



The Effect of Lapbook Learning Media on The Science Learning Outcomes Of Grade IV

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Article History:

Accepted: 10 January 2025

Revised: 7 June 2025

Published: 31 August 2025

Abstract

This research was conducted in class IV at state elementary school 122371 Pematangsiantar 2025/2026 academic year which began with an observation on June 20, 2025 and continued with the implementation of the pretest on August 28, 2025, the pretest results showed that only 3 students were able to achieve the completion criteria before being given treatment. Based on the pretest results, the average student learning outcomes were 49.12 with 3 students completing, this was due to the different knowledge and abilities of students. In addition, the pretest questions that were prepared had also been adjusted to the characteristics of the abilities of high-class students. By looking at the pretest results, it can be said that learning that has not used the lapbook learning media is still not successful or very low. Then, the average value obtained from the posttest results was 85.12 so after using the lapbook media, the learning outcomes obtained were higher compared to before using the lapbook learning media. Based on the results of the normality test used to determine whether the data is normally distributed or not. So the results obtained are normally distributed because the pretest results are 0.129005 and posttest 0.152 0.05, so the posttest results have increased. Then in the hypothesis test the results of the unpaired sample test analysis were obtained, namely 13.416 2.064. This means that there is an influence of taptook learning media on the science learning outcomes of grade IV students of UPTO SD Negeri 122371 Pamatangsiantar, so H_0 is rejected and H_a is accepted.

Keywords : Lapbook Learning Media, Learning Outcomes

INTRODUCTION

Educational development in Indonesia is an effort to improve the quality and quantity of education. Many strategies can be implemented to improve the quality of education in Indonesia, such as curriculum improvement and teacher quality improvement, which are part of the process of developing education in Indonesia. According to Retnowati (2023), education is an effort that can produce a conscious change in mindset to change habits, behavior, and beliefs within a person. In the 21st-century education era, the paradigm of

basic education has undergone significant changes, where the learning process no longer focuses on the teacher as the sole source of information, but rather positions students as active subjects involved in the process of constructing their own knowledge independently. Education has a positive impact on quality of life. People with higher education naturally have wider access to better jobs, better healthcare, and opportunities to develop stronger social relationships (Nugraha, 2022:4). Education is not static or fixed, but rather dynamic, thus requiring continuous change and improvement (AFIF, 2019). Quality education can be achieved through learning activities in schools that can improve students' knowledge. Therefore, education is crucial in human life for a better future (Prayogo, Anita, & Sari, 2022).

Student learning outcomes are the academic achievements students attain through exams and assignments, as well as active questioning and answering that support these learning outcomes (Lestari, Pratiwi, & Sunanah, 2020). However, in reality, learning outcomes, which serve as the primary benchmark for measuring the achievement of learning objectives, still result in many students failing to meet the established learning objective achievement criteria (KKTP).

Several factors contribute to this, including the predominantly lecture-based learning process and the monotonous intonation of the material. However, this isn't entirely the cause of low student learning outcomes. Most students naturally have varying levels of absorption and comprehension. Some students undoubtedly struggle to absorb information, which can impact their learning outcomes. Therefore, teachers must consider various teaching methods and understand each student's individual characteristics and cognitive levels (Giriani, 2021).

Furthermore, researchers also observed other learning challenges in the field, such as students' inattention when teachers explain or deliver material in front of the class. This issue can be addressed in several ways, including, as explained previously, where teachers must understand each student's individual characteristics to more easily provide solutions to these learning challenges. Providing an innovative and engaging learning environment also makes it possible to address these learning challenges. This is because more active teacher-student interaction is essential to provide a more meaningful learning experience for students.

The classroom teaching and learning process must develop students' learning methods for acquiring, managing, using, and communicating what they have learned in their daily lives, both now and in the future. When implementing classroom learning, teachers must be able to select appropriate media to assist in the delivery of information, so that what has been conveyed can be more easily understood by students.

Consequently, this can impact student learning outcomes, as evidenced by the student's final exam scores, which show that many students still score below the Learning Objectives Achievement (KKTP) criteria. KKTP is the standard set by schools to assess students' ability to complete academic tasks. Therefore, this condition reflects the need for improvements in teaching methods, including the implementation of more interactive strategies or media based on student needs, so that learning outcomes can improve evenly and sustainably (Hanifah, 2014).

Based on the results of observations conducted in class IV UPTD SD Negeri 122371 Pematangsiantar in the 2025/2026 academic year, several problems were found in science

learning, namely that many students still did not focus on listening to the teacher's explanation and this resulted in the class being less conducive, another factor that became a learning problem was the delivery of material that was not supported by adequate media. So this resulted in low student learning outcomes. The results of the UAS in the science subject of students still did not achieve a passing grade. This can be seen from the student score table below.

Table 1. Grade IV Science Final Exam Scores at UPTD SD Negeri 122371 Pematangsiantar

| Subjects | Famil y Card (KKT P) | Class Values | Number of Students | Presentati on | Completeness |
|----------|----------------------|--------------------------|--------------------|---------------|--------------|
| IPAS | 70 | 70-82 | 10 | 40 % | Comple |
| | | | Students | | ted |
| | | 50-65 | 15 | 60% | Not finished |
| | | Total Number of Students | 25 | 100% | |

Based on the data in the table, it shows that the data on the results of the learning outcomes of grade IV students of UPTD SD Negeri 122371 Pematangsiantar have not yet reached the specified KKTP, namely 70, out of a total of 25 students, 10 students or 40% were declared to have completed the learning, while 15 students or 60% of the other students were declared to have not completed it. So it can be said that the teaching and learning process has not been fully successful.

However, 15% or 60% of these students fail to achieve a passing grade due to various reasons, such as a lack of understanding of the material or a lack of innovative learning practices in the classroom. Therefore, learning innovations are needed, including the use of innovative learning media, one of which is the *lapbook*.

One type of media that can increase student attention and facilitate student comprehension is a visual medium, namely the *lapbook*. According to Aziz (Umam, Bakhtiar, & Iskandar, 2019) a *lapbook* is a practical learning medium that can be opened and closed and is a presentation material that can accommodate photos and text. This tool is presented creatively and designed to look attractive by using colorful paper. Based on the issues mentioned above, the author would like to adopt or propose this *lapbook learning medium* to help teachers improve student learning outcomes. These issues involve a variety of causes and effects that impact student outcomes. Low student interest in learning can also be caused by the use of inadequate media during the teaching and learning process in the classroom (Wulandari et al., 2021).

Based on the background that has been explained previously, the researcher is interested in conducting a research to improve student learning outcomes, especially in the subject of Natural Sciences in Chapter 1 Plants, Source of Life on Earth, Material on Plant Reproduction with the research title: "The Effect of *Lapbook Learning Media* on the Natural Sciences Learning Outcomes of Grade IV Students of SD Negeri 122371 Pematangsiantar".

RESEARCH METHODS

This research is a quantitative research where According to Sugiyono (2019:17) quantitative method is a research method based on the philosophy of positivism, used to research a specific population or sample. This research uses a Pre-experimental design type of One-Group Pretest-Posttest. According to Sugiyono (Afandi, Yustiana, & Kesuma, 2021) Pre-experimental design is a serious experiment, because there are still external variables that influence the formation of the dependent variable. In the form of One-Group Pretest-Posttest design there is a pre-test and post-test, thus the results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment.

This research design uses an experimental research, namely Pre-Experimental Design. Procedurally, this study uses a research design pattern that is carried out using a Pre-test before being given treatment and Post-test after being given treatment. The form of Pre-Experimental Design used in this study is a One-Group Pretest-Posttest design. This research design only uses one group as research subjects because with this design, a pre-test is given first before being given treatment. Thus, it can see the effect of the treatment given on students (Ningsih, n.d.).

This research was conducted in the fourth grade of UPTD SD Negeri 122371 Jl. Kesatria, Siantar Timur district, Pematangsiantar City, North Sumatra. The researcher chose this location because the researcher wanted to know whether there was an influence of Lapbook Learning Media on the science learning outcomes of fourth grade students in Pematangsiantar and based on the researcher's observations, many students lacked focus and had difficulty understanding the science material.

The research will be conducted in the odd semester in August of the 2025/2026 academic year at SD Negeri 122371 Pematangsiantar.

Population is the entire research subject as a research source for researchers. According to Sugiyono (Erica, 2021) population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and conclusions drawn. The population in this study was all fourth grade students of UPTD SD Negeri 122371 Pematangsiantar for the 2025/2026 academic year, with a total of 25 students. According to Sugiyono (Utami & Ghazali, 2018) a sample is a portion of the number and characteristics of a population. The sample used in this study is saturated sampling. According to Sugiyono (2019:30), saturated sampling is a sample selection technique where all members of the population are sampled. The reason for using saturated sampling is because it uses the entire population, namely 25 people, so the sample

In this study, two variables are used, namely the independent variable and the dependent variable. The following is an explanation of the two variables above, namely the Independent Variable is a variable that influences or causes changes or the emergence of the dependent variable (Independent) (Sekar Arum & Yuanta, 2019). In this study, the independent variable is the Influence of Lapbook Learning Media. The Dependent Variable is a variable that is influenced or becomes a result of the independent variable. In this study, the dependent variable is the Learning Outcomes of Grade IV Students of UPTD SD Negeri 122371 Pematangsiantar.

According to Sugiyono (Musfirah, Maryam, & Yunasri, 2020) an operational definition is something that becomes an object of observation that has certain variations and is

determined by researchers to be studied and then to draw conclusions. Defining variables operationally is describing or describing research variables in such a way that the variables are specific (not subject to multiple interpretations) and measurable (observable or measureable). Operational variables are created to facilitate data collection and avoid differences in interpretation and help the scope of the variables (Syahrina, 2021). The operational definition of variables in this study is as follows:

1. Learning media are tools used to convey messages or materials to students.
2. Lapbook media is a learning media in the form of a folding book containing learning materials, pictures, and activities presented using colorful paper.

RESULTS AND DISCUSSION

Hasil Penelitian

This research was conducted at UPTD SD Negeri 122371 Pematangsiantar, Jl. Kesatria. Siopat Suhu Village, East Siantar District, Pematangsiantar City, North Sumatra, which began with an observation on June 28, 2025 and continued with a pretest on August 29, and a posttest on September 2, 2025. This research was conducted to determine whether there was an influence of lapbook learning media on the science learning outcomes of fourth-grade students of UPTD SD Negeri 122371 Pematangsiantar, consisting of 25 students. This research is a quantitative research that uses an experimental method, namely the Pre-Experimental type with the research design used is One-Group Pretest-Posttest Design where students are given pretest and posttest questions (Nikmah, Nuroso, & Reffiane, 2019). The pretest is given to students to determine the initial abilities of students before being given treatment or before using lapbook learning media, then it will be continued by giving a posttest after the learning material is delivered using lapbook learning media or called giving treatment to determine the final abilities of students to obtain the student's social science learning outcomes (Cantika, 2024).

Research Instrument Test Results

Before conducting the research, the researcher first conducted a test of the question instrument in class IV of UPTD SD Negeri 124391, Jl Dalil Tani Ujung, Tomuan Village, East Siantar District, Pematangsiantar City, North Sumatra on August 27, 2025. The test of the question instrument was given to 25 students of class IV with a total of 30 multiple choice questions on the subject of Natural Sciences chapter 1 with the topic of plant reproduction. During the implementation of the question instrument test, the researcher first explained the purpose of the researcher, after which the researcher provided an overview of the material in the question (Sitanggang Gusar, Valentina Gultom, Siallagan, Indah Sari Purba, & Simbolon, 2024). After being given an overview of the material in the test instrument, the researcher distributed 30 multiple choice questions along with the answer sheets to the students. After conducting the test instrument test, the researcher checked the students' answer sheets and inputted the data through the Microsoft Excel 2010 application to determine the validity, reliability, level of difficulty and discriminatory power of the questions (Yunita, 2020).

Validity Test

Validity aims to determine the accuracy of the data obtained, validity is also used to see the extent to which the measuring instrument used can measure what should be measured. The researcher then conducted a test using Microsoft Excel 2010. The question items are said to be valid if $r_{\text{count}} \geq [r]_{\text{table}}$, with a significance level of 5% or 0.05. In this study, the questions used are valid questions, while invalid questions are removed. Based on the table above, out of 30 questions, there are 5 invalid questions. This can be seen through a comparison of r count and r table. So, it can be seen that there are 25 questions that are declared valid, namely numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, while questions numbers 11, 15, 17, 26, and 28 are declared invalid because the calculated $r < r_{\text{table}}$ (Yahzunka & Astuti, 2022).

Hypothesis Test (T-test)

This study uses a sample *test* to assess the influence of the *lapbook learning media*. The decision-making guidelines for the *paired sample t-test* based on the significance value (sig) are as follows:

- a. If the significance (2- tailed) < 0.05 then H_0 is rejected and H_a is accepted.
- b. If the significance (2- tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Table 1. Hypothesis Test Results

| Information | Mark |
|---------------------|-------------|
| t_{hitung} | 13,416 |
| t_{tabel} | 2,064 |
| Sig | 0.00 |
| Significant level | 0.05 |

Based on the table of *Paired sample t test values*, the significance value (2- tailed) of 0.00 < 0.05 indicates a significant difference between the initial and final variables. This indicates a significant effect on the change in treatment given, so H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is an Influence of *Lapbook Learning Media* on the Science Learning Outcomes of Grade IV Students of UPTD SD Negeri 122371 Pematangsiantar (Sentarik & Kusmariyatni, 2020).

Discussion of Research Results

This research was conducted in the fourth grade at the UPTD of State Elementary School 122371 Pematangsiantar in the 2025/2026 academic year, which began with an observation on July 20, 2025, then continued with a *pretest* on August 28, 2025. The *pretest results* showed that only 3 students were able to achieve the completion criteria and some others did not achieve the completion criteria before being given treatment. This is due to differences in student abilities and understanding of each student. Then continued with providing treatment or a *posttest* on September 2 and found 1 out of 25 students who had not achieved the completion score. The population used in this study was all fourth grade students of UPTD State Elementary School 122371 Pematangsiantar with a sample of 25 students (Ahda Aulia Fajriah, Halimatu Sadiah, & Dede Indra Setiabudi, 2022).

Based on the initial data on the implementation of observations obtained by researchers at the UPTD of SD Negeri 122371 Pematangsiantar, it was found that there were still many fourth-grade students who had not achieved the passing grade in the subject of science as many as 15 students who had not achieved the passing grade (Latifa & Muryanti, 2022). Therefore, researchers attempted to improve the learning outcomes of these students caused by learning problems. With that, researchers offered or implemented *lapbook learning media* to fourth-grade students (Prasetyo & Ningsih, 2024). Before conducting the research, researchers first conducted a test of the question instrument, namely the validity test to SD Negeri 124391 on August 27 in fourth-grade with a total of 25 students with a total of 30 multiple-choice questions. After conducting the instrument test, researchers processed the data in *Microsoft Excel*, obtained 25 questions that were declared valid and 5 questions were declared invalid. The next stage of the instrument test was to conduct a reliability test (GINTING, 2025). The next data processing was a test of the level of difficulty of the questions obtained, namely 6 questions that were categorized as difficult, 21 questions that were categorized as medium and 3 questions were categorized as easy. Then the researcher continued to test the discriminating power of the questions and found that there were 2 questions that were categorized as less, 9 questions were categorized as sufficient, 19 questions were categorized as good and 1 question was categorized as very good. After collecting data by means of documentation and observation during the research process and giving *pretest questions* to find out the results obtained before being given treatment using *lapbook learning media*. After the *pretest* was carried out, the researcher then carried out the learning process using *lapbook learning media* on the material "plant propagation" (Ginting, Widiyarti, & Siregar, 2025). After the learning was completed, the researcher then gave a *posttest* to find out whether the learning carried out using media had an influence on student learning outcomes, the results obtained were from the *pretest* 49.12 and *posttest* 85.12

The results of the normality test using *Shapiro-Wilk* to determine whether the data in this study is normally distributed or not using the SPSS 26 program. The *pretest sig value* of $152 > 0.05$ so that it can be stated that the data is normally distributed and the *Posttest sig value* of $129 > 0.05$ so that it can be stated that it is normally distributed. Furthermore, the researcher conducted a hypothesis test (t-test) in this study with the results obtained, namely the *2-tailed sig value* for the *pretest* and *posttest* values of $0.000 < 0.05$, which means that there is an influence on the *lapbook learning media* on the science learning outcomes of fourth-grade students of UPTD SD Negeri 122371 Pematangsiantar. The test results on the paired sample t test can be seen that $t \text{ count} > t \text{ table}$ with a significance level of 0.05. So the results obtained are $13,416 > 2,064$. This means that there is an influence of the *lapbook learning media* on the science learning outcomes of fourth grade students at UPTD SD Negeri 122371 Pematangsiantar, so H_0 is rejected and H_a is accepted (Badriyah, 2023).

CONCLUSION

Based on the data results explained in the previous section, the researcher can conclude the following:

1. That the results of learning science in grade IV students of UPTD SD Negeri 122371 Pematangsiantar before being given treatment using *lapbook learning media*, there were still many students who had not been able to achieve the criteria for passing grades, namely KKTP with a score of 70. However, after

being given treatment using *lapbook learning media*, it can be seen that more grade IV students achieved passing grades and only 1 student had not been able to achieve passing grades.

2. The results of the hypothesis test (t-test) with a significance level of 0.05 with a t-table of 2,064 and a calculated t-value of 14,869. Therefore, it can be concluded that there is an influence of the *lapbook learning media* on the science learning outcomes of fourth-grade students of UPTD SD Negeri 122371 Pematangsiantar. Based on the results of the t-test, the calculated t-value is 14,869 while the t-table is 2,064.

Suggestion

After analyzing and concluding the data obtained from the field, the author can offer several suggestions, namely:

1. With the implementation of this research at the UPTD of Public Elementary School 122371 Pematangsiantar, it is hoped that educators will be able to pay closer attention to students' learning needs during the learning process, thereby addressing several problems that arise in the classroom. By using this *lapbook learning media*, it is hoped that teachers will gain a reference for simple learning media that can be used to deliver material during the learning process.
2. Researchers are expected to further develop this *lapbook learning media*, especially in the future, so that researchers can become successor teachers who can provide several learning media references that can be tailored to students' learning needs during the learning process. Researchers also need to develop this media by using it in other materials so that researchers can determine whether the media is only suitable for the material used or can also be used in other materials. And thus, researchers can also be more helped in understanding how the theory of *lapbook learning media* can be used in the future.

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