



THE EFFECT SCRAPBOOK MEDIA IN IMPROVING THE CREATIVITY OF PRIMARY SCHOOL STUDENTS IN BENGKULU

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Abstract

Purpose : This study aims to determine the differences in student creativity by using scrapbook media

Research methods : The population in this study were elementary school students in the Air Periukan sub-district. The sample in this study amounted to 100 elementary school fifth-grade students. Data analysis using SPSS 25

Findings: the results showed that there were differences in results with sig <0.05. The average pretest result is 69.18 and the posttest result is 88.02. These results show that students' creativity is higher when using scrapbook media. Thus the scrapbook media influences increasing the creativity of elementary school students

Implications: Scrapbook media is an alternative in increasing the creativity of elementary school students

Keywords : Scrapbook Media, Creativity, Elementary School

INTRODUCTION

Learning must be designed as attractive as possible and not boring so that students are focused and motivated in following the learning process well. Implementing active, creative, innovative and fun learning must be supported by interesting and varied learning media that can assist teachers in delivering learning and bridging students to understand the material during the learning process. In learning communication, learning media is needed to increase the effectiveness of learning achievement goals [1], [2].

Teachers are currently not varied in developing instructional media. Even though learning media is one of the tools to make it easier for teachers to deliver the material to be studied. Based on the results of the needs analysis carried out on, there are problems in learning, including: (1) students feel bored with the methods and learning models used, (2) students are less interested in the learning process, (3) teachers have not innovated and are varied in developing learning media.

Learning Media is everything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention

and interest in learning. From these two understandings, the media is a tool used to deliver learning materials.

One of the alternative media as a solution to some of the problems that the researchers have described above is *scrapbook* media for descriptive essays on learning Indonesian. *The* solution scrapbook acts as a place to select and record their responses [3]. Furthermore, *scrapbooks* are a solution in providing recording and reflecting on teacher responses to students [4]. *Scrapbook* media can be used to understand yourself, express emotions, be creative, and offer social, historical, and personal commentary on life and culture in a particular place and time [5].

The use of attractive media can make someone motivated and willing to explore their own creativity. Increasing creativity is carried out using media with flexibility and novelty in good criteria, while the aspect of originality meets the criteria quite well [6].

Creativity is now being described as an essential competency of the twenty-first century [7], [8]. Creativity is not novelty but synthesis, which is a combination or extension of existing knowledge and skills. [9]. Creativity considered as one of the most important skills for child development [10], creativity contributes to the problem-solving abilities and innovative abilities of individuals, which play an important role in personal growth and development [11].

Needs analysis has been carried out through interviews conducted by researchers to determine the needs of teachers and students during learning. Based on the hasis analysis of the needs of a series of problems in the learning above. Researcher had initiative to innovate in accordance with the needs on the ground that developing media *scrapbook* as to improve the quality of study.

A scrapbook that contains a collection of pictures, photos, stories, notes that are arranged and arranged in an interesting way (in an album) or a hand made book. Scrapbook can be used as a conveyor of information in learning. The art of sticking to this paper media, if viewed from a creative decoration, can be interesting to use. Scrapbook typically used for memory album that contains not only the pictures, will be but klipingan or important notes related to a moment. In line with this that scrapbook is the art of composing photos or memorabilia which are often associated with special moments and moments that you want to immortalize.

There are several characteristics of scrapbooks that can be used as learning media, namely, a) It is in the form of a book. b) The theme must be in accordance with the learning objectives. c) The data included in the scrapbook must focus on the subject matter or material being taught. d) Not too many decorations, because the main purpose is as a learning medium. From some of the characteristics of the scrapbook above, it is hoped that they can become an illustration or reference in making scrapbook media so that it is suitable for the purpose of using the media in accordance with the learning objectives.

In scrapbook media it contains elements of fine art ranging from color, shape, texture and light dark. This is in line with the journal Kurnia (2014) with the conclusion that the creative work of the Scrapbook made by students has a beauty value because it contains elements of fine art, including the creative scrapbook that contains elements of lines, colors, features, texture, space and darkness. bright on the scrapbook ornament .

The procedure to take in making this scrapbook learning media product is to look at existing scrapbook forms and how to make the media. Seeing how to form a scrapbook from youtube and scrafty media which helps a lot to make this media so that later it can attract students' attention in learning.

In this scrapbook media, students can see the unique and beauty of books by creating not only writing but also pictures and decorations that are embedded in the media. The form of media is like a book where each sheet consists of the material to be studied. In making scrapbook media, hardware and tools and materials are used in our daily life, including: rice cardboard, scissors, decorative paper, ruler, paper glue, clips, markers, threads, colored paper, color cardboard. The steps taken in making this scrapbook learning media are as follows;

1. Make an initial scrapbook design, by determining the theme and material.
2. Create a per-sheet content design by adding decorative images.
3. Cut rice paperboard according to the size specified for the cover and for the contents.
4. Cut decorative paper according to the decorative shape as needed.
5. Determine the appearance of the cover and the contents of the book by decorating and decorating scrapbooks related to the learning material.
6. Looking for variations in images on each sheet of paper and color contrasts so that students can easily understand them.
7. Inserting or gluing cutouts and paper onto the cover and individual sheets of the book.
8. Decorate books as beautiful and unique as possible.

In this study, researchers will modify a scrapbook whose initial definition is only the art of pasting photos or images on paper media into a scrapbook which is not only an image attached to paper, but also contains some information that can be opened and closed with creative modification by the researcher [12]–[17]

The results of research recommend using scrapbooks as a medium to better understand concepts, are useful and valuable assignments, able to guide students to reflect on the results that have been made, use scrapbooks to teach students about haptic mode.

In the current distracting era, meaningful education is the key to the success of a long process in developing people in a country. Talking about education, it will not be separated from the curriculum used. The curriculum in Latin is an analogy like starting a *start* and finding the finish line on a runner. Curriculum designing an education will be taken where it leads. The curriculum determines where the Education Goals in a country will be taken . Currently the curriculum used in Indonesia is the 2013 curriculum, which at the elementary school stage requires

the application of thematic learning in every lesson. There are many things that affect curriculum changes in a country, one of which is the influence of the global world on education. The 2013 curriculum is currently considered a curriculum that is able to balance students' intellectual intelligence and moral spiritual intelligence. This curriculum makes subject matter at the elementary stage not taught separately but on a single theme because this can make it easier for students to learn as a whole. The demands of the 21st century that carry four skills that must be present in an individual, namely Critical thinking, Creativity, Collaboration and Communication also influence a curriculum to change its design [18], [19].

Learning carried out in elementary schools should provide a lot of experience and training to students so that students are not only able to master knowledge but also master skills according to their interests and talents and have a good attitude in dealing with all the problems that arise. The role of technology in teaching and learning in the 21st century has not been solid in primary school classrooms. Despite the need for technology skills and other 21st century skills as well as technological capacities to help build these skills, the use of technology in the classroom is elementary [20]. For this reason, it is necessary to prepare students who are able to adapt to the development of learning in the 21st century [19], [21]. Creativity is one of the 21st century skills that need to be developed [22], [23].

Individuals may have the internal resources necessary to think creatively, without environmental support such as encouragement or opportunities to present new ideas, their creativity may never bear fruit [10]. Steiner concludes that collaboration and social support are key factors in creative breakthrough [24].

In this case, several studies that have discussed creativity include [7], [25]–[27]. Based on research findings, efforts are needed to develop student creativity. The previous study conducted by the creativity associated Wieth [28] which highlights the way that is done by researchers conceptualized and define creativity, focusing on the differences between everyday creativity and creativity associated with a remarkable breakthrough in thinking. Wieth concludes by discussing the impact of current educational practices on creativity in psychology classrooms [28].

RESEARCH METHODS

This study uses quantitative research methods. The research design was a pre-test and post-test only design. In this design, the group was given a pre-test to determine the initial state and then treated with scrapbook media, then a posttest was carried out to determine the difference in results after treatment. In detail, the pre-test, post-test, and control design can be seen in the table below:

Table 1: Research Method
[Source: Research Team, 2021]

| Sample | Pre-test | Control | Post test |
|--------|----------------|---------|----------------|
| R | O ₁ | X | O ₂ |

The population in this study is the State Elementary School, Air Periukan District, Seluma Regency. The sample in this study was grade 5 elementary school students in the Air Periukan sub-district, which was taken using a simple random sampling technique. The number of samples in this study was 100 students. The instrument used is a Likert scale. Data analysis was carried out using SPSS 25.

FINDINGS

The purpose of this study was to determine the differences in the results of using scrapbook media on the creativity of elementary school students in the Air Periukan sub-district. The following is the resulting scrapbook media.



Figure 1. Scrapbook
[Source: Research Team, 2021]



Figure 2. Scrapbook
[Source: Research Team, 2021]

The statistical description of the research results is as follows:

Table 2: Descriptive Statistics Result of Pre-test dan Post-test
[Source: Research Team, 2021]

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------|-----|---------|---------|-------|----------------|
| PRE-TEST | 100 | 55 | 85 | 69.16 | 8.773 |
| POST-TEST | 100 | 77 | 99 | 88.02 | 5.744 |
| Valid N (listwise) | 100 | | | | |

From the data above, it shows that the results of the pre-test the difference between the results of the pre-test data with an average of 69.16 while after being given the treatment it becomes 88.02. Thus the post-test value is higher than the pretest value. The data calculation was continued by performing a T-test to find out the difference in the results. The following is the result of the calculation of the T-test which was carried out using SPSS 25.

Table 3: T-test
[Source: Research Team, 2021]

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|-----------------|---|---------------|---------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| Pair 1 | PRE-TEST – POST-TEST | -18.860 | 9.403 | .940 | Lower -20.726 | Upper -16.994 | -20.056 | 99 | .000 |

The hypothesis in this study is that there are differences in the results of students' creativity before and after using scrapbook media. Hypothesis testing in this study is to determine whether there are differences. The hypothesis in this study is:

Ha: there are differences in the use of scrapbook media on student creativity
Ho : There is no difference in the use of scrapbook media on students' creativity.

The criteria for making the decision to accept and reject Ho use a significance level of 0.05. If the significance value is > 0.05 then Ho is accepted, but if the significance value is < 0.05 then Ho is rejected.

The results of the analysis in table 3 above show sig (2-tailed) is 0.00. Based on these results, it shows that there are differences in the results of students' creativity before and after using scrapbook media.

The purpose of this study is to determine the differences in student creativity by using Scrapbook media for fifth grade elementary school students. Scrapbook media can be developed into a learning medium for fifth grade elementary school students [29], [30]. The results obtained by students during the pre-test were 69.02 before using the scrapbook media and increased during the post-test with an average value of 88.02. These results indicate a difference in results. According to Rosidah there are several advantages of scrapbook media, namely, a) Attractive, scrapbooks are composed of various photos, pictures, important

notes, and so on with some decorations [31]. So it will look beautiful attractive. b) Being realistic in showing the subject matter, with a scrapbook, we can present an object that looks real through pictures or photos. Because pictures or photos can provide details in the form of pictures as they are, thus we can more easily know and remember them better. c) Can overcome the limitations of time and space, scrapbook media can be a solution regarding the many events or objects that are difficult to present directly and difficult to repeat. d) Easy to make, how to make a scrapbook is not difficult. We only need to arrange and mix and match between pictures, notes, and decorations in such away. So that children and adults will be able to make their scrapbooks. e) The materials used to make scrapbooks are easy to obtain. The materials needed in making scrapbooks are easy to obtain. Because we can use items that are no longer used or secondhand. Even now special materials are available for making scrapbooks. f) Can be made or designed as desired, scrapbooks can be made or designed according to the wishes of the maker. For example pictures, photos, notes, colors, text, and so on.

Scrapbook media will help students to learn more optimally. Therefore, as a facilitator, a teacher must have the ability to choose and use learning media to support the achievement of learning objectives. According to Fellasufah and Mustadi [32], the choice of the scrapbook as a learning medium because it contains stories, pictures, and interesting learning activities so that it can be a stimulus for students to be interested and be more creative. Using this media can increase student learning activities so that it influences to be able to develop student creativity. Scrapbooks as learning media can provide materials and information to students more easily [27], [31], [33], [34]. Thus, scrapbook media is an alternative media that can be used to develop student creativity.

CONCLUSION

Based on data analysis and discussion, it can be concluded that scrapbook media has an effect on the creativity of fifth grade elementary school students. The use of scrapbooks makes the learning process more lively and interactive because students share their scrapbooks with each other.

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