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Development of a Sukuraga Wayang Scrapbook to Improve Elementary School Students' Reading Comprehension Skills

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A B S T R A C T

Indonesian language learning in elementary schools still faces challenges in reading comprehension. Many students have difficulty understanding texts, identifying main ideas, and interpreting messages. In addition, limited use of engaging learning media contributes to low interest and participation in reading activities. This study aimed to develop a Sukuraga Wayang scrapbook medium and determine its feasibility and effectiveness in improving elementary school students' reading comprehension skills. The scrapbook integrates Sukuraga Wayang illustrations, reading texts, contextual learning activities, and QR code-based audio narration in an interactive visual format. It also incorporates local wisdom through Sukuraga Wayang characters and presents stories related to students' daily lives, making learning more meaningful and engaging. The study employed the Research and Development (R&D) method using the ADDIE model. Data were collected through interviews, observations, validation questionnaires, student response questionnaires, and pretest-posttest assessments. Data were analyzed using feasibility testing, paired sample t-tests, and N-gain analysis. The results showed that the Sukuraga Wayang scrapbook was highly feasible based on expert and practitioner evaluations. The effectiveness test revealed a significant difference between pretest and posttest scores (Sig. < 0.05). Students' average scores increased from 58.89 to 87.22, while the N-gain indicated a moderate improvement in reading comprehension skills.

1. Introduction

Indonesian language learning in elementary schools plays an important role in developing students' language skills, one of which is reading comprehension skills (Kargiotidis & Manolitsis, 2026). Reading comprehension not only aims to obtain information from texts, but also serves as the foundation for developing critical thinking, reasoning, and understanding various learning concepts. The importance

of reading is also emphasized in Qur'an Surah Al-'Alaq verses 1–5, which command humans to read as a way of acquiring knowledge. This indicates that reading ability is a fundamental skill that needs to be developed from primary education. According to Laličić & Dubravac (2021), reading is an activity of pronouncing written words through visual contact so that the content of the reading can be understood and conveyed again. Therefore, reading comprehension skills become one of the essential competencies that elementary school students must possess.

However, conditions in the field indicate that students' reading comprehension skills are still low. Based on interviews and observations conducted at one elementary school in Sukabumi City, it was found that most students were able to read texts fluently, but were not yet able to understand the content, identify the main ideas, or explain the moral messages contained in the texts. This condition indicates that students have not yet achieved optimal reading comprehension skills. Farroh et al., (2022), stated that reading without understanding the content of the text is equivalent to carrying out an activity without a clear purpose. The low level of reading comprehension skills is influenced by several factors, one of which is the limited and less engaging learning media used in classrooms. The learning media are still dominated by worksheets and PowerPoint presentations, which are less effective in increasing students' interest, attention, and active participation during reading activities.

To overcome these problems, innovative learning media are needed to create a more interactive and engaging learning environment that suits the characteristics of elementary school students. One alternative medium that can be used is a scrapbook. A scrapbook is a creative book-based medium that combines text, images, colors, and other visual elements, enabling it to attract students' attention and help them understand reading content more concretely (Lubis et al., 2023). In addition, the scrapbook developed in this study is equipped with QR codes containing audio story narrations to support students' comprehension through an audio-visual approach. The use of visual and contextual media is considered effective in increasing learning motivation and helping students better understand reading texts (Siskawati & Ramadan, 2022).

The story used in this scrapbook is Wayang Sukuraga, a local art form originating from Sukabumi that depicts human body parts as symbols of character and moral values. Wayang Sukuraga contains character education values such as gratitude, responsibility, and social awareness. The use of local culture in learning is considered capable of strengthening students' cultural literacy while helping them understand texts through contexts that are close to their daily lives (Lyesmaya, 2025). Therefore, the Wayang Sukuraga scrapbook not only functions as a reading learning medium but also as a tool for instilling character values and preserving local culture.

Several previous studies have shown that scrapbook media are effective in reading instruction. Solikhah et al., (2024), stated that scrapbook media achieved a feasibility level of 86% and were effective in improving students' early reading

skills. Research conducted by Latifaturrodhita & Linggo Wati (2023), also showed a positive effect of scrapbook media on elementary school students' reading comprehension skills. In addition, Ningrum et al., (2025), developed a digital scrapbook with expert feasibility results reaching 93% and user feasibility results reaching 100%. Nevertheless, research related to the development of a local culture-based Wayang Sukuraga scrapbook for fourth-grade elementary school students is still limited. Therefore, this study aims to develop a feasible and effective Wayang Sukuraga scrapbook medium to improve elementary school students' reading comprehension skills, particularly in fourth-grade Indonesian language learning.

2. Methodology

This study employed a Research and Development (R&D) methodology using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Syakinnah et al., 2026). The study aimed to develop a Wayang Sukuraga scrapbook learning medium to improve elementary school students' reading and text comprehension skills. During the analysis stage, learning needs were identified through interviews and observations. The design phase involved creating a scrapbook media design. The development phase involved developing the product and conducting validation by subject matter experts, media experts, and practitioners. The implementation phase was carried out by applying the media in fourth-grade Indonesian language classes at an elementary school. The evaluation phase aimed to determine the feasibility and effectiveness of the learning media. The research procedure is presented in Figure1 below:

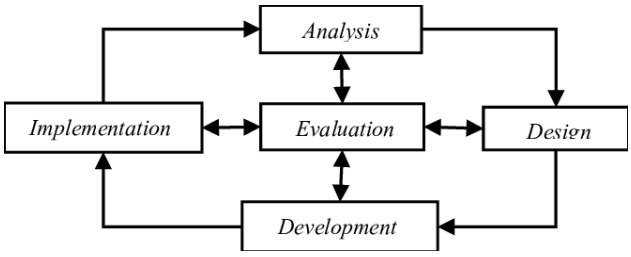


Figure 1. Research procedure using the ADDIE model
Source: (Tegeh et al., 2014)

The research was conducted at SDN Kebonjati over the course of one semester. The research subjects were 36 fourth-grade students selected using purposive sampling. Research instruments included interviews, observations, subject matter expert validation questionnaires, media expert validation questionnaires, practitioner expert validation questionnaires, student response questionnaires, as well as pre- and post-tests of reading comprehension skills. Media feasibility was analyzed using a Likert scale and a percentage formula. Media effectiveness was analyzed using the Shapiro-Wilk normality test, the homogeneity test, a paired-sample t-test, and the N-Gain test to determine improvements in students' reading comprehension skills.

3. Results and Discussion

Stage 1. Analysis

The analysis was conducted through observation and interviews at the school where the study took place, with the aim of identifying the learning conditions, characteristics, and difficulties faced by the students. The results of the observations and interviews revealed issues with the reading comprehension skills of fourth-grade students, particularly in the Indonesian language subject. This condition is evident in the students' tendency to quickly become bored when given reading materials, which results in low student engagement in the learning process. Consequently, students are less active in reading, leading to difficulties in comprehending the text's content thoroughly such as identifying the main idea, interpreting word meanings, and grasping the message conveyed in the text.

Based on the results of problem identification and needs analysis in the field, a solution is needed to improve students' reading comprehension skills. The solution developed in this study is the creation of a Wayang Sukuraga scrapbook, which is expected to address the issue of low student reading interest and improve reading comprehension skills. The media combines visual illustrations, reading texts, and student-centered learning activities in an engaging format. In addition, the incorporation of Wayang Sukuraga introduces local cultural values that are closely related to students' daily lives. Therefore, the developed media is expected to support meaningful learning experiences while enhancing students' reading comprehension skills.

Stage 2. Design

This stage begins with the identification of learning objectives focused on improving students' reading comprehension skills, followed by the design of the reading text content and a storyline that highlights the values found in Wayang Sukuraga. The media design is developed systematically, encompassing the determination of layout, page division, engaging illustrations, and color selection appropriate for the students' characteristics. Additionally, at this stage, assessment instruments are developed to evaluate the practicality and suitability of the media based on expert validator evaluations. Furthermore, student activities are designed in the form of worksheets (LKPD) aligned with reading comprehension indicators, thereby supporting the optimal achievement of learning objectives.

Stage 3. Development

This stage involved transforming the planned design into a learning media product in the form of a Sukuraga Wayang scrapbook. The product development was carried out systematically through the following stages:

1) Reading texts were developed using simple and understandable language adjusted to fourth-grade students' cognitive development.
2) The Sukuraga Wayang scrapbook was designed using attractive colors, layouts, and illustrations to increase students' interest and engagement in learning.
3) Student worksheets (LKPD) were developed containing activities such as answering questions, summarizing texts, understanding reading content, and retelling stories based on reading comprehension indicators.



Figure 2. Reading Text Material

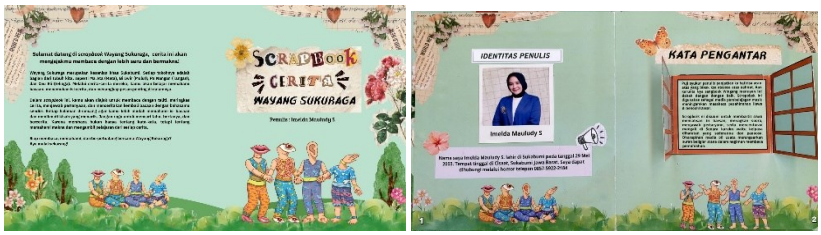


Figure 3. Display of the Sukuraga Wayang Scrapbook Media



Figure 4. Student Worksheet of the Sukuraga Wayang Scrapbook Media

After the development stage, the product was validated to determine the feasibility of the developed media by involving several validators, namely a material expert, media expert, and practitioner expert (teacher). After the development stage, the product was validated to determine the feasibility of the developed media by involving several validators, namely a material expert, media expert, and practitioner expert (teacher). The material validation of the Sukuraga Wayang scrapbook media was conducted by Mr. Asep Firdaus, M.Hum., based on two main aspects: material content and material feasibility, as presented in Table 1. The validation results consisted of quantitative and qualitative data. The material validation of the Sukuraga Wayang scrapbook media was conducted by Mr. Asep Firdaus, M.Hum., based on two main aspects: material content and material feasibility, as presented in Table 1. The validation results consisted of quantitative and qualitative data.

Table 1. Material Expert Validation Results

No.	Aspect	Score	Average Score	Percentage	Interpretation
1.	Material	19	3,8	95%	Very Feasible
2.	Material feasibility	19	3,8	95%	Very Feasible
	Total	**38**	**3,8**	**95%**	Very Feasible

Based on Table 1, the material aspect obtained a score of 19 with an average score of 3.8 and a percentage of 95%, which was categorized as very feasible. The material feasibility aspect also obtained a score of 19 with an average score of 3.8 and a percentage of 95%, which was categorized as very feasible. Overall, the total score obtained was 38 with an average score of 3.8 and a percentage of 95%, indicating that the Sukuraga Wayang scrapbook media was highly feasible for use in learning activities. As stated by Izza et al., (2025), the feasibility of learning materials is determined by the suitability of the content with the learning objectives and students' characteristics. Therefore, good learning materials in instructional media should help students understand concepts clearly and systematically. Comments and suggestions from the material expert indicated that several words and sentences needed revision to comply with proper language rules. The revisions included changing the word "dibawah" to "di bawah" and replacing the phrase "bahasamu sendiri" with "bahasa Indonesia yang baik dan benar" to make it more formal and appropriate for the learning context. The display of the media before and after revision is presented in Figure 5.

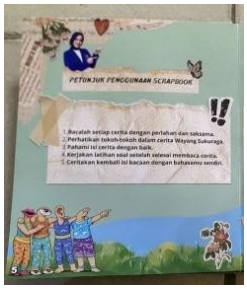
	Before Revision	After Revision
1.		
2.		

Figure 5. Reading Texts Before and After Revision

The Sukuraga Wayang scrapbook media was evaluated by Mrs. Heni Wulandari, M.Pd., focusing on the aspects of media appearance, media feasibility, and media advantages. The media expert validation results consisted of quantitative and qualitative data, as presented in Table 2. The assessment of these aspects was important because the visual quality and practicality of learning media can influence students' engagement during the learning process. Attractive illustrations, appropriate color combinations, and interactive features were expected to support students' interest in reading and facilitate their understanding of the reading materials.

Table 2. Media Expert Validation Results

No	Aspect	Score	Average Score	Percentage	Interpretation
1.	Media Appearance	12	4	100%	Very Feasible
2.	Media Feasibility	16	4	100%	Very Feasible
3.	Medi Advantages	20	4	100%	Very Feasible
	Total Overall	**48**	**4**	**100%**	**Very Feasible**

The media expert validation results showed that the media appearance aspect obtained a score of 12 with an average score of 4 and a percentage of 100%, categorized as very feasible. The media feasibility aspect obtained a score of 16 with an average score of 4 and a percentage of 100%, also categorized as very feasible. Furthermore, the media advantages aspect obtained a score of 20 with an average score of 4 and a percentage of 100%, which was categorized as very feasible. Overall, the total score obtained was 48 with an average score of 4 and a percentage of 100%, indicating that the Sukuraga Wayang scrapbook media was highly feasible for use in learning activities.

This is supported by research stating that attractive visual media displays can increase students' attention and learning motivation (Salentina & Yani, 2025). In addition, other studies have shown that the use of interactive visual media can encourage students to become more active participants rather than passive listeners in the learning process (Rifka et al., 2024). Therefore, the use of Sukuraga Wayang illustrations and visual elements in the scrapbook was considered capable of creating a more engaging and enjoyable learning atmosphere for elementary school students. Based on the validation results, the media expert suggested improving the learning media in terms of visual aspects and completeness of information, particularly by adding contextual elements such as a photo of the creator of Wayang Sukuraga. The media display before and after revision based on the media expert's suggestions is presented in Figure 6.

Before Revision	After Revision
	

Figure 6. Media Display Before and After Revision

The assessment of the Wayang Sukuraga scrapbook media was conducted by the practitioner expert, Mrs. Lili, S.Pd. The assessment consisted of two aspects, namely media content and media appearance. The practitioner expert assessment data included qualitative data in the form of comments and suggestions, as well as quantitative data in the form of assessment scores, as presented in Table 3 below. The assessment of these aspects was important because practitioner experts have direct experience in implementing learning activities in the classroom. Therefore, their evaluation provided valuable insights regarding the suitability, practicality,

and potential of the Wayang Sukuraga scrapbook media to support students' engagement and reading comprehension during the learning process.

Table 3. Practitioner Expert Assessment Results

No	Aspect	Score	Average Score	Percentage	Interpretation
1.	Media Content	24	4	100%	Very Feasible
2.	Media Appearance	34	3,7	94%	Very Feasible
	Overall Total	**58**	**2,9**	**72,5%**	**Very Feasible**

The assessment on the media content aspect obtained a score of 24 with an average score of 4 and a percentage of 100%, which was categorized as very feasible. The media appearance aspect obtained a score of 34 with an average score of 3.7 and a percentage of 94%, which was also categorized as very feasible. However, overall, the total score obtained was 58 with an average score of 2.9 and a percentage of 72.5%, which was categorized as fairly feasible. This indicates that from the practitioner's perspective, the media can already be used in learning activities; however, it still requires further improvement to become more optimal. This is in line with the opinion that practitioner assessment is important to determine the practicality and implementation of media in real classroom conditions (Atika et al., 2022).

Stage 4. Implementation

The implementation stage aimed to test the effectiveness of the scrapbook media that had been developed and revised based on expert validation. The product trial was conducted in a fourth-grade class consisting of 36 students. The learning activities were carried out based on the prepared teaching module by implementing the Wayang Sukuraga scrapbook media as a tool to improve students' reading comprehension skills. The following describes the results of the implementation of the Wayang Sukuraga scrapbook media based on students' responses, pre-test results, and post-test results.

During the implementation process, students used the Wayang Sukuraga scrapbook media individually and in small-group discussions. Students first observed the visual illustrations and listened to the audio narration provided through QR codes before reading the texts. After reading, they completed the activities in the student worksheet (LKPD), such as identifying the main ideas, summarizing the reading, answering comprehension questions, and retelling the story in their own words. Throughout the learning process, students showed enthusiasm and actively participated in discussions and reading activities. The attractive illustrations, contextual stories, interactive tasks, and audio support helped maintain students' attention and motivation. These aspects were considered important factors contributing to the improvement of students' reading comprehension skills because they encouraged students to engage more deeply with the reading materials and facilitated their understanding of the text content.

Students' Response Results

The student response assessment was conducted to determine the readability, attractiveness, and ease of use of the Wayang Sukuraga scrapbook media. The student response sheet was developed in the form of a questionnaire consisting of 10 statements using a 1–4 rating scale and covering two aspects. The results of the student response questionnaire are presented in Figure 7.

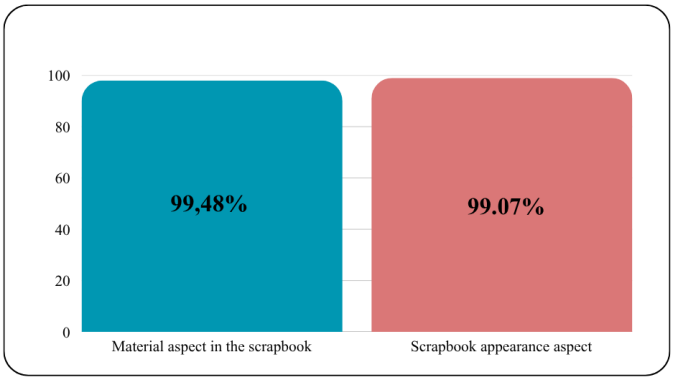


Figure 7. Results of the student response questionnaire

The results of the student response questionnaire consisted of two aspects, namely the material aspect and the appearance aspect. The material aspect obtained a percentage of 99.48%. This aspect consisted of 4 question items, and most students gave ratings on a scale of 4. Meanwhile, the appearance aspect obtained a percentage of 99.07%. This aspect consisted of 6 question items, and most students also gave ratings on a scale of 4. Based on these results, it can be concluded that the scrapbook media received very positive responses from students in terms of both material and appearance, indicating that the media was highly feasible and attractive for use in learning activities. Positive responses from students indicate that the learning media was able to create a more engaging, interactive, and student-centered learning atmosphere. This is in line with the opinion of Yunia et al., (2025), who stated that student response questionnaires are used to determine the practicality and acceptability of learning media in the learning process.

Pre-test Results

Students were given a pre-test to measure their initial abilities before using the Wayang Sukuraga scrapbook media. The pre-test consisted of four essay questions covering the indicators of reading comprehension skills. The pre-test results are presented in Figure 8 below.

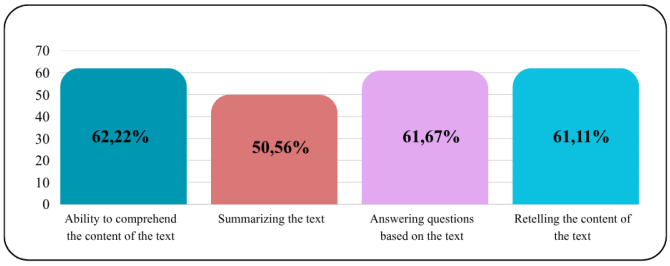


Figure 8. Students' Pre-Test Results

The indicators assessed in the students' pre-test consisted of four indicators, namely the ability to identify the content of the text, summarize the reading, answer questions based on the text, and retell the content of the reading. The pre-test results on the aspect of identifying the content of the text obtained a percentage of 62.22%. Furthermore, the aspect of summarizing the reading obtained a percentage of 50.56%. The aspect of answering questions based on the text obtained a percentage of 61.67%, while the aspect of retelling the content of the reading obtained a percentage of 61.11%. This indicates that the students' learning achievement was still in the moderate category and had not fully met the KKM.

Based on the observation results, the factors influencing the low pre-test scores of students included low reading interest, lack of active involvement in reading activities, and the use of less engaging learning media, causing students to experience difficulties in comprehending the content of the text thoroughly. This is in line with the study conducted by Abidin et al., (2025), which stated that low reading comprehension skills are influenced by students' lack of understanding of the reading content and the limited use of learning media that can enhance students' motivation and engagement in the reading process.

Post-Test Result

The post-test was administered to students after the learning activities using the Wayang Sukuraga scrapbook media were conducted. The post-test consisted of four questions developed based on reading comprehension indicators using the theme of the Wayang Sukuraga story. The post-test results are presented in Figure 9 below.

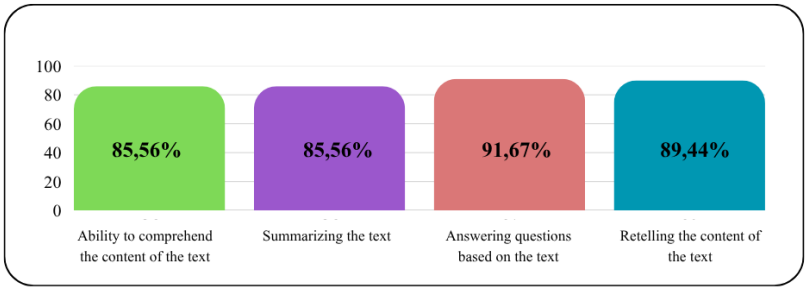


Figure 9. Students' Post-Test Results

Based on the post-test result diagram, students' reading comprehension skills improved across all assessed indicators. The indicator of identifying the content of the text obtained a percentage of 85.56%. The indicator of summarizing the reading also obtained a percentage of 85.56%. Furthermore, the indicator of answering questions based on the text achieved the highest percentage at 91.67%. Meanwhile, the indicator of retelling the content of the reading obtained a percentage of 89.44%. These results indicate that most students achieved a very good category in each learning indicator. The improvement was influenced by the use of the Sukuraga Wayang scrapbook media, which presented the material in a visual, attractive, and contextual manner, thereby increasing students' reading interest, attention, and active involvement in learning activities. This is in line with the opinion of Suparman & Sani (2024), who stated that the use of visual and contextual media can enhance learning motivation and help students better understand reading texts.

Normality Test Results

The normality test was conducted to determine whether the obtained data were normally distributed or not. This test was carried out using SPSS by examining the Tests of Normality results in the Shapiro-Wilk section because the sample size was less than 50 participants. Testing the normality of the data was important to ensure that the assumptions required for parametric statistical analysis were met. A normal distribution indicates that the data are suitable for further analysis using the paired sample t-test, which was employed to examine the effectiveness of the Wayang Sukuraga scrapbook media. The results of the normality test are presented in Table 4 below.

Table 4. Normality Test Result

	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Pretest	,947	36	,082
Posttest	,940	36	,053

The results of the normality test using Shapiro–Wilk showed that the pre-test data obtained a significance value of 0.082 (> 0.05), indicating that the pre-test data were normally distributed. Meanwhile, the post-test data obtained a significance value of 0.053 (> 0.05), indicating that the post-test data were also normally distributed. Therefore, the data met the assumption of normality and could be further analyzed using parametric tests. According to Dyahmumpuni et al., (2026), data are considered normally distributed when the significance value is greater than 0.05, thus fulfilling the requirements for parametric statistical analysis.

Homogeneity Test

The homogeneity test aimed to determine whether the pre-test and post-test results were homogeneous or not. The results of the homogeneity test based on the students' pre-test and post-test groups are presented in Table 5. The homogeneity test results based on the "Based on Mean" value showed a significance value of 0.091 (> 0.05). This value indicates that there was no significant difference in variance between the pre-test and post-test data. This condition suggests that the

data from both groups had a relatively similar or homogeneous level of variance. In other words, the pre-test and post-test data had homogeneous variances.

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-tets Post-test Result	Based on Mean	2,929	1	70	,091
	Based on Median	3,277	1	70	,075
	Based on Median and with adjusted df	3,277	1	66,277	,075
	Based on trimmed mean	3,078	1	70	,084

Paired Sample T-Test

The pre-test and post-test data of students' reading comprehension skills were analyzed using a parametric test, namely the Paired Sample T-test. This test aimed to determine the difference in students' abilities before and after the use of the learning media. The decision-making process in this test was based on the significance value of Sig. (2-tailed), where if the value of Sig. (2-tailed) < 0.05, then H_0 was rejected and H_1 was accepted. Conversely, if the value of Sig. (2-tailed) ≥ 0.05, then H_0 was accepted and H_1 was rejected.

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test - Post-Test	-29,583	7,688	1,281	-32,185	-26,982	-23,088	35	,000

The results of the paired sample t-test showed that the mean difference between the pre-test and post-test scores was -29.583. The negative value indicates that the post-test scores were higher than the pre-test scores. The calculated t-value was -23.088 with a degree of freedom (df) of 35, and the significance value (Sig. 2-tailed) was 0.000 (< 0.05). These results indicate that there was a significant difference between the pre-test and post-test results. Thus, it can be concluded that there was a significant difference in the reading comprehension skills of elementary school students before and after the use of the Sukuraga Wayang scrapbook media. This is in line with the opinion of Sugiyono (2024), who stated that if the significance value is less than 0.05, then there is a significant difference between the two compared datasets.

N-Gain Score Test

This test was conducted to determine the improvement in students' scientific thinking skills after the implementation of the Wayang Sukuraga scrapbook media. The improvement was analyzed based on the difference between the pre-test and post-test scores, as presented in the following table 7.

Tabel 7 N-Gain Score Calculation Results

Average Pre-Test	Average Post-Test	Averga N-Gain Score	% N-Gain	Category
58,89	87,22	0,41	41,72%	Moderate
N-Gain Minimum		0,18	17,65%	Low
N-Gain Maxsimum		1,00	100%	High

Based on the data in the table, the N-Gain Score calculation results showed an improvement in students' reading comprehension skills after the treatment was implemented. The average N-Gain obtained was 0.41 or 41.72%, which was categorized as moderate. This indicates that, overall, students' abilities improved at a moderate level. In addition, some students achieved the highest N-Gain score of 1.00, indicating a maximum improvement from the initial score to the final score. The lowest N-Gain score was 0.18, showing that there were still students with very low improvement. Nevertheless, all students experienced an increase in scores from the pre-test to the post-test, indicating that the use of the Wayang Sukuraga scrapbook media had a positive impact on students' reading comprehension skills.

Stage 5. Evaluation

The evaluation stage was the final phase of the ADDIE development model aimed at assessing the quality, feasibility, and effectiveness of the Wayang Sukuraga scrapbook media. Before using the media, students experienced difficulties in understanding texts, summarizing readings, answering questions, and retelling the content of the texts, as indicated by pre-test scores ranging from 50%–62%. After the implementation of the scrapbook media, students' reading comprehension skills improved across all indicators, with post-test percentages reaching 85.56%–91.67%. Statistical analysis using the paired sample t-test showed a significance value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test results. In addition, the N-Gain score obtained an average of 0.41, categorized as moderate. Therefore, the Wayang Sukuraga scrapbook media was considered effective in improving elementary school students' reading comprehension skills.

The comparison of pre-test and post-test scores is presented in Figure 10. Based on these results, it can be seen that there was an improvement in students' reading comprehension skills after the use of the Sukuraga Wayang scrapbook media. This improvement occurred because the scrapbook media presented the learning material in a visual, attractive, and contextual manner, making it easier for students to understand the content of the text. The use of illustrations, colors, interactive activities, and audio narration through QR codes also helped increase students' attention, motivation, and active involvement in the learning process. This is in line with the opinion of Sari et al., (2025), who stated that scrapbook media can help students understand learning materials more concretely through a combination of images, text, and attractive visual elements. In addition, M. R. Sari, (2025), stated that the use of visual and contextual media can increase learning motivation and help students better understand reading texts.

The improvement in students' reading comprehension skills can be attributed to the characteristics of the Wayang Sukuraga scrapbook media, which combines visual

illustrations, reading texts, interactive activities, and audio narration through QR codes. These features helped students focus their attention on the reading materials and facilitated their understanding of the content, main ideas, and messages presented in the text. For elementary school students, learning media that are visual and concrete are particularly effective because they support students in understanding information more easily than text-only materials.

The attractive design, use of colors, and contextual stories based on Wayang Sukuraga also increased students' motivation and engagement during learning activities. This finding is consistent with Jannah et al., (2025), who found that visually enriched storybooks increased students' reading interest and participation. Similarly Imran et al., (2025), reported that literacy-based learning media could improve students' reading literacy through meaningful learning experiences. (Novitasari et al., (2024), also showed that visual media positively influenced students' cognitive responses and understanding of learning content. Furthermore, Sari et al., (2026), revealed that engaging reading materials support literacy development, while Abdurrahman et al., (2025), emphasized that attractive and user-friendly learning media enhance student engagement and learning effectiveness. Therefore, the effectiveness of the Wayang Sukuraga scrapbook media in this study can be explained by its ability to provide visual, contextual, and interactive learning experiences that support students' reading comprehension development.

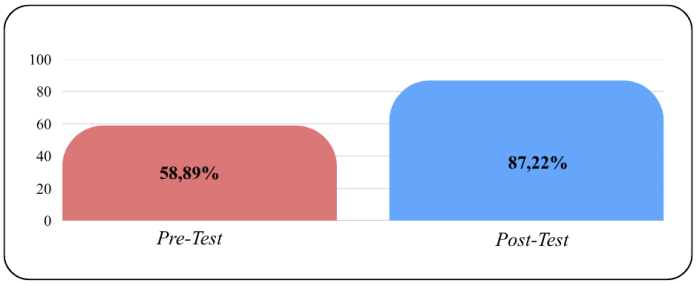


Figure 10. Comparison of Pre-Test and Post-Test Results

4. Conclusion

Based on the results of the research and development process, the Wayang Sukuraga scrapbook media was declared feasible and effective for use in learning activities. The media met the feasibility criteria in terms of content, appearance, and usability, with only minor revisions required. In addition, the use of the media was proven to improve students' reading comprehension skills, as indicated by the improvement in learning outcomes and supported by statistical analysis results. Therefore, the Wayang Sukuraga scrapbook media can be used as an innovative learning medium to support reading comprehension learning in elementary schools. For future development, the scrapbook media can be improved by adding more varied content, interactive activities, and digital integration to make learning more engaging and relevant to current educational needs. Further studies are also

recommended to implement the media on a wider scale and over a longer period to examine its effectiveness more comprehensively in real classroom settings.

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