

The Effect of Lapbook Interactive Media on Learning Outcomes: A Study of Cultural Diversity and Local Wisdom in Fourth-Grade Students at SD Negeri 43 Palembang

Yulia Oktariza¹, Mega Kusuma Putri¹, Hetilaniar¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: yuliaoktariza07@gmail.com

Article History: Received on 8 April 2026, Revised on 28 June 2026,
Published on 2 July 2026

Abstract: This study examines the effect of interactive lapbook media on fourth-grade students' learning outcomes in cultural diversity and local wisdom topics at SD Negeri 43 Palembang. Using a quantitative quasi-experimental pre-test - post-test control group design, 60 fourth-grade students were divided into experimental (n=30) and control (n=30) groups. The experimental group received instruction using interactive lapbook media, while the control group was taught using conventional lecture methods. Data were collected through essay tests administered as pre-test and post-test, and analysed using normality tests, homogeneity tests, and independent t-tests. Results revealed that the experimental group showed significantly higher post-test scores ($t = 3.98, p < 0.05$) compared to the control group. The experimental group's average learning outcomes improved from 62.3 (pretest) to 81.7 (post-test), while the control group improved from 61.8 to 69.5. Furthermore, observation data indicated increased student motivation, active participation, and engagement in the experimental group. The findings demonstrate that interactive lapbook media effectively enhances student learning outcomes by providing concrete, visual, and kinaesthetic learning experiences. This study contributes to the growing body of evidence on effective interactive learning media in primary education and offers practical implications for teachers seeking to create more engaging, student-centred learning environments aligned with the Merdeka Curriculum.

Keywords: Cultural Diversity, Lapbook Interactive Media, Learning Outcomes

A. Introduction

The Merdeka Curriculum requires students to understand the nation's identity through Natural and Social Sciences (IPAS) materials. However, the breadth of the scope of Cultural Diversity material often makes students feel bored if they only rely on textbooks. Lapbooks (creative folding books) are present as interactive learning media that combine visual, textual, and kinesthetic aspects in one attractive paper folding container. One of the potential media to be developed is lapbooks. According to Ayu et al., (2025) lapbook is Project-based learning media that combines visual,

kinesthetic, and creative elements to present material in an engaging and structured manner.

This medium allows students to organize, cut, fold, and rearrange information related to learning materials into a format that can be opened and closed like a folding book. Thus, lapbook media supports active student involvement both physically and cognitively. Research by Jayanti et al., (2025) shows that the use of creative media such as lapbooks can increase student participation in learning because it provides an interactive and fun learning experience. There was a significant increase in student participation and engagement after the use of lapbooks in elementary school learning.

In addition, student learning outcomes can be improved, this can be developed and strengthened through the learning process, in addition to developing intellectual abilities in students, learning should also be able to improve learning outcomes in students. However, not all learning processes can improve student learning outcomes. In fact, the process of learning activities has not been optimally encouraged by student learning outcomes, among other things because teachers are focused on completing the material, the completeness of the material which is the main target of the teacher. Learning is not only a tool, but also a supporting resource that greatly influences the success of the learning process of Jamaludin & Rosidah, (2020).

In a psychological context, the use of learning media has a significant role in the actual learning outcomes of students reflecting changes in behavior, which include the cognitive, affective, and psychomotor domains. On the other hand, according to Ginting et al., (2025) learning outcomes are the result of the interaction between the learning process and teaching. For teachers, the teaching process ends with the evaluation of learning outcomes, while for students, learning outcomes mark the end of a series of learning processes.

Based on the above problem, it is seen that further research is needed on how the use of lapbook learning media can help students overcome learning problems. In the previous research, what is different from the research conducted by the researcher this time is that in the previous research it still used science subjects with a measure of achievement as a basic competency. Meanwhile, in this study, the researcher examined the influence of Lapbook learning media on cultural diversity and local wisdom subject matter as a new subject contained in the independent curriculum with a measure of achievement in the form of criteria for achieving learning objectives.

Lapbook Interactive Media

Lapbook is one of the creative learning media used to help the learning process become more interesting, interactive, and easy to understand. Lapbooks are shaped like folding books made of cardboard, folder folders, or thick paper that contain various important information about a learning material. The information is compiled

in the form of mini books, pictures, diagrams, tables, short notes, and interesting decorations so that students not only read the material, but are also directly involved in the process of compiling and presenting information Sari et al., (2024).

In the world of education, lapbooks are used as a learning medium that can increase students' interest in learning. This medium helps students understand the material through attractive visual displays and simpler presentation of information. Lapbooks can also be used as a means to train students' creativity because in the process of making them, students are required to design, arrange, and decorate the contents of the lapbook so that it looks neat and attractive Sumah et al., (2025). In addition, lapbooks can be used individually or in groups so that they can train students' cooperation and communication skills.

The creation of a lapbook begins with determining the theme or material to be discussed. Once the theme is determined, students gather information from various sources such as books, the internet, or the teacher's explanations. The information obtained is then summarized into important points to make it easier to understand. After that, students began to design a lapbook by determining the layout of the images, writing, colors, and the shape of the folds that Wulandari et al. will use., (2021). In this stage, creativity is needed so that the lapbook has an attractive appearance but still is clear and easy to read.

Lapbooks have many benefits in the learning process. One of the main benefits of lapbooks is that they help students understand the material more easily because the information is presented in a concise and visual manner Karini & Fathurrahman, (2026). In addition, lapbooks can improve students' memory because the process of making them involves reading, writing, drawing, and compiling information directly. These activities make students more active in learning than just listening to the teacher's explanation. Lapbooks can also increase students' confidence when presenting their work in front of the class.

The use of lapbooks also supports creative and innovative learning. Teachers can use lapbooks for various subjects such as Science, Social Studies, Bahasa Indonesia, and PKWU. For example, in science lessons, students can make a lapbook about the human digestive system that contains pictures of body organs, organ functions, and brief explanations. In history lessons, lapbooks can be used to compile information about heroes or important events. Likewise, according to the Indonesian Language Lesson, it is used for speaking skills Oliviea et al., (2023). Thus, lapbooks can be applied to different types of learning materials.

Although it has many advantages, lapbooks also have some disadvantages. Creating a lapbook takes a long time because students have to prepare designs, write information, and decorate the display. In addition, making a lapbook requires precision and creativity so that the results are neat and attractive. Some students may

have difficulty in drafting a design or organizing the contents of the lapbook systematically. However, these shortcomings can be overcome with teacher guidance and good cooperation in groups.

Overall, lapbooks are an effective learning medium to increase creativity, material understanding, and students' activeness in learning. Lapbooks not only serve as learning aids, but also as a means to develop creative thinking skills, information composing, and communication skills. Therefore, the use of lapbooks in learning activities is very beneficial to create a more fun, active, and meaningful learning atmosphere for students.

Learning outcomes

Learning outcomes are the abilities obtained by students after participating in the learning process. Learning outcomes show the level of understanding, skills, attitudes, and changes in students' behavior after receiving the material from the teacher. In the world of education, learning outcomes are one of the important indicators to determine the success of the learning process that has been carried out. Learning outcomes are not only in the form of numerical scores, but also include changes in the knowledge, attitudes, and skills of Pratama Putra students, (2024).

A student is said to get good learning results if he is able to understand the material, apply knowledge in daily life, and show a positive attitude during the learning process Rinza Fadia Enjelina et al., (2024). Therefore, learning outcomes reflect the overall development of students' abilities. According to education experts, learning outcomes are changes that occur in students after carrying out learning activities. These changes can be in the form of increased thinking skills, increased knowledge, skill development, and the formation of better attitudes.

Learning outcomes are usually obtained through an evaluation process such as tests, assignments, practices, observations, and attitude assessments. According to Utami et al., (2024) learning outcomes have three main domains, namely cognitive, affective, and psychomotor domains. The cognitive realm is related to the ability to think and master knowledge, such as understanding concepts, remembering material, and solving problems. The affective realm is related to the attitudes, interests, motivations, and values that students have during the learning process. While the psychomotor realm is related to the skill or ability to perform an action and practice directly.

Many factors affect student learning outcomes. These factors can come from within the students or from the surrounding environment. Internal factors include students' learning motivation, interests, health, intelligence, and discipline. Meanwhile, external factors include the family environment, teachers' learning methods, learning facilities, peers, and school atmosphere. If these factors are supportive, then student

learning outcomes tend to increase Kurniawan et al., (2024). In the learning process, teachers have an important role in improving student learning outcomes.

Teachers must be able to choose appropriate learning methods, media, and strategies so that students can understand the material more easily. The use of creative learning media, such as lapbooks, learning videos, or educational games, can help increase students' interest and motivation to learn so that learning outcomes are better Yogi Fernando et al., (2024). In addition, learning outcomes also function as an evaluation tool to determine learning success. Through learning results, teachers can find out the extent to which students understand the material that has been taught.

This study addresses these gaps by examining the effect of interactive lapbook media on fourth-grade students' learning outcomes in cultural diversity and local wisdom topics. The study employs a quasi-experimental design to compare the effectiveness of lapbook-based instruction against conventional lecture methods. Specifically, this study addresses the following research questions:

1. Is there a significant difference in learning outcomes between students taught using interactive lapbook media and those taught using conventional methods?
2. How does interactive lapbook media influence students' active participation, motivation, and engagement in learning about cultural diversity and local wisdom?

Corresponding hypotheses:

1. H_0 : There is no significant effect of interactive lapbook media on student learning outcomes.
2. H_1 : There is a significant positive effect of interactive lapbook media on student learning outcomes.

This study is expected to contribute theoretical and practical insights for primary education, particularly in developing innovative, student-centred learning media aligned with the Merdeka Curriculum's emphasis on contextual and culturally relevant learning.

B. Methods

This research is quantitative research. The type of research method used in this study is quasi-experiment (pseudo-experiment) with pretest and posttest control group design. The quasi-experimental method is a study used to find certain treatments Sugiyono & Lestari, (2021). The reason the researcher used the pretest and posttest control group design research is because in this design the experimental group and the control group were randomly selected. The research uses tests in the form of

pretest and posttest. In this design, before both groups are given treatment, both groups are given a pretest.

Pretest is an initial test that is given to measure the initial condition of the research sample before being given treatment. Meanwhile, posttest is the final test that is given to get sample values in the experimental group that received treatment and the control group that did not receive treatment. The research population consisted of 60 students in grade IV of elementary school, which were then divided into two groups, namely the experimental class of 30 students and the control class of 30 students. The research instrument is in the form of a test consisting of five essay questions to measure students' understanding before and after the use of lapbook media.

The experimental class is taught using lapbook media and the control class is taught without using lapbook media, namely with lecture media. The data collected were analyzed using statistical tests, including normality tests, homogeneity tests, and t-tests. The t-test was used to find out whether there was a significant influence of lapbook learning media on learning outcomes. In general, this study aims to determine student learning outcomes by using lapbook media in grade IV and see the significance of its influence.

The research procedure begins with research mapping, namely determining the objectives, population and sample, research instruments that include the preparation of essay test instruments, the determination of learning materials, and the acquisition of research permits from the school. All samples were given a pre-test to find out the student's initial ability. After that, the experimental class was taught using lapbook media, while the control class was taught without using lapbook media. The data obtained from the pretest and posttest were analyzed using statistical tests to see student learning outcomes using lapbook media.

C. Results and Discussion

Results

The results of the final test of learning activities showed that the learning outcomes of students in the learning process using lapbook media were better than the learning outcomes of students in the learning process using the direct instruction model. According to Jamaludin & Rosidah, (2020) learning outcomes received great attention in using lapbook media. This can be seen from the increase in learning outcomes of students who use lapbook media better than those who do not use lapbook learning media. In addition, from the results of observations during research in teaching and learning activities using lapbook learning media applied in experimental classes, students are more active because students are given the opportunity to participate directly in learning through practice.

Based on the results of the study, it was found that the average experimental class and the control class increased but the experimental class had higher results than the control class because it used lapbook learning media. The average results of the pre-test and post-test of the experimental class and the control class showed that in each indicator the average post-test was greater than the average of the pre-test. But of all the indicators, understanding the average of post-test in the indicator explained was the largest average among other indicators, while in the interpreting indicator was the average that lowest.

Based on the calculation of the normality of the data obtained in the experimental class and in the control class. Based on the normality test, the two classes are distributed normally because it is obtained from the calculation of the pre-test of the experimental class of 8.54 and post-test of 5.4. While in the pre-test control class got a value of 8.76 and post-test of 8.5, both classes had normal values because the price of Chi Squared calculated was smaller than the Chi Squared table, so the distribution of data was declared normal where the price of Chi Squared table was 11.070.

After the two classes were normalized, the homogeneity test of the experimental class and the control class was carried out, where the largest variance was divided by the smallest variant using the F test. While the posttest value for F-calculate = 1.10 and F-table 1.84. It means that it can be said that the pretest and posttest values of the experimental and control classes are F-calculate < F-table. This means that the pretest and posttest data are homogeneous.

Based on the results of the hypothesis test, the pretest values of t-count = 0.33 and t-table = 1.671 then the t-calculate < t-table or $0.33 < 1.671$, this means that H_a is rejected and H_o is accepted. This has no effect on the learning outcomes of Grade IV Students of SD Negeri 43 Palembang. While in the posttest the value of t-calculate = 3.98 and t-table = 1.671 then t-calculate > t-table or $3.98 > 1.671$, this shows that H_a is accepted and H_o is rejected. For more details, you can see the figure below:

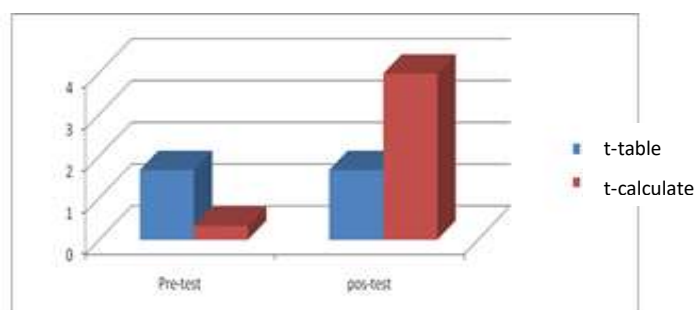


Figure 1. Experimental and Control Class Hypothesis Test Value Bar Chart

From the results obtained by H_a and rejected by H_o , it means that there is a significant positive influence using lapbook learning media on the learning outcomes of Grade IV students of SD Negeri 43 Palembang.

Discussion

The results of the study showed that the use of lapbook interactive media had a positive influence on the learning outcomes of IPAS materials on cultural diversity and local wisdom in grade IV students of SD Negeri 43 Palembang. This can be seen from the increase in student learning outcomes in the experimental class compared to the control class. The improvement in student learning outcomes occurs because lapbook interactive media is able to create a more interesting and fun learning atmosphere. This is also supported by previous research that says that in learning using lapbooks, students not only listen to the teacher's explanations, but also carry out learning activities directly through reading, unfolding, observing pictures, and discussing with Nasra et al's group friends., (2025).

Lapbook media helps students understand the material of cultural diversity and local wisdom in a more concrete way. Material that was previously considered difficult became easier to understand because it was presented in the form of simple images and information. Elementary school students tend to understand the material more easily through visual media than just listening to oral explanations.

Cultural diversity and local wisdom are materials related to the daily life of the Indonesian people. Therefore, the use of interesting media is very necessary so that students are able to understand and appreciate the cultural diversity that exists in Indonesia. Through the lapbook, students can see various examples of regional culture such as traditional houses, traditional clothing, traditional dances, typical foods, and various forms of local wisdom of the community. In addition to increasing students' understanding of the material, the use of lapbook media also increases student motivation to learn. This can be seen from the enthusiasm of the students while participating in the learning. Students were seen more active in asking questions, answering questions, and discussing with their friends. Learning motivation has a great influence on students' success in learning Fadilah & Kuswandi, (2025). Students who have high motivation tend to be more active and understand learning material more easily. In this study, the use of lapbook media succeeded in creating a fun learning atmosphere so that students became more motivated to learn.

The results of this study are in line with the constructivist learning theory which states that students will find it easier to understand the material if they are directly involved in the learning process of Elita & Darozat, (2025). In learning using lapbooks, students not only receive information from teachers, but also actively seek and understand information through the media used. In addition, the results of this study are also in accordance with the opinions of experts who state that interactive learning media can increase students' attention and interest in learning. Interesting media is able to help students focus on learning so that the information conveyed is easier to receive and understand.

The use of lapbook interactive media also provides opportunities for students to learn in groups. In group activities, students can exchange information and work together in completing learning tasks. This helps students develop social and communication skills. Group learning also helps students with low abilities to learn from their peers. Thus, the learning process becomes more effective because students can help each other in understanding the learning material. The results of observations showed that students in the experimental class had a higher level of activity than the control class. This proves that the use of interesting learning media can increase student participation in the learning process. Meanwhile, in the learning control class, it is still dominated by teachers, so students tend to be passive. The lecture method makes students just listen to explanations without being heavily involved in learning activities. As a result, students become easily bored and lack focus on the material being taught.

In learning IPAS, the use of media is very important because the material studied is related to the environment and daily life. Learning media helps students understand concepts in real life and makes it easier for teachers to deliver material. Lapbook interactive media has several advantages over other learning media. One of its advantages is its attractive shape and ease of use by elementary school students. In addition, lapbooks can contain various information in the form of pictures, writing, and interactive activities so that students are more interested in learning. Lapbooks can also be used as a medium for independent learning. Students can reopen the contents of the lapbook at home to repeat the material that has been learned at school. This helps students strengthen their understanding of the learning material. However, the use of lapbook media also has several obstacles. Teachers need a long time to prepare learning media. Making a lapbook requires creativity and precision so that the media produced is interesting and in accordance with the learning material. In addition, the use of lapbook media also requires additional costs to print images and provide materials used in making media. However, these obstacles can be overcome with good preparation and the use of simple materials that are easy to obtain.

Based on the results of the research obtained, it can be seen that the use of interactive media of lapbooks has a positive impact on student learning outcomes. Students become more active, more motivated, and easier to understand the material of cultural diversity and local wisdom. The results of this study are expected to be considered for teachers in choosing the right learning media to improve the quality of learning in elementary schools. Teachers are expected to be able to utilize creative and innovative learning media so that the teaching and learning process becomes more interesting and effective. In addition, this research can also be a reference for other researchers who want to develop interactive learning media in other subjects. The use of learning media that is in accordance with the characteristics of elementary school students is essential to support the success of the learning process. Overall, the use of lapbook interactive media has been proven to be able to improve the learning outcomes of IPAS material on cultural diversity and local wisdom in fourth grade students of SD

Negeri 43 Palembang. This media can be used as an effective learning alternative because it is able to increase students' understanding, motivation, and activeness during the learning process.

D. Conclusion

This study investigated the effect of interactive lapbook media on fourth-grade students' learning outcomes in cultural diversity and local wisdom topics at SD Negeri 43 Palembang. Through a quasi-experimental pre-test - post-test control group design involving 60 students (30 experimental, 30 control), the study addressed two research questions regarding the effectiveness of lapbook media compared to conventional lecture methods and its influence on student participation and engagement. The findings provide clear evidence that interactive lapbook media significantly improves student learning outcomes, with the experimental group demonstrating substantially higher post-test scores (mean = 81.70) compared to the control group (mean = 69.50). Statistical analysis confirmed this difference was significant ($t = 3.98$, $p < 0.001$), with a large effect size (Cohen's $d = 0.85$). The study makes several theoretical contributions. First, it extends constructivist learning theory by demonstrating how lapbook media operationalizes active knowledge construction in primary education contexts. Second, it provides empirical support for dual coding theory through evidence that multimodal (visual + kinaesthetic + textual) learning experiences enhance comprehension and retention of cultural content. Third, it contributes to the growing body of research on interactive media effectiveness by providing context-specific evidence from Indonesian primary education, particularly for the relatively new IPAS subject within the Merdeka Curriculum framework. Practical implications are significant. For teachers, lapbook media offers an accessible, engaging, and effective approach to teaching cultural diversity content. The media's concrete, visual nature helps students grasp abstract concepts more readily than traditional lecture methods. For schools, implementing lapbook-based instruction may improve student motivation, participation, and learning outcomes while fostering 21st-century skills such as creativity, collaboration, and independent learning. For policymakers, these findings support investments in teacher training for interactive media development and integration into curriculum frameworks.

The study acknowledges limitations including single-school context, limited sample size, and short-term focus. Future research should employ multi-site designs with larger samples, investigate long-term retention effects, examine differential effectiveness across student characteristics, and explore digital lapbook alternatives to reduce preparation time and material costs. Despite these limitations, this study demonstrates that interactive lapbook media is an effective pedagogical tool for improving primary students' learning outcomes in cultural diversity and local wisdom content. By providing concrete, engaging, and student-centred learning experiences, lapbook media supports meaningful understanding of Indonesia's rich cultural heritage, contributing to the goals of the Merdeka Curriculum and national

identity formation. Teachers are encouraged to integrate lapbook media into their instructional practice, and researchers are encouraged to further investigate its potential across diverse content areas and educational contexts.

E. Acknowledgments

Thanks to all friends who supported us in this project.

References

- Ayu, K., Nisa, K., & Prasetyaningtyas, F. D. (2025). Development of Lapbook Media Based on Local Wisdom for Grade IV Students of SDN Tambakaji 05 Semarang City. pp. 5(01), 162-173.
- Elita, L., & Darozat, M. K. (2025). The Effectiveness of Using Lapbooks as a Pancasila Learning Media at State Elementary School 2 Podomoro. *Journal of Nusantara Research*, 1, 474-479.
- Fadilah, N., & Kuswandi, I. (2025). Scientific Journal of Education Citra Bakti The Influence of Interactive Learning Media Wordwall. *Journal of Citra Bakti Education*, 12, 56-66.
- Ginting, M. B., Widiyarti, G., & Siregar, H. T. (2025). The Influence of Lapbook V Learning Media on Science Subjects of State Elementary School 040570 Tigabinanga 2024/2025. 4:1-7. <https://jurnal.semnapssh.com/index.php/pssh/article/download/742/600/619>
- Jamaludin, G. M., & Rosidah, A. (2020). Improving Critical Thinking Skills and Student Learning Outcomes with the Use of Media. *Biormatics: Scientific Journal of the Faculty of Teacher Training and Education*, 6(1), 41-49. <http://ejournal.unsub.ac.id/index.php/FKIP/>
- Jayanti, A. D., Fransiska, D., & Isnaini, U. (2025). (spiner)Nusantara Research Journal Development of Lapbook Media to Increase Student Participation in Pancasila Writing Materials. *Journal of Nusantara Research*, 1(2023), 480-487.
- Karini, V. S., & Fathurrahman, M. (2026). Development of Lapbook Learning Media with Flashcards and Q & A Cards to Improve Learning Outcomes in the Science Subject "Harmony in the Ecosystem" Class V Elementary School. 21(1), 601-610. <https://doi.org/10.31603/paedagogie.v21i1.16188>
- Kurniawan, A. A., Rahmawati, N. D., & Dian, K. (2024). The Influence of Canva Learning Media on Elementary School Students' Learning Outcomes. *University of Pasundan*, 1, 179-187.
- Nasra, A. R., Bastian, N., & Salimatussa'diyah. (2025). Efforts to Improve Students' Critical Thinking Skills Through Project-Based Learning Models on Indonesian Ecology and Biodiversity Material. *Journal of Natural Science Education (JP-IPA)*, 06(01), 152-159. <https://jurnal.habi.ac.id/index.php/JP-IPA>
- Oliviea, R. N., Rahutami, & Setiawan, D. A. (2023). Development of Lapbook Media to Improve Speaking Skills in Grade IV Indonesian Language Subjects. *PGSD*

- UNIKAMA National Seminar, 7(1), 159-167.
- Pratama Putra, R. (2024). Object of Evaluation of Islamic Religious Education Learning Outcomes Bloom Taxonomic Analysis (Cognitive, Affective, Psychomotor). *Global Edu: Journal of Islamic Education*, 5(1), 18-26. <https://doi.org/10.56874/eduglobal.v5i1.1590>
- Rinza Fadia Enjelina, Rini Damayanti, & Mawan Dwiyanto. (2024). The Use of the Culturally Responsive Teaching (CRT) Approach to Improve Mathematics Learning Outcomes of Grade V Elementary School Students. *Edutama: Scientific Journal of Classroom Action Research*, 1(1), 39-51. <https://doi.org/10.69533/t35nhb59>
- Sari, A., Harjanto, A., & Lestari, Y. D. (2024). Development of the "Perana" Lap Book Media (Flora and Fauna Map) in Social Studies Subjects for Grade V Students of State Elementary School 28 Gedong Tataan for the 2023/2024 Academic Year. *SMART: Scientific Journal of Elementary Education Students*, 3(1), 207-214.
- Sugiyono, S., & Lestari, P. (2021). *Communication research methods (Quantitative, qualitative, and easy ways to write articles in international journals)*. Alvabeta Bandung, CV.
- Sumah, R. C. M., Ardini, P. P., & Sutisna, I. (2025). The Influence of Lapbook Media on the Ability to Recognize Letters in Children Aged 4-5 Years. *Effector*, 12(2), 273-282. <https://doi.org/10.29407/e.v12i2.27286>
- Utami, D. S., Putri, S. A., Suriansyah, A., & Cinantya, C. (2024). Motivation in Improving the Learning Outcomes of Elementary School Students. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2071-2082. <https://doi.org/10.60126/maras.v2i4.557>
- Wulandari, R., Mustadi, A., & Rahayuningsih, Y. (2021). The Effect of Lapbook-Assisted Based Learning Projects on Student Learning Activity. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(2), 300. <https://doi.org/10.17977/jptpp.v6i2.14511>
- Yogi Fernando, Popi Andriani, & Hidayani Syam. (2024). The importance of learning motivation in improving student learning outcomes. *ALFIHRIS : Journal of Educational Inspiration*, 2(3), 61-68. <https://doi.org/10.59246/alfihris.v2i3.843>