



The Influence of the Hands-On Activity Learning Model Assisted by Scrapbook Media on the Learning Interest and Fiction Writing Ability of 5th Grade Students

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Abstrak

Menulis cerita fiksi dapat mengembangkan imajinasi, kreativitas, dan pemahaman siswa terhadap bahasa serta struktur naratif. Penelitian ini bertujuan untuk mengkaji pengaruh model pembelajaran hands-on activity berbantuan media scrapbook terhadap minat belajar dan kemampuan menulis cerita fiksi siswa kelas V Gugus II Kecamatan Patallassang Kabupaten Gowa. Metode penelitian yang digunakan adalah eksperimen dengan desain pretest-posttest control group. Sampel penelitian terdiri dari 62 siswa yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang menggunakan model pembelajaran hands-on activity berbantuan media scrapbook dan kelompok kontrol yang menggunakan model pembelajaran konvensional. Instrumen penelitian meliputi angket minat belajar dan tes kemampuan menulis cerita fiksi. Data yang diperoleh dianalisis menggunakan teknik statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada minat belajar dan kemampuan menulis cerita fiksi siswa kelompok eksperimen dibandingkan dengan kelompok kontrol. Uji Signifikansi Multivariat dengan nilai signifikan $0,000 < 0,05$ yang berarti bahwa H_0 ditolak H_1 diterima, yaitu terdapat pengaruh model hands on activity berbantuan media Scrapbook secara simultan terhadap minat dan kemampuan menulis cerita fiksi siswa kelas V. Kesimpulan dari penelitian ini adalah bahwa model pembelajaran hands-on activity berbantuan media scrapbook efektif dalam meningkatkan minat belajar dan kemampuan menulis cerita fiksi siswa kelas V. Implikasi dari penelitian ini adalah perlunya guru untuk mengadopsi dan mengintegrasikan media kreatif seperti scrapbook dalam proses pembelajaran guna meningkatkan kualitas pendidikan

Kata Kunci: *hands-on activity, scrapbook, minat belajar, kemampuan menulis, cerita fiksi*

Abstract

Writing fiction stories can develop students' imagination, creativity and understanding of language and narrative structure. This research aims to examine the influence of the hands-on activity learning model assisted by scrapbook media on the interest in learning and ability to write fiction stories of class V Gugus II students, Patallassang District, Gowa Regency. The

research method used was an experiment with a pretest-posttest control group design. The research sample consisted of 62 students who were divided into two groups, namely the experimental group which used the hands-on activity learning model assisted by scrapbook media and the control group which used the conventional learning model. Research instruments include a learning interest questionnaire and a fiction story writing ability test. The data obtained were analyzed using descriptive and inferential statistical techniques. The research results showed that there was a significant increase in interest in learning and ability to write fiction stories in the experimental group students compared to the control group. Multivariate Significance Test with a significant value of $0.000 < 0.05$, which means that H_0 is rejected. H_1 is accepted, namely that there is an influence of the hands on activity model assisted by Scrapbook media simultaneously on the interest and ability to write fiction stories of class V students. The conclusion of this research is that the learning model Hands-on activities assisted by scrapbook media are effective in increasing fifth grade students' interest in learning and ability to write fiction stories. The implication of this research is the need for teachers to adopt and integrate creative media such as scrapbooks in the learning process in order to improve the quality of education.

Keywords: *hands-on activity, scrapbook, interest in learning, writing ability, fiction stories.*

Pendahuluan

Education is a process that involves the giving and receiving of knowledge, skills, values, and understanding with the aim of preparing someone to become a competent, skilled, and holistically developed individual (Sujana, 2019). More than just teaching in schools, education encompasses lifelong experiences that can occur in various contexts, including at home, in school, within the community, and through practical experiences. Education plays a vital role in shaping a person's quality as an individual, enhancing students' skills and knowledge, aiding in personality development, and opening opportunities for personal and professional growth. The goals of education are not limited to academic achievement but also include the development of social, emotional, and ethical skills necessary for success in everyday life.

In general, education plays a role in shaping society by providing individuals with the tools to develop their potential and contribute to social, economic, and cultural progress. Education is a conscious and planned effort to create a learning

environment and process in which students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Kemdiknas, 2003). The learning process of students who successfully achieve their goals involves several important factors (Syafriaedi, 2020). The students need to be actively engaged in the learning process.

The Indonesian language learning process is carried out using the Scientific Approach, which includes observing, questioning, reasoning, experimenting, forming stages, and drawing conclusions (Kusuma & Mustari, 2023). The ability to write in Indonesian is a skill, expertise, or proficiency in expressing thoughts and ideas using the Indonesian language in written form (Erbasan & Dedeglou, 2023).

Learning to write fictional stories in Indonesian language subjects not only enhances students' writing skills but also develops their imagination, creativity, and understanding of language and narrative structure. Writing fictional stories refers to the process of creating stories that are

entirely imaginative and not based on reality or actual facts (Atmojo, 2020). Fiction involves the development of characters, plot, setting, conflict, and theme, all of which come from the author's imagination.

The role of a teacher is very important in helping students to write fiction stories well, providing a strong understanding of the structure of fictional stories, such as introduction, conflict, climax, and resolution. Students can teach about plot elements, characters, setting, and theme development. Teachers can show examples of good fictional stories to students to provide inspiration and help students understand how a good story should be written.

When writing fiction stories, teachers must use techniques and strategies to motivate students to write short stories, one of which is using a learning model. A learning model refers to a systematic framework or approach used to convey information, develop skills, or facilitate understanding of a concept to individuals or groups (Trianto, 2013). The learning model describes how the learning process is planned, presented and evaluated. Each learning model is designed to facilitate better understanding, increase retention of information, and demonstrate the development of necessary skills for learners. These models can be applied by educators according to the needs and characteristics of students as well as the material being taught. By using the right learning model, teachers can help students develop fiction writing skills more effectively, improving their ability to express ideas creatively and clearly in writing.

Writing fiction requires an understanding of narrative structure, characterization, plot development, and language style. Students may not yet fully understand these elements or have not

learned how to use them in student writing. Some students still have difficulty developing creative ideas or have difficulty visualizing and telling stories in an interesting way. Students also face difficulties with proper grammar, spelling, or vocabulary which can limit the expression of students' ideas in writing, resulting in less motivation or interest in writing fiction. (Khusna & Citrawati, 2023).

Interests that encourage participation, discussion, experiments, and projects can help students understand the material better. Learning to write fiction stories in Indonesian can be an interesting and creative process. Teachers can provide writing exercises with various prompts or topics that encourage students to use their imagination and creativity in creating stories (Fauzi & Pratama, 2021).

Students' interest in learning to write fiction stories is students' interest and motivation to learn and develop fiction story writing skills. This includes students' intrinsic interest in the writing process and desire to produce creative and high-quality works of fiction (Fahmi, 2023). The importance of learning interest in writing students' fiction stories is so that students can feel actively involved in the learning process, feel inspired to develop their imagination, and feel satisfied with the results of the students' work. When students have a strong learning interest in writing fiction stories, students tend to be more motivated to hone their writing skills, face challenges that arise, and continue to improve their ability to create interesting stories (Rohani et al., 2023). It is important for educators and the learning environment to stimulate and support students' learning interest in writing fiction stories by providing interesting opportunities, constructive feedback, and adequate resources to help students develop their creativity and writing skills.

The results of observations before the research was carried out by researchers observed the process of learning interest in writing fiction stories for class V students. The low ability to write fiction stories among class V students in Gugus II, Patallassang District, Gowa Regency, was due to students not having enough experience writing fiction stories regularly. Writing skills require consistent and repeated practice to develop. If students are not used to writing fiction stories, their abilities may be limited.

Based on the results of research conducted by (Risnawati, 2020) It can be seen that, the Hand on Activity learning model is a learning interest that prepares students to be involved in searching for data, asking questions, and activities to be able to determine, analyze and draw conclusions independently from the learning interests that have been carried out (Ahmadi, 1991). Students have the freedom to find thoughts and results found throughout their interests.

Hands on Activity Type Cooperative Learning is a learning where students are guided to be able to increase creativity in thinking through concepts discovered by the teacher. Hands on Activity can also support students in capturing concepts, motivate and attract students' interest in learning because during learning activities the teacher always asks questions to students and the teacher always provides responses to students' answers.

Based on the results of observations at the Cluster II school in Patallassang District, during the learning process in class, students learn by using existing textbooks and creating fictional stories according to the understanding contained in the book. So students appear less active in learning. So it is necessary to provide learning media that can support learning to be more meaningful. Students' ability to write fiction stories can be used as Scrapbook media

which can be used as an appropriate learning resource for fiction learning in elementary schools (Kristantie & R Asmarani, 2019). The process of learning fiction using Scrapbook media begins with the teacher presenting a Scrapbook media which contains the meaning and characteristics of fiction in the first lesson and types of fiction in the second lesson. Students can listen and sit in an orderly manner when the teacher delivers material using Scrapbook media. The media is presented with an attractive appearance, the material is short and clear so that students focus on the Scrapbook media. Teachers also use clear and concise language so that students can easily understand and remember the meaning and characteristics of fiction. The teacher not only lectures in delivering this material, the teacher also intersperses it by asking students questions about words that are not commonly heard or not yet understood by students.

The aim of developing Scrapbook media is so that students can get new experiences in writing fiction stories. Scrapbook media with a three-dimensional display is included as a concrete tool that can be used to stimulate students' ideas for developing Scrapbook Media in writing fiction stories (Fatwiyah & Rukmi, 2018). The development of Scrapbook media can support students and educators to be more engaged, active and enthusiastic in the learning process (Veronica, dkk., 2019). Based on this, Scrapbook media can increase students' interest in learning and create a pleasant learning atmosphere with the display presented in this media.

Applying a hands-on activity learning model supported by Scrapbook media can have a positive influence on students' interest in learning and ability to write fiction stories and can encourage students to be actively involved in the learning process. Through practical

activities involving making Scrapbooks, students can be directly involved in the learning process, utilize students' creative skills, and gain hands-on experience that increases students' understanding (Rusman, 2012). Through Scrapbook making activities that focus on fictional stories, students will be involved in a creative process that encourages students to develop ideas, plan plots, and express students' imaginations (Mayasari et al., 2023). This can improve students' abilities in composing fictional stories, developing characters, enriching descriptions, and compiling interesting storylines.

However, in reality, when learning Indonesian in class, students appear to be inactive in learning, resulting in students' low interest in learning and being lazy in writing. This research enriches the literature on creative learning methods, especially regarding the effectiveness of the Hands-On Activity model assisted by scrapbook media. The research results can be used as a theoretical basis for the development of other learning methods.

Metode

The design of this research is quasi-experimental, using two groups as research samples. This research contained two groups, namely, a control group and an experimental group which were chosen randomly. The two groups were then given a pre-test to determine the initial condition and whether there were any differences between the experimental group and the control group. A good pre-test result is if the scores of the experimental group and the control group are not significantly different (Sugiyono, 2014). The form of quasi-experimental design in this research is the pretest-posttest control group design. Because in this study there were 2 groups that were not chosen randomly, then a

pretest and posttest were given for the experimental class and control class groups.

The population in this study is all schools in the cluster II area of Pattallasang District with each class V student. A portion of the population is usually called the sample. The sample is part of the population itself (Sugiyono, 2015). Meanwhile, a sample is a part of a population that has certain characteristics or conditions to be studied. Because not all data and information will be processed and not all people or objects will be studied, but it is enough to use a representative sample (Abdullah, 2014). So it can be concluded that the sample is the number or characteristics that represent the population studied.

The sample selection in this study was carried out by taking samples from 8 schools as a population and the samples from this population were carried out randomly, namely SDI Panaikang and SDN Pabbundukang in Cluster II with 32 students each from SDI Panaikang and SDN Pabbundukang as many as 30 class V students.

The data collection techniques used in this research are observation, questionnaires, writing ability tests, and documentation. Descriptive statistical data analysis is used to analyze data by describing or illustrating the data that has been collected as it is without intending to make generalizations (Sukmawati, Salmia, 2023). Descriptive statistical data analysis in this research is intended to describe interest in and ability to write fiction stories.

This research uses Manova because there are two independent variables and one dependent variable. To analyze data obtained from the results of data collection from a population or sample, analysis prerequisites are required. By fulfilling the analytical prerequisites, the results obtained from an analysis can be like reality or close to reality so

that they are in line with what was expected (Misbahuddin 2013).

Result and Discussion

1. Research result

Students' learning interests can be determined using a questionnaire. The learning interest questionnaires in the control class and experimental class were analyzed with the following results.

Table 1. Pretest Descriptive Analysis Test of Students' Learning Interest

Statistics			
		kontrol pretest	eksperimen pretest
N	Valid	31	33
	Missing	2	0
Mean		64.03	66.15
Std. Error of Mean		.990	1.169
Median		65.00	64.00
Mode		68	73
Std. Deviation		5.510	6.713
Variance		30.366	45.070
Range		21	25
Minimum		53	53
Maximum		74	78
Sum		1985	2183

Based on the table above, students' interest in learning before being given treatment in the control class and experimental class was found to have a minimum value in the control class and experimental class of 53, while the maximum value in the control class was 74 and the experimental class was 78. The total value of learning interest in the control class as many as 1,985 out of a total of 31 students with an average of 63.03, while the total score in the experimental class was 2,183 with a total of 33 students with an average learning interest score of 66.15.

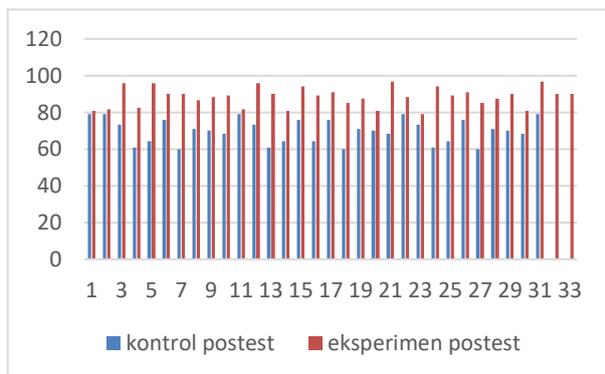
The scores from the control class and experimental class learning interest questionnaires became the basis for

researchers to provide treatment using the hands-on activity learning model assisted by Scrapbook media in the experimental class and conventional models in the control class. The following is the value of students' interest in learning in the control class and experimental class after being given treatment.

Table 2. Posttest Descriptive Analysis Test of Students' Learning Interest

		kontrol posttest	eksperimen posttest
N	Valid	31	33
	Missing	2	0
Mean		69.81	88.42
Std. Error of Mean		1.172	.901
Median		70.00	89.00
Mode		79	90
Std. Deviation		6.524	5.178
Variance		42.561	26.814
Range		19	18
Minimum		60	79
Maximum		79	97
Sum		2164	2918

Based on the table above, students' interest in learning in the control class got a minimum score of 60 and in the experimental class they got a minimum score of 79. The maximum score in the control class was 79 and in the experimental class the student's interest in learning value increased to 97 after being given treatment. The control class had a total of 2,164 scores with an average of 69.81 and the experimental class had a total of 2,918 scores with an average of 88.42. So it can be concluded that the hands-on activity learning model assisted by Scrapbook media can influence students' interest in learning.



Graph 1. Learning Interest Score for Control Class and Experimental Class

Students' writing abilities can be determined using tests. Writing abilities in the control class and experimental class were analyzed with the following results.

Table 2. Descriptive Analysis Test Pretest Writing Ability

Statistics		kontrol pretest	eksperimen pretest
N	Valid	31	33
	Missing	2	0
Mean		49.68	48.94
Std. Error of Mean		1.465	1.519
Median		50.00	50.00
Mode		55	50
Std. Deviation		8.158	8.728
Variance		66.559	76.184
Range		35	45
Minimum		30	30
Maximum		65	75
Sum		1540	1615

Based on the results of the writing ability test for students in the control class, the pretest score was found to be a minimum score of 30 and a maximum score of 65. The number of students in the control class was 31 people with an average score of 49.68. Meanwhile, in the experimental class, a minimum score of 30 and a maximum of 75 were found with a total of

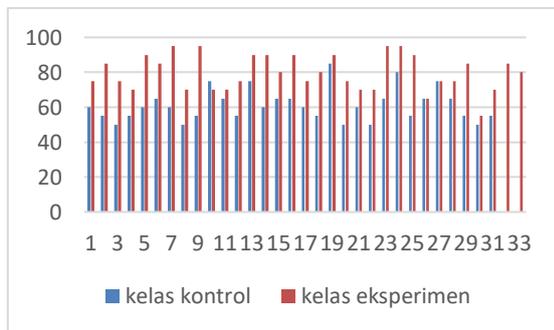
33 students and an average score of 48.94. For the control class, researchers carried out treatment using a conventional learning model and experimental classes with treatment using a hands-on activity learning model assisted by Scrapbook media. The following are the results of the analysis of posttest writing ability scores in the control class and experimental class.

Table 4. Posttest Descriptive Analysis Test of Writing Ability

Statistics		kontrol posttest	eksperimen posttest
N	Valid	31	33
	Missing	2	0
Mean		61.13	79.85
Std. Error of Mean		1.651	1.774
Median		60.00	80.00
Mode		55	70 ^a
Std. Deviation		9.193	10.192
Variance		84.516	103.883
Range		35	40
Minimum		50	55
Maximum		85	95
Sum		1895	2635

a. Multiple modes exist. The smallest value is shown

Based on the results of the statistical tests above, it can be seen that the control class got a minimum score of 50 and a maximum score of 85, and got a total score of 1,895 with an average score of 61.13 from 31 people. Meanwhile, the experimental class got a minimum score of 55 and a maximum score of 95. The total score was 2,635 with an average of 79.85 from 33 students. So the application of the hands-on activity learning model assisted by Scrapbook media can influence students' ability to write fiction stories. The following is a diagram of the ability to write fiction stories in the control class and experimental class.



Graph 2. Writing Ability Scores for Control Class and Experimental Class

The normality test in this research was used to test data on interest in learning and ability to write fiction stories using the Kolmogorov-Smirnov method.

Table 5. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.22775858
Most Extreme Differences	Absolute	.109
	Positive	.088
	Negative	-.109
Test Statistic		.109
Asymp. Sig. (2-tailed)		.059 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the normality test using SPSS 25 with the One-Sample Kolmogorov-Smirnov Test based on the Unstandardized Residual of the dependent variable influencing the independent variable, the Asymp value was obtained. Sig. (2-tailed) of 0.059 is greater than 0.05, so this research can be concluded to have a normal distribution. Thus, the assumption or requirement is that the data is normally distributed.

The homogeneity test is carried out to test whether the samples have the same variance. To find out whether the two samples are homogeneous or not, it is necessary to test the homogeneity of variance first with a significance level of $\alpha = 5\%$.

Table 6. Homogeneity Test

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Unstandardized Residual	Based on Mean	.002	1	62	.962
	Based on Median	.000	1	62	.995
	Based on Median and with adjusted df	.000	1	61.636	.995
	Based on trimmed mean	.005	1	62	.942

Based on the results of data analysis on learning outcomes with a significance value based on mean of 0.962 which is greater than 0.05 with a statistical levance of 0.002. The Homogeneity Test of the dependent variable has a significant value greater than 0.05, so it can be concluded that the variable is homogeneous.

Multivariate Significance Test is a test of the influence of independent variables on dependent variables in a multivariate manner. With a significance level, if the significance number (Sig) is more than 0.05, then Ho is accepted and if the significance number (Sig) is less than 0.05, then Ho is rejected.

Table 4.11 Hypothesis Testing

		Multivariate Tests ^a				
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept + kelas	Pillai's Trace	.996	8038.793 ^b	2.000	61.000	.000
	Wilks' Lambda	.004	8038.793 ^b	2.000	61.000	.000
	Hotelling's Trace	263.567	8038.793 ^b	2.000	61.000	.000
	Roy's Largest Root	263.567	8038.793 ^b	2.000	61.000	.000
kelas	Pillai's Trace	.796	118.678 ^b	2.000	61.000	.000
	Wilks' Lambda	.204	118.678 ^b	2.000	61.000	.000
	Hotelling's Trace	3.891	118.678 ^b	2.000	61.000	.000
	Roy's Largest Root	3.891	118.678 ^b	2.000	61.000	.000

a. Design: Intercept + kelas

b. Exact statistic

Based on the test above which was carried out with the help of SPSS v.25 with the decision that the significant value of the hands on activity learning model assisted by Scrapbook media was on students' interest and writing ability with a significant value of $0.000 < 0.05$ which means that H_0 was rejected. H_1 was accepted, namely There is an influence of the hands on activity model assisted by Scrapbook media simultaneously on the interest and ability to write fiction stories of class V Gugus II students, Pattalassang District, Gowa Regency.

2. Discussion

The hands-on activity learning model is a learning approach that involves students directly in the teaching and learning process through practical activities. Using scrapbook media as a tool in learning can add visual and kinesthetic aspects, so it is hoped that it can increase students' interest in learning and writing skills. Interest in learning is a student's tendency to pay attention and put time and effort into learning activities. Students who have a high interest in learning usually show greater enthusiasm and motivation in learning. The research findings show that Scrapbook media can improve student learning outcomes. Teachers need to apply innovative learning models and media that can arouse students' enthusiasm for learning so that they are more active in participating in learning so that students do not feel bored because they are directly involved in the learning process. (Apriliya et al., 2020)

The hands-on activity approach involves students in practical and interactive activities, which can make the

learning process more interesting and enjoyable. Students' active involvement in making and using scrapbooks can increase interest in learning because they feel more involved and have control over their learning process. Scrapbooks can be used to display stories, images and information relevant to the subject matter. Using scrapbooks as a learning medium can make the material more interesting and make it easier for students to understand and remember information.

The ability to write fiction stories includes students' ability to express ideas, organize story lines, develop characters, and use appropriate language. Hands-on activities, such as making and decorating scrapbooks, can give students the opportunity to develop their creativity and imagination. By actively engaging in the creative process, students can more easily find ideas for their fiction stories. Scrapbook media provides a platform for students to express their story ideas visually and textually. The process of creating a scrapbook requires critical thinking and organization, which can help students plan and write their fiction stories in a more structured manner.

The teacher designed a learning activity that involved making a scrapbook as part of a fiction writing project. This activity can start with an introduction to the concept of a fictional story, brainstorming story ideas, and then continue with making a scrapbook that describes the story line and characters.

The use of a hands-on activity learning model assisted by scrapbook media can have a positive impact on students' interest in learning and ability to write fiction stories. Active involvement in the learning process and opportunities to express ideas creatively can increase students' motivation and ability to write. The implementation of this method in Class V Cluster II, Patallassang District, Gowa

Regency shows that this approach can be an effective alternative for improving the quality of learning. This research is in line with the results of the analysis showing that Scrapbook Media is feasible and effective in improving class students' fiction writing skills (Liyawindari et al., 2023),

This research examines the effectiveness of using scrapbook media, which is a creative and visual tool, in increasing interest in learning and the ability to write fiction stories. The hands-on activity learning model emphasizes students' active involvement in the learning process. Using this approach with scrapbook media could be a new combination that has not been widely explored in previous research. While many studies focus on writing skills in general, this study specifically evaluates the influence of learning methods on the ability to write fiction stories. It provides specific insight into how certain learning techniques can influence certain types of writing.

This research contributes to existing literature by introducing and testing the effectiveness of the Hands-On Activity learning model assisted by scrapbook media. This fills the gap in the literature which does not examine the use of scrapbook media in learning.

Conclusion (5%)

The hands-on activity learning model assisted by scrapbook media has proven to be effective in increasing the learning interest of class V students. This is proven by the significant difference between the learning interest of students who are taught using the hands-on activity learning model assisted by scrapbook media and students who are taught using the learning model conventional. The influence of the hands-on activity learning model assisted by Scrapbook media on the ability to write fiction stories of class V students. This

research shows that the use of the hands-on activity learning model assisted by scrapbook media significantly increases the ability to write fiction stories of class V students. Students who are involved in hands-on activities on with scrapbook media shows improvements in various aspects of writing, including imagination, story line, and creative use of language. The influence of the hands-on activity learning model assisted by Scrapbook media on the learning interest and ability to write fiction stories of class V Gugus II students, Patallasang District, Gowa Regency. The significant value of the hands on activity learning model assisted by Scrapbook media is on students' interest and writing ability with a significant value of $0.000 < 0.05$, which means that H_0 is rejected. H_1 is accepted, namely that there is an influence of the hands on activity model assisted by Scrapbook media simultaneously on interest and ability to write stories. fiction for class V students. The results of this research can encourage schools and curriculum developers to integrate the Hands-On Activity learning model assisted by scrapbook media into the Indonesian language curriculum, especially in the material of writing fiction stories.

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