

Developing Digital Scrapbook Media to Enhance Narrative Reading Comprehension in Grade III Elementary Students

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ABSTRACT

Reading comprehension is a foundational skill for elementary students, particularly in learning short story texts where learners must grasp content, structure, and moral messages. However, low reading interest and limited engaging learning media often hinder students' comprehension development. This study aimed to develop a Digital Scrapbook as an interactive, visual learning medium to enhance Grade III students' narrative reading comprehension. This research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The media was designed based on constructivist principles to support active knowledge construction through the integration of text and visuals. Feasibility was examined through expert validation, and effectiveness was measured using pretest-posttest learning outcomes analyzed with the normalized gain (N-Gain). Expert validation indicated that the developed Digital Scrapbook was highly feasible, achieving an overall average feasibility score of 90.2%. Effectiveness testing showed a meaningful improvement in students' reading comprehension performance, with an N-Gain of 0.78, indicating a high level of learning gain. The findings suggest that Digital Scrapbook media can effectively support literacy learning by increasing students' engagement and facilitating comprehension through interactive and visually supported narrative texts. This media is therefore relevant for strengthening reading comprehension instruction in primary schools.

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1. INTRODUCTION

Indonesian language education plays a fundamental role in formal schooling, particularly at the elementary level. Beyond fulfilling curriculum requirements, mastery of the Indonesian language serves as a foundational academic competence that supports learning across subject areas (Dihan et al., 2022). The National Education Standards Agency emphasizes that the primary objective of Indonesian

language learning is to develop students' abilities to communicate effectively, both orally and in writing. These competencies are essential not only for academic achievement but also for fostering students' personal and social development. Language proficiency reflects learners' discipline in thinking, their capacity to organize ideas systematically, and their ability to convey meaning clearly and appropriately in everyday contexts (Jadidah et al., 2023). Moreover, effective language use contributes to character formation, as communication skills are closely linked to students' engagement, confidence, and social interaction in learning environments (Amerstorfer & Freii von Münster-Kistner, 2021).

Language learning encompasses four core skills: listening, speaking, reading, and writing (Asholahudin, 2020). Among these skills, reading holds a central position because it functions as the gateway to acquiring knowledge in almost all areas of learning. Reading enables students to access information, understand concepts, and develop higher-order thinking abilities such as analysis, evaluation, and reflection (Lubbe et al., 2025). Reading is not merely a mechanical decoding activity; rather, it is a complex cognitive process involving the identification, interpretation, and integration of information contained within written texts (Xiangming et al., 2023). Through reading, learners actively construct meaning by connecting textual information with prior knowledge and personal experiences.

In educational contexts, strong reading skills are a key determinant of students' academic success. Learners who struggle with reading comprehension often encounter difficulties in understanding subject content, drawing logical conclusions, and constructing coherent interpretations of texts (Yang et al., 2021). These difficulties can negatively affect students' conceptual understanding across disciplines, leading to broader learning challenges. Consequently, strengthening literacy from the early years of schooling is an urgent priority to cultivate reading habits and improve students' reading comprehension abilities (Firmansyah et al., 2022). From a constructivist perspective, learning occurs when students actively engage in the learning process and construct knowledge through interaction with texts, tasks, and social environments (Bruner, 1960; Piaget, 1973, as cited in Isop, 2025). Therefore, reading comprehension instruction should be designed to encourage students to ask questions, relate texts to their lived experiences, and reconstruct narratives using their own understanding rather than passively receiving information.

Despite its importance, a major challenge in elementary education is that the implementation of the Indonesian language curriculum often does not optimally support the development of reading comprehension skills. Instruction frequently emphasizes technical aspects of reading, such as pronunciation and fluency, while deeper comprehension processes receive limited pedagogical attention. In addition, low student interest in reading and insufficient mastery of comprehension strategies remain persistent issues (Mursak et al., 2024). Research indicates that factors such as unsupportive learning environments, lack of intrinsic motivation, and ineffective instructional strategies contribute significantly to students' difficulties in understanding texts appropriate to their grade level (Wu et al., 2019). This issue is particularly concerning because reading comprehension skills acquired during elementary school have long-term implications for students' academic trajectories and lifelong learning. Accordingly, improving learning environments, adopting innovative instructional approaches, and implementing effective reading strategies are essential steps in strengthening literacy competencies from an early age (Demirbaş & Şahin, 2022).

These challenges are also evident in the local context of this study. Preliminary observations and interviews conducted in Grade III at SD Negeri Jeruk 2, Sragen Regency, revealed that students' literacy levels were relatively low. One contributing factor was the limited availability of library facilities to support school-based literacy activities. As a result, students relied almost exclusively on textbooks as their primary reading resources. Furthermore, learning outcomes in Indonesian language subjects—particularly in short story text materials—were unsatisfactory. Many students experienced difficulty understanding the content and meaning of narrative texts. This condition was further exacerbated by instructional practices that relied heavily on conventional methods and lacked the use of varied and engaging learning media, leading to monotonous learning experiences.

In this context, learning media play a crucial role in creating meaningful and engaging learning environments. According to the Cognitive Theory of Multimedia Learning, students' understanding improves when information is presented through multiple channels, such as a combination of text, visuals, colors, and images that support cognitive processing (Syarifuddin, 2022). Media designed according to multimedia principles can reduce cognitive load and enhance comprehension by helping learners organize and integrate information more effectively. This approach aligns with social constructivist theory, which emphasizes the importance of interaction, scaffolding, and mediated learning experiences in supporting students' cognitive development (Vygotsky, 1978, as cited in Hasan & Rozaq, 2024).

Within this framework, teachers play a vital role not only as instructors but also as facilitators who guide, motivate, and support students in developing reading habits and comprehension skills from an early age. Effective instruction involves selecting appropriate media and strategies that can stimulate students' interest and engagement with texts (Mulatu & Regassa, 2022). Strong reading skills enable learners to comprehend subject matter more deeply and participate successfully in academic activities that require critical interpretation of texts (Al Roomy, 2022).

Learning media have been widely recognized as effective tools for facilitating instruction and improving learning outcomes. Audrin and Audrin (2022) argue that instructional media serve as essential supports that enhance the efficiency and effectiveness of the learning process. Empirical studies suggest that integrating media into literacy instruction can improve students' domain knowledge, increase engagement in reading activities, and promote better reading comprehension (Martinez-Lincoln et al., 2021; Perdana & Mukhlis, 2024). In response to rapid technological advancements, education systems are increasingly required to adapt by developing technology-based learning media that enhance instructional quality and accessibility (Zhang, 2022).

One instructional medium that has shown promise in Indonesian language learning, particularly for narrative texts, is scrapbook media. Scrapbooks are book-based learning tools that present information through a combination of text, images, and decorative elements designed to attract students' attention and support understanding (Magdalena & Maria Pawe, 2023). With technological development, scrapbook media can be transformed into digital formats that are more practical, flexible, and accessible for classroom use. Digital scrapbooks have been shown to increase students' learning motivation and support comprehension by presenting content in visually engaging ways (Yulanda & Darwis, 2023).

Previous research supports the effectiveness of digital scrapbook media in literacy learning. For example, Saimona et al. (2022) developed a fairy-tale-based digital scrapbook for Grade IV students and reported a high effectiveness score (86.6%), indicating that the media was valid, practical, and suitable for classroom implementation. However, research focusing specifically on digital scrapbook media for improving reading comprehension in lower elementary grades remains limited.

Therefore, this study aims to develop an interactive Digital Scrapbook using Canva and Heyzine applications to enhance reading comprehension skills among Grade III elementary students. The media is designed as a digital book containing short story texts enriched with visual illustrations, typography, and decorative elements to support narrative understanding. Unlike conventional digital materials that primarily present text, this Digital Scrapbook integrates visual components to stimulate students' interest in reading and facilitate comprehension. This study focuses on Indonesian language learning, particularly narrative text material in Chapter 3, Pengobar Semangat. Using a Research and Development (R&D) approach, this research seeks to describe the development process, assess the feasibility of the media, and evaluate its effectiveness in improving students' reading comprehension skills.

2. METHODS

This research uses the Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The selection of the ADDIE

model is based on the ability to direct the learning media development process systematically and pedagogy-based (Okpatrioka, 2023). The analysis stage is used to identify learning needs and characteristics of learners as the basis for media design. In the design stage, instructional strategies, navigation flow, and visual format of the media in accordance with active learning principles are determined. The development stage involves creating a storyboard for the Digital Scrapbook media which is then tested through the implementation stage. Finally, the evaluation stage assesses the quality and effectiveness of the media for further improvement (Zulfiati et al., 2023).

This research was conducted at SD Negeri Jeruk 2, Sragen Regency, in the even semester, 2024/2025 academic year. Ethical aspects of the research were carried out by obtaining permission from the school. The research design used was one-group or experimental research without a control group. The absence of a control group is due to the limited number of classes at school, so the use of the one-group design is considered representative enough to measure changes in learning outcomes before and after the use of media. The research sample used was a saturated sample taken as a whole (total sampling), namely 21 third-grade students as the subject of using Digital Scrapbook media. The stages of media application were divided into two, namely a small group trial consisting of nine students purposively selected based on the categories of high, medium, and low reading comprehension ability to determine initial responses to the developed media, and a large group trial consisting of 21 students (total students) to test the effectiveness of the Digital Scrapbook media.

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

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

Description:

NP = Score result in percent

R = Score earned

SM = Maximum score

Table 1. Media Feasibility Criteria

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

Source : (Bayu & Wibawa, 2021)

In addition to assessing feasibility, the effectiveness of the media was also analysed through a multiple-choice test consisting of 25 items, conducted before and after the use of Digital Scrapbook media. Effectiveness is measured using the Normalised Gain (N-Gain) method, which is calculated by calculating the difference between the pretest and posttest scores, then dividing by the difference between the maximum score and the pretest score (Oktaviani et al., 2023).

Table 2. Category N-Gain Test

N-Gain Value	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Sumber : (Oktaviani et al., 2023)

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

Table 3. Category N-Gain Test in percent

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

Source : (Qoidah & Paksi, 2021)

3. FINDINGS AND DISCUSSION

3.1 Findings

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

3.1.1 Analyze

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



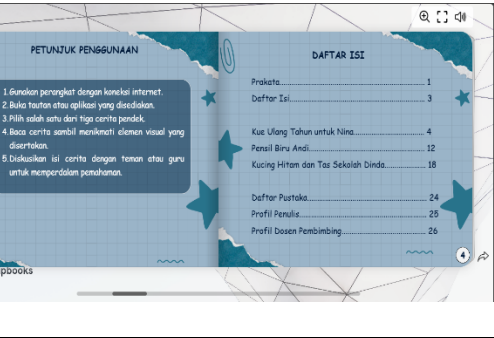


3.1.2 Design

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

3.1.3 Development

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

Table 4. Digital Scrapbook Media Display

No	Learning Media Display	Description
1		<p>On the front cover page of the Digital Scrapbook, there is an agency logo, book title, class, media developer name, and supervisor name. If going to the next slide, just press the arrow icon navigation.</p>
2		<p>This page contains a preface that serves as an introduction to the media, containing a general explanation of the purpose, background, and the author's expectations for the use of this media.</p>
3		<p>This page presents instructions for using Digital Scrapbook and the table of contents page.</p>
4		<p>This page presents the first short story text entitled "Kue Ulang Tahun untuk Nina", which is the beginning of a series of narrative text materials in the Digital Scrapbook.</p>
5		<p>This page contains the second short story text entitled "Pensil Biru Andi", which is a continuation of the narrative text material in the Digital Scrapbook and serves as a medium for strengthening students' reading comprehension skills.</p>

6



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

7



This page includes a bibliography and author profile.

8



This page contains the supervisor's profile and the last page “Tentang Buki ini”, which contains brief information about the content and purpose of the Digital Scrapbook.

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

Table 4. Recapitulation of Expert Validation Result

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

3.1.4 Implementation

At the implementation stage, the validation results from the experts showed that the learning media were declared feasible so that they could proceed to the trial stage. The trial procedure begins with giving a pretest, followed by the application of the revised media. The application of Digital Scrapbook media makes it easier for teachers in the learning process, which is enough to access a link

that displays an interactive digital book. This media contains several short stories that are presented visually through a combination of images, descriptive text, and attractive colors. Navigation is done by pressing the arrow icon, and reading activities are carried out in stages: starting together, continuing independently, and ending with the delivery of story content by students. The next activity was the posttest and the distribution of student response questionnaires. The trial was carried out on two scales, namely the small scale and large scale. The sample on a small scale was selected using a purposive sampling technique, involving nine students representing high, medium, and low reading comprehension ability categories.

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

Data	Pretest	Posttest
Average	60	92
Highest score	72	96
Lowest score	48	88
Average difference		32
N-Gain		0.769
Category		High
N-Gain %		76.9%
Interpretation		Effective

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

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

Data	Pretest	Posttest
Average	63.6	91,5
Highest score	80	100
Lowest score	48	80
Average difference		27.9
N-Gain		0.789
Category		High
N-Gain %		78.9%
Interpretation		Effective

The results of the large-scale trial showed an increase in the average learning outcomes by 27.9 points. The N-Gain calculation reached 0.789 or 78.9% which is included in the high category, and shows the effectiveness of the media used. Thus, the Digital Scrapbook interactive media developed through the Canva application and supported by the Heyzine platform proved to be very feasible and effective in improving students' reading comprehension skills. In addition to quantitative data, feedback from teachers and learners showed that the media was considered interesting, easy to use, and supported the understanding of text content visually.

3.1.5 Evaluation

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

Table 7. Teacher Response Result

Score	96
Percentage	96%
Criteria	Very feasible

Discussion

The findings of this study indicate that the Digital Scrapbook interactive media developed using the Canva and Heyzine applications is effective in supporting Indonesian language learning, particularly in narrative text instruction for Grade III students. The high feasibility ratings provided by media experts (82%) and material experts (92%) demonstrate that the media meets both pedagogical and technical standards. These results suggest that the design of the Digital Scrapbook aligns well with curriculum demands, learner characteristics, and instructional objectives. Furthermore, the positive responses from students (90.8%) and teachers (96%) indicate that the media is not only feasible but also practical and user-friendly, supporting its applicability in real classroom settings.

The effectiveness of the Digital Scrapbook is further reflected in the improvement of students' reading comprehension outcomes. The N-Gain scores of 0.76 in the small-scale trial and 0.78 in the large-scale trial fall into the high category, indicating substantial learning gains following the implementation of the media. The observed increases in average scores—32 points in the small-scale trial and 27.9 points in the large-scale trial—suggest that the Digital Scrapbook contributed meaningfully to students' ability to understand narrative texts. These results support the argument that visually enriched and interactive learning media can enhance comprehension by increasing students' engagement and motivation during the learning process. Qualitative feedback from learners further reinforces this finding, as students reported greater interest and enjoyment due to the combination of images, text, color schemes, and typography. Teachers also highlighted the ease of access and navigation, facilitated through links and barcodes, which reduced technical barriers and supported smooth instructional implementation.

From a theoretical perspective, the effectiveness of the Digital Scrapbook can be explained through the Cognitive Theory of Multimedia Learning. According to Mayer's multimedia principle, learning is more effective when information is presented through both verbal and visual channels, as this supports deeper cognitive processing and retention in long-term memory (Mayer, 2001, as cited in Budi Santoso & Ginting, 2023). The integration of narrative text with relevant images and visual design elements in the Digital Scrapbook likely helped students organize information more efficiently and construct coherent mental representations of the story content. This multimodal presentation is particularly beneficial for elementary school students, who often rely on concrete visual cues to support abstract understanding.

In addition, the findings align with social constructivist theory, which emphasizes the role of interaction and scaffolding in learning. Through the use of Digital Scrapbook media, students engaged in guided reading activities supported by teachers, enabling learning to occur within the Zone of Proximal Development (ZPD) (Vygotsky, 1978, as cited in Suryandari, 2023). In this context, teachers acted as facilitators who guided students' comprehension processes, encouraged discussion, and supported meaning-making. This approach is consistent with Piaget's theory of cognitive development, which suggests that elementary school students require concrete stimuli and active engagement to construct understanding effectively (Piaget, 1973, as cited in Handriyani Putri et al., 2024). Moreover, the Digital Scrapbook reflects Bruner's modes of representation—enactive, iconic, and symbolic—by combining reading activities, visual illustrations, and symbolic text, thereby supporting learning through multiple representational forms (Bruner, 1960, as cited in Rahman et al., 2021).

The results of this study are consistent with previous research on the use of Digital Scrapbook media in literacy instruction. Dwi Cahyani et al. (2021) found that scrapbook-based media increased students' reading interest and learning outcomes through visually attractive content. Similarly, Mevia

et al. (2022) reported significant improvements in reading comprehension following the implementation of Digital Scrapbook media. More recent research by Yanti et al. (2024) also demonstrated that digital scrapbook media fosters not only comprehension but also critical thinking and active student participation. The added value of the present study lies in its use of both quantitative and qualitative data to triangulate findings, as well as in its detailed validation process involving experts, teachers, and students.

Despite these positive findings, this study has several limitations. The absence of a control group restricts the ability to make strong causal claims regarding the effectiveness of the Digital Scrapbook media. Additionally, the relatively small sample size and the focus on a single school limit the generalizability of the results. Environmental factors, such as classroom conditions and teacher characteristics, may also have influenced the outcomes and could not be fully controlled. Therefore, future research is recommended to employ experimental designs with control groups, involve larger and more diverse samples, and examine the long-term impact of digital scrapbook media on reading comprehension.

From a pedagogical perspective, the Digital Scrapbook has strong potential for use in heterogeneous classrooms, as it can be adapted to different student ability levels. However, its effective implementation requires teachers to possess adequate digital literacy and skills in visual-based instructional design. Continuous professional development is therefore essential to ensure that teachers can fully leverage technology in literacy instruction. At the policy level, these findings provide empirical support for integrating digital learning media into the curriculum. Investment in digital infrastructure and teacher training is crucial to ensure equitable and effective use of technology in elementary education. For media developers, ongoing refinement of adaptive and user-friendly features is necessary to enhance accessibility and sustain the effectiveness of digital learning tools in the evolving educational landscape.

4. CONCLUSION

This study concludes that the Digital Scrapbook learning media developed using the Canva and Heyzine applications is effective in supporting the improvement of elementary students' reading comprehension, particularly in narrative text learning, by increasing learning engagement and facilitating deeper understanding through interactive and visual-based presentation. The findings indicate that a creative, technology-based approach can serve as a relevant and adaptive pedagogical strategy for meeting the literacy needs of the digital generation, while also highlighting the important role of teachers as facilitators and designers of meaningful digital learning experiences. However, this research is limited by the absence of a control group, the relatively small sample size, and its focus on a single school context, which restricts the generalizability and causal interpretation of the results. Therefore, future research is recommended to employ experimental designs with control groups, involve more diverse educational settings—including schools in disadvantaged or remote areas—and adopt longitudinal approaches to examine the long-term impact of Digital Scrapbook media on students' literacy development, as well as to explore its adaptability across different subjects and integrated learning contexts.

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