to memorize single sentences in Indonesian language class increased drastically after using *scrapbooks* as a teaching tool.

The results of paired sample t-test analysis, including paired sample statistics, paired sample correlation, and paired sample test (sig-2 tailed), were used to assess the previously mentioned hypotheses.

Table 6. *Paired Sample Statistics*

Paired Sample Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	51.64	22	13,059	2,784
	POST TEST	71.09	22	11,105	2,368

Table 6 shows the results of the t-test which shows that the average value before and after the application of *scrapbook learning media* is higher than before. Specifically, the average value before is 51.64 and the average value after is 71.09. It seems that the use of *scrapbook learning media* has led to an increase in the quality of learning outcomes.

Table 7. *Paired Sample Correlation*

Paired Sample Correlation			N	Correlation	Significance	
					Pne-Sided p	Two-Sided p
Pair 1	PRETEST	&	22	,481	,012	,023
	POSTTEST					

From the results of the paired sample correlation test, it can be concluded that there is a significant relationship between the initial test and the final test, because the significance value is 0.023, which is smaller than the accepted threshold of 0.05.

Table 8. *Paired Sample Test*

Paired Sample Test		Paired Differences								Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	d	One-Sided p	Two-Sided p
					Lower	Upper					
Pair 1	PRETEST-POSTTEST	-19,455	12,424	2,649	-24,963	-13,946	-7,345	1	2	<,001	<,001

The results of the paired sample t test showed a significance value of <0.001, which is less than 0.05, so Ho is rejected. This shows that there is a difference in learning outcomes between before and after the use of learning media. It can be concluded that the use of learning media can significantly improve students' memory of Indonesian language learning materials, especially those learning single sentences.

The first hypothesis of this study is based on the findings of the hypothesis test which states that student learning outcomes after utilizing *scrapbook learning media* are higher than before utilizing *scrapbook learning media.* The results of this study support the results of the study (Saputri & Rahmi, 2024) , The development of *scrapbook media* on the topic of the human digestive system obtained a very good score of 95%. This means that *scrapbook media* is suitable

for use in the classroom, because it can increase student involvement and enthusiasm for learning.

This study is also supported by the results of research (Syahrum et al., 2021) , investigating the efficacy of *scrapbooks* as a medium to improve students' verbal and written communication skills. The findings show that *scrapbook learning media* significantly affects students' writing and speaking outcomes in class. This is because, among other things, students become more comfortable and enthusiastic in writing in their Indonesian language classes. The use of *scrapbooks* as a teaching tool seems to attract students' interest. Children are able to pay attention in class and provide thoughtful answers when asked. (Nurjannah A. Malik et al., 2023) conducted a study developing *scrapbook media* to hone students' creative thinking skills. With a media validity rate of 89%, a media validity rate of 91%, and a media effectiveness rate of 75% on cognitive tests, this study concludes that *scrapbook media* is valid, practical, and effective in training students' creative thinking skills to achieve scores above the KKM.

The elementary school educational environment is an important means of preparing students who have superior potential (Handayani et al., 2021) . Teachers, class leaders, guides, facilitators, and assessors are part of the teacher's job description in terms of student learning. Learning targets will be achieved well and effectively if these four things are done correctly. (Ahmad & Mustika, 2021) . Teachers can make classes more interesting for students by engaging them in what they are learning (Jannati et al., 2023) .

Tools for elementary school classroom teaching and student learning can bring benefits to students, including strengthening understanding, improving language skills, and increasing creativity (Sari & Yatri, 2023) . In most cases, the role of media in education is to help students and teachers connect in a way that maximizes efficiency and effectiveness in the classroom (AP Wulandari et al., 2023) . Students in lower grades also have short-term memories, therefore they benefit greatly from the use of visual aids and other forms of media to help them remember information. Learning media can provide students with skills that are relevant to everyday life, not only limited to literacy and numeracy, but also skills needed in the digital era, such as technology skills and media literacy (Laksana, 2024) .

A total of 22 students were included in this study, and the level of significance was kept below 5%. In table 8, we can see that the use of *scrapbook learning materials* significantly improved student performance on the learning outcome test when compared to the use of traditional teaching methods. This is because students are more interested in paying attention to learning activities using unique and interesting media such as *scrapbook* learning media . Media cannot be separated from a learning process, because without the use of media, learning will not necessarily run well (Hijjah & Bahri, 2022) . In the same way that learning media helps students more easily identify what they do not know or understand, learning media are also needed to make something that is not real become real (Ristiyah et al., 2023) . Media can inspire children to love learning because it contains elements of learning resources, namely real things that students can find in everyday life (Maulani et al., 2024) .

There are two main elements that influence a person's success in learning Indonesian. The first is the internal factors of the learner, which include physical conditions and the condition of the five senses. Second, there are external factors, which include things like the home environment, the influence of friends, and the weather on learning activities. (Subakti & Handayani, 2020) . A teacher's best efforts to help their students learn Indonesian, including providing interesting materials that arouse their interest in the language. (Suwiti, 2022) . Students' knowledge, behavior, and competencies related to their proficiency in Indonesian language classes are the main criteria for evaluating their learning outcomes (Hasibuan et al., 2023) .

Before inserting learning materials into *the scrapbook* , the average learning achievement score was 51.64. In contrast, a score of 71.09 was achieved as a result of using *the scrapbook learning media* , which was 19.45 points higher than before. Students' satisfaction with *the*

scrapbook as a learning tool contributed to improved performance on the single sentence comprehension test in Indonesian language classes, according to these results. In short, the findings of the study support the idea that, if used appropriately, learning media can improve the efficacy of classroom instruction, and indicate that the *scrapbook media* has become an effective tool for improving students' understanding of single sentence content.

Conclusion

The results of the previous research and discussion lead us to believe that grade 3 students of SD Negeri 5 Tubanan gain great benefits from the use of *scrapbook learning media* to learn Indonesian language and culture through single sentence learning. This is evidenced by the results of the *Paired Sample Statistic test,* namely the average value before is 51.64 and after is 71.09. Based on the results of the paired sample correlation test, the significance value is 0.023 which means it is smaller than 0.05. In addition, the significance value is smaller than 0.001 which means it is smaller than the significance of 0.05, as shown by the results of the *Paired Sample T Test.*

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