



E-SCRAPBOOK AS AN INNOVATION MEDIA FOR LEARNING THE HISTORY OF ISLAMIC CULTURE AT MI IN THE DIGITAL ERA

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Abstrak

Mata pelajaran Sejarah Kebudayaan Islam yang diajarkan di tingkat Madrasah Ibtidaiyah membahas tentang masa lampau. Namun pada kenyataannya, dalam menyampaikan materi tersebut, sebagian besar guru merasa kesulitan dalam mengilustrasikannya, yang pada akhirnya berakibat pada siswa yang masih kurang memahami materi pembelajaran. Keterbatasan media pembelajaran yang ada, yang mayoritas masih bergantung pada buku LKS dan buku paket, dirasa belum cukup efektif untuk mengakomodir kebutuhan siswa di era digital. Pengembangan dan penggunaan media e-scrapbook pada mata pelajaran Sejarah Kebudayaan Islam di Madrasah Ibtidaiyah. Tentunya penerapan media e-scrapbook ini sangat bermanfaat dalam mengatasi permasalahan yang muncul pada saat proses pembelajaran berlangsung. Output dari penggunaan media e-scrapbook ini, yaitu memiliki dua fungsi sekaligus, yaitu sebagai media pembelajaran yang dapat memotivasi siswa dan juga meningkatkan pemahaman terhadap mata pelajaran Sejarah Kebudayaan Islam. Metode penelitian yang penulis gunakan dalam artikel ini adalah penelitian kepustakaan (*library research*). Pengumpulan data ini tentunya merupakan hasil analisis, identifikasi dan evaluasi penulis terhadap karya-karya penelitian yang sudah ada untuk disesuaikan dengan topik yang diangkat, yaitu penggunaan media e-scrapbook.

Kata Kunci: E-scrapbook; Media Pembelajaran; Sejarah Kebudayaan Islam.

Abstract

The Islamic Cultural History subject taught at the Madrasah Ibtidaiyah level discusses the past. However, in fact, in delivering the material, most teachers find it difficult to illustrate, which ultimately results in students still not understanding the learning material. The limitations of existing learning media, the majority of which still depend on LKS books and packages, are considered not effective enough in accommodating students' needs in the digital era. Development and use of e-scrapbook media in the History of Islamic Culture subject at Madrasah Ibtidaiyah. Of course, the application of e-scrapbook media is very useful in overcoming problems that arise during the learning process. The output from using this e-scrapbook media, which has two functions at once, namely as a learning medium that can motivate students and also increase understanding of the subject History of Islamic Culture. The research method that the author uses in this article is library research. This data collection is of course the result of the author's analysis, identification and evaluation of existing research works to be adapted to the topic raised, namely the use of e-scrapbook media.

Keywords: E-scrapbook; Learning Media; History of Islamic Culture.

A. INTRODUCTION

The Islamic Cultural History subject taught at the Madrasah Ibtidaiyah level discusses the past. However, in fact, in delivering the material, most teachers find it difficult to illustrate, which ultimately results in students still not understanding the learning material. The limitations of existing learning media, the majority of which still depend on LKS books and packages, are considered not effective enough in accommodating students' needs in the digital era.

In the context of rapid technological developments, students tend to be more interested and helped in understanding material through media that is visual, interactive and interesting. However, conventional SKI learning approaches are often considered monotonous and unable to accommodate differences in students' levels of understanding. As is known, in this day and age of technology and the rapid development of globalization, of course the education process also follows technological developments. One of them is the increasing variety of learning media which is increasingly developing thanks to the rapid development of technology.¹

As is known, learning media are very diverse and one of them is e-scrapbook media. E-scrapbook media is a digital-based learning media in the form of an electronic book that contains information or explanations related to learning material which is presented with pictures/decoration that can attract students' attention and make it easier for them to understand the material during the learning process. Meanwhile, e-scrapbook media uses colors and images that are adjusted to students' preferences, which makes students feel more imaginative in the learning process and of course is able to raise students' enthusiasm for learning. The difference between an e-scrapbook and an e-book is that the *e-book* itself is interactive because it is equipped with a moving animation feature.²

This research focuses on innovation in learning media, especially through the development and use of e-scrapbook media in the Islamic Cultural History subject at Madrasah Ibtidaiyah. Of course, the application of e-scrapbook media is very useful in overcoming problems that arise during the learning process. The output from using this e-scrapbook media, which has two functions at once, is as a learning medium that can motivate students and also increase understanding of the subject History of Islamic Culture.

B. RESEARCH METHOD

The research method that the author uses in this article is library research, where this method consists of collecting and analyzing data from several literatures which are adapted to the main discussion raised in this article. The data used as a reference in writing is the result of a study of several scientific journals. The author searched several journal articles that were relevant to the topic discussed. In collecting this data, we use the method of searching for sources and constructing it from various sources, for example books, journals and research that has already been carried out. This data collection is of course the result of the author's analysis, identification and evaluation of existing research works to be adapted to the topic raised, namely the use of *e-scrapbook* media.

¹ Fanani, A. A., & Muftiyah, A. "Implementasi Metode Simulasi dalam Pembelajaran Sejarah Kebudayaan Islam (SKI) Kelas VIII A MTs Al Kautsar Srono Tahun Pelajaran 2019/2020." *Tarbiyatuna Kajian Pendidikan Islam* 5, no. 1 (2021): Article 1. <https://doi.org/10.29062/tarbiyatuna.v5i1.495>.

² Antara, I. G. W. S., Suma, K., & Parmiti, D. P. "E-Scrapbook: Konstruksi Media Pembelajaran Digital Bermuatan Soal-soal Higher Order Thinking Skills." *Jurnal Edutech Undiksha* 10, no. 1 (2022): 11–20.

C. RESULT AND DISCUSSION

E-scrapbook

The word scrapbook itself comes from English, namely a combination of the words scrap which means leftovers, pieces or cuttings and book which means book. Scrapbook media is presented in an interesting and effective manner so that it does not make students feel bored like seeing or understanding textbooks full of writing. E-scrapbook media is digital-based learning media in the form of electronic books (e-books) which contain information or explanations related to learning material which are presented with pictures/decoration that can attract students' attention and make it easier for them to understand the material when studying.³

The difference between e-scrapbook media and books in general is that there are lots of interesting images which can make it easier for students to learn. E-scrapbooks are designed so that they can be used as interesting learning media and can achieve learning goals. Using e-scrapbooks will be a positive point compared to using print-based scrapbooks, namely that storage is easier and more flexible.⁴

The e-scrapbook media has advantages and disadvantages, one of the advantages is that it is interesting because it uses pictures and narration, important notes that make students interested in learning, and has never been used by teachers in the classroom. Apart from the many advantages contained in e-scrapbook media, there are also disadvantages of e-scrapbook media including, the time required to make an e-scrapbook is relatively long depending on the complexity of its preparation and complex images are less effective in learning activities.⁵

Learning Media

Learning media is one of the teaching aids for teachers to convey teaching material, increase student creativity and increase student attention in the learning process. With media, students will be more motivated to learn, encouraging students to write, speak and stimulate their imagination. Thus, through learning media, the teaching and learning process can be made more effective and efficient and good relationships can be established between teachers and students.⁶

Learning media is seen as supporting teaching and learning activities by containing information that supports learning. The following are several functions of learning media:

1. As a technical learning resource, learning media is a learning resource. In this learning resource sentence, the meaning of activeness is implied, namely as a distributor, transmitter, liaison and so on.

³ Rahmawati, I. G. A. Y., & Tirtayani, L. A. "Media E-Scrapbook untuk Menstimulasi Kreativitas Anak Usia Dini." *Jurnal Pendidikan Anak Usia Dini Undiksha* 9, no. 2 (2021): 141–148.

⁴ Muthoharoh, R., & Jati, S. S. P. "Media Pembelajaran E-Scrapbook Berbasis Adobe Photoshop Materi Peninggalan Hindu-Buddha di Kecamatan Ponggok." *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial* 2, no. 9 (2022): 855–867.

⁵ Kristantie, J., Kamidjan, K., & Asmarani, R. "Pembelajaran Fiksi Menggunakan Media Scrapbook pada Siswa Sekolah Dasar." *Wacana Didaktika* 7, no. 01 (2019): 58–71.

⁶ Firmadani, F. "Media Pembelajaran Berbasis Teknologi sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0." *KoPeN: Konferensi Pendidikan Nasional* 2, no. 1 (2020): 93–97.

2. As a semantic function, the semantic function is the media's ability to increase the vocabulary of words whose meaning or intent is truly understood by students. Language includes symbols of content, namely thoughts or feelings, both of which have become a totality of messages that cannot be separated.
3. As a manipulative function, it is based on general characteristics such as the ability to record, store, preserve, reconstruct and transport an event. Based on these general characteristics, media has two abilities, namely overcoming the boundaries of space and time and overcoming sensory limitations.⁷

History of Islamic Culture

The Islamic Cultural History subject is one of the Islamic and religious history subjects which is used as a subject to instill character in students. Learning the History of Islamic Culture is a subject related to Islamic history. Meanwhile, in studying Islamic Cultural History, there is also material about character values that were internalized in the biographies of leaders during Islamic history.⁸

History of Islamic Culture at Madrasah Ibtidaiyah is one of the subjects that examines the origins, development, role of Islamic culture/civilization and figures who excelled in Islamic history in the past, starting from the history of pre-Islamic Arab society, the history of the birth and apostolate of the Prophet Muhammad SAW, until the time of Khulafaurrasyidin. Overall, the Islamic Cultural History subject has an important role in providing direction and motivation to students to learn to understand and appreciate Islamic Cultural History, which contains good values that can be used to train intelligence, shape students' attitudes, character and personality.⁹

E- Scrapbook as a Learning Media Innovation

The author analyzed the data by reviewing related journal articles. Where all the journal articles that the author uses are related to the use of *e-scrapbook* media.

The research according to Nursyahria Hijjah and Samsul Bahri, entitled Development of *Scrapbook* Learning Media for Indonesian Language Subjects Short Story Material in Class V of SD Negeri 064970 Medan Denai, explains that *scrapbook* learning media for Indonesian Language Subjects short story material attracts more attention and adds students' interest in learning. This is proven by trials of *scrapbook* media products.¹⁰

Further research was conducted by Sri Utaminingsih, Ferina Agustini, Moh Aniq KHB with the title Scrapbook Media Development Theme 4 Various Jobs Sub-theme 3 My Parents' Jobs. This research explains that the scrapbook media in theme 4, various work, sub-theme 3, my

⁷ Anjarani, A. S., Mulyadiprana, A., & Respati, R. "Fun Thinkers sebagai Media Pembelajaran untuk Siswa Sekolah Dasar: Kajian Hipotetik." *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 7, no. 4 (2020): 100-111.

⁸ Maryati, I. "Analisis Penanaman Nilai-Nilai Karakter Abdullah bin Abu Kuhafah Dalam Pembelajaran Sejarah Kebudayaan Islam (SKI) di MAN Karanganyar." *Jurnal CANDI* 14, no. 2 (2016): 131-146.

⁹ Yemmarhotillah, M. "Pembelajaran Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Di Madrasah Ibtidaiyah Negeri (MIN) Bawan Kecamatan Ampek Nagari Kabupaten Agam." *El-Rusyd* 5, no. 1 (2020).

¹⁰ Hijjah, N., & Bahri, S. "Pengembangan Media Pembelajaran Scrapbook Mata Pelajaran Bahasa Indonesia Materi Cerpen di Kelas V SD Negeri 064970 Medan Denai." *EduGlobal: Jurnal Penelitian Pendidikan* 1, no. 1 (2021): 24-32.

parents' work, is valid and practical, so it is suitable for use as a learning medium. In the first stage, the average media validation results were 78.33% and the average material validation was 61.66%. In the second stage, the average media validation results were 81.66% and the average material validation was 88.33% and the students' responses to scrapbook media were obtained on average 94.45%.¹¹

The next article is entitled *The Effect of Using Scrapbook Media on Learning Outcomes in Thematic Learning for Class IV Students at Gugus X Elementary School, Bengkulu City*. This work by Indah Puspita, Nani, Pebrian Tirmizi explains that scrapbook media was used in the experimental class, namely class IVB at SDN 32 Bengkulu City. This aims to determine the differences in learning outcomes for Indonesian language knowledge between the experimental class and the control class without scrapbook media in the learning process. Based on the results of the research and discussion, the calculated t value is $4.51 > t$ table 2.02, meaning that H_a is accepted, so it can be concluded that there is an influence of the use of scrapbook media in thematic learning on the results of learning Indonesian language knowledge for class IV students at SD Cluster X in Bengkulu City.¹²

Development of Scrapbook Media on Animal Grouping Material for Class III Elementary School. This article by Nanda Firdayanti and Ni Wayan Suniasih aims to describe the design and determine the validity of scrapbook media in class III elementary school animal grouping material. Based on the research results, it was concluded that this development was a research design for developing scrapbook media using the ADDIE model which consisted of five stages which included the analysis stage, the design stage, the development stage, the implementation, and the evaluation stage (evaluation). The scrapbook media, animal grouping material, is suitable for use as learning media through a series of learning content expert tests, learning design expert tests, learning media expert tests, and individual trials. Scrapbook media received an assessment obtained by validators of 89.67% in the "Good" category and the individual trial assessment received 98.67% in the "Very Good" category. The final results obtained from the average of expert validators and individual trials obtained a percentage of 94.17% in the "Very Good" category.¹³

Based on the research above, it can be concluded that using e-scrapbooks in the History of Islamic Culture subject at Madrasah Ibtidaiyah can be an innovative learning media. This makes students enthusiastic during the learning process. Learning the History of Islamic Culture is not monotonous, students understand the learning material more easily. Then it can be said that e-scrapbook media is one of the learning media innovations at Madrasah Ibtidaiyah, because previously there was still little media development in the subject of History of Islamic Culture.

¹¹ Utaminingsih, S., Agustini, F., & KHB, M. A. "Pengembangan Media Scrap Book Tema 4 Berbagai Pekerjaan Subtema 3 Pekerjaan Orang Tuaku." *Jurnal Penelitian Dan Pengembangan Pendidikan* 3, no. 2 (2019): 64–70.

¹² Sari, I. P., Yuliantini, N., & Tarmizi, P. "Pengaruh Penggunaan Media Scrapbook terhadap Hasil Belajar pada Pembelajaran Tematik Siswa Kelas IV SD Gugus X Kota Bengkulu." *JURIDIKDAS: Jurnal Riset Pendidikan Dasar* 3, no. 3 (2020): 336–344.

¹³ Firdayanti, N., & Suniasih, N. W. "Pengembangan Media Scrapbook pada Materi Pengelompokan Hewan untuk Kelas III SD." *Mimbar Pendidikan Indonesia* 2, no. 1 (2021): 106–116.

D. CONCLUSION

The limitations of existing learning media, the majority of which still depend on LKS books and packages, are considered not effective enough in accommodating students' needs in the digital era. Especially through the use of e-scrapbook media in the History of Islamic Culture subject at Madrasah Ibtidaiyah. Of course, the application of e-scrapbook media is very useful in overcoming problems that arise during the learning process. Then, e-scrapbook media became one of the learning media innovations at Madrasah Ibtidaiyah, because previously there was little development of digital media in the subject of History of Islamic Culture.

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