

THE APPLICATION OF SCRAPBOOK LEARNING MEDIA IN IMPROVING STUDENT ENGAGEMENT AND LEARNING OUTCOMES IN FIQH: A CLASSROOM ACTION RESEARCH AT AL- HIJRAH ISLAMIC BOARDING SCHOOL NGAWI

Difa Rahma Melati¹, Azmi Zarkasyi²

^{1, 2}University of Darussalam Gontor, Jl. Raya Siman, Ponorogo, Jawa Timur, Indonesia

Email: difarahma@gontor.ac.id

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Abstract. Fiqh learning at the Al-Hijrah Islamic Boarding School in Ngawi still faces obstacles in the form of low student activity and learning outcomes due to the use of less varied methods and the lack of interesting learning media. This is evident from the average initial grade of grade 1 in the 2024/2025 academic year which only reached 3.8 and did not meet the completion criteria. This study aims to describe the application of Scrapbook media and analyze the increase in student activity and learning outcomes in Fiqh. This study uses the Classroom Action Research (CAR) method using the Kemmis and McTaggart model which was implemented in two cycles through the stages of planning, implementation, observation, and reflection. The research subjects were 43 students in grade 1. Data were collected through observation, written tests, and documentation, then analyzed descriptively quantitatively with percentages and comparisons between cycles supported by qualitative analysis. The results of the study showed an increase in learning activity from 48.8% in cycle I to 77.2% in cycle II, as well as an increase in the completion of learning outcomes from 46.5% to 100%. These findings indicate that Scrapbook media is effective in increasing female students' active participation and understanding of Fiqh material through visual, engaging, and interactive presentation. Thus, Scrapbooks can be an effective alternative learning medium for improving the quality of learning processes and outcomes.

Keywords: Student Engagement, Learning Outcomes, Fiqh, Scrapbook Learning Media, Classroom Action Research.

Abstrak. Pembelajaran Fiqih di Pondok Pesantren Al-Hijrah Ngawi masih menghadapi kendala rendahnya keaktifan dan hasil belajar santriwati akibat penggunaan metode yang kurang bervariasi serta minimnya media pembelajaran yang menarik. Hal ini terlihat dari nilai rata-rata awal kelas 1 tahun ajaran 2024/2025 yang hanya mencapai 3,8 dan belum memenuhi kriteria ketuntasan. Penelitian ini bertujuan untuk mendeskripsikan penerapan media *Scrapbook* serta menganalisis peningkatan keaktifan dan hasil belajar santriwati pada mata pelajaran Fiqih. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus melalui tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 43 santriwati kelas 1. Data dikumpulkan melalui observasi, tes tertulis, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dengan persentase serta perbandingan antar siklus yang didukung analisis kualitatif. Hasil penelitian menunjukkan peningkatan keaktifan belajar dari 48,8% pada siklus I menjadi 77,2% pada siklus II, serta peningkatan ketuntasan hasil belajar dari 46,5% menjadi 100%. Temuan ini menunjukkan bahwa media *Scrapbook* efektif dalam meningkatkan partisipasi aktif dan pemahaman santriwati terhadap materi Fiqih melalui penyajian yang visual, menarik, dan interaktif. Dengan demikian, *Scrapbook* dapat menjadi alternatif media pembelajaran yang efektif dalam meningkatkan kualitas proses dan hasil belajar.

Kata Kunci: Keaktifan Belajar, Hasil Belajar, Fiqih, Media Pembelajaran Scrapbook, Penelitian Tindakan Kelas.

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INTRODUCTION

Education plays a fundamental role in developing human resources and improving the quality of civilization by equipping learners with the knowledge, skills, and values needed to adapt to social change. (Saada & Magadlah, 2020; Mahmoudi & Author, 2012) Achieving these educational goals depends not only on curriculum quality but also on effective learning processes that actively engage students. Learning activities that encourage participation, interaction, and meaningful experiences are more likely to improve students' understanding and academic achievement. Conversely, low classroom engagement often results in superficial learning, making it difficult for students to master instructional content and achieve expected learning outcomes.

Initial observations, interviews with Fiqh teachers, and school records at Al-Hijrah Islamic Boarding School, Ngawi, indicated that the learning outcomes of first-year students in Fiqh were below the minimum mastery criterion. Classroom observations further revealed that many students were passive during lessons, frequently appeared sleepy, paid limited attention to the teacher's explanations, and often engaged in conversations with classmates during instruction. These conditions reduced students' participation in learning activities and limited their opportunities to construct understanding, which ultimately contributed to their low learning outcomes. This finding highlights the close relationship between student engagement and academic achievement, suggesting that improving classroom participation is an essential step toward enhancing learning outcomes.

One strategy to address this problem is the use of instructional media that can increase students' interest and involvement during learning. Learning media facilitate the delivery of instructional messages while creating a more enjoyable and meaningful learning environment. (Fauziyah et al., 2020) Among various instructional media, *Scrapbook* offers visual, contextual, and interactive learning experiences through the integration of images, illustrations, short texts, and creative layouts that can stimulate students' attention and participation. (Ferreira & Sotelino, 2026; Ronconi & Mason, 2026)

Previous studies have demonstrated the educational benefits of *Scrapbook* media. Nurjannah et al. (2023) reported that *Scrapbook* improved students' creative thinking skills, while Azyura (2018) found significant improvements in students' learning outcomes after its implementation (Nurjannah et al., 2023; Sari & Yuliantini, 2020) Similarly, Nurrahman and Untari (2022) reported increased learning mastery following the use of *Scrapbook* media (Nurrahman & Untari, 2022) However, these studies were conducted primarily in general school settings and focused on subjects such as Social Studies or creative thinking. Research

examining the implementation of *Scrapbook* media in Fiqh learning within an Islamic boarding school context, particularly through a Classroom Action Research approach that simultaneously evaluates student engagement and learning outcomes, remains limited. This gap indicates the need for further investigation into the effectiveness of *Scrapbook* media in improving both classroom participation and academic achievement in Islamic education.

Based on these considerations, this study aims to describe the implementation of *Scrapbook* learning media in Fiqh instruction at Al-Hijrah Islamic Boarding School, Ngawi. This study also seeks to examine how the use of *Scrapbook* influences students' classroom engagement during the learning process. In addition, it analyzes the contribution of this media to improving students' learning outcomes among first-year students. Through this investigation, the study is expected to provide empirical evidence regarding the effectiveness of *Scrapbook* as an instructional medium in Islamic education contexts.

METHOD

This study employed a Classroom Action Research (CAR) design using the Kemmis and McTaggart spiral model, which consists of two action cycles. Each cycle included four stages: Planning, Action, Observation, and Reflection. The study was conducted during the 2024/2025 academic year at Al-Hijrah Islamic Boarding School, Ngawi. The research subjects were 43 first-year female students (*santriwati*) enrolled in the Fiqh course. They were selected because preliminary observations indicated low classroom participation and unsatisfactory learning outcomes. The classroom teacher collaborated with the researcher throughout the study by serving as an observer during the implementation of the learning activities.

Cycle 1

Planning

Based on the preliminary observations, the researcher identified problems related to students' low engagement and learning achievement in Fiqh. The researcher then prepared lesson plans integrating *Scrapbook* learning media, designed the instructional materials and learning activities, developed student worksheets, prepared observation sheets to assess student engagement, and constructed written achievement tests to measure learning outcomes at the end of the cycle.

Action

The planned learning activities were implemented using *Scrapbook* media during Fiqh lessons. Students were introduced to the learning materials through visual and interactive *Scrapbook* pages containing illustrations, key concepts, and guided learning activities. They participated in classroom discussions, completed learning tasks based on the *Scrapbook* content, and took a written test at the end of the cycle to evaluate their understanding of the material.

Observation

During the implementation, the collaborating teacher observed students' learning activities using a structured observation sheet. The observations focused on indicators of student engagement, including participation in discussions, attention to the lesson, willingness to ask and answer questions, cooperation with peers, and involvement in completing learning tasks. Students' learning outcomes were measured using the results of the written test administered at the end of the cycle.

Reflection

After Cycle 1 was completed, the researcher and the collaborating teacher analyzed the observation results and students' test scores to identify the strengths and weaknesses of the instructional process. The reflection indicated that although student engagement and learning outcomes had improved, several students remained passive during discussions and required additional guidance. These findings became the basis for revising the learning activities in Cycle 2.

Cycle 2

Cycle 2 followed the same four stages as Cycle 1 with several improvements based on the reflection results. During the Planning stage, the lesson plan was revised by improving the organization of the *Scrapbook* activities, providing clearer learning instructions, increasing opportunities for student participation, and strengthening teacher guidance during discussions. The Action stage implemented these revised learning activities, while the Observation stage employed the same observation instruments and written tests to evaluate student engagement and learning outcomes. Finally, during the Reflection stage, the researcher compared the results of Cycles 1 and 2 to determine the extent of improvement. The findings showed that the

revisions implemented in Cycle 2 successfully increased both student engagement and learning outcomes, indicating that the research objectives had been achieved.

Data were collected using three techniques: observation, tests, and documentation. Student engagement data were obtained through classroom observations conducted by the collaborating teacher using a structured observation sheet during each learning session. Learning outcomes were measured through written tests administered at the end of each cycle to evaluate students' understanding of the Fiqh material after the implementation of the *Scrapbook* learning media. Documentation, including lesson plans, photographs of learning activities, students' work, and field notes, was collected to support and validate the research findings. The collected data were analyzed using both quantitative and qualitative descriptive techniques. Quantitative data from the observation sheets and written tests were analyzed by calculating percentages, mean scores, and learning mastery, followed by comparisons between Cycle 1 and Cycle 2 to determine improvements in student engagement and learning outcomes. Qualitative data obtained from classroom observations and field notes were analyzed through data reduction, data presentation, and conclusion drawing to describe changes in the learning process throughout the implementation of the *Scrapbook* learning media.

RESULTS

The classroom action research was conducted in two cycles involving 43 first-year female students (*santriwati*) at Al-Hijrah Islamic Boarding School, Ngawi. The implementation of *Scrapbook* learning media was evaluated through two indicators: student engagement and learning outcomes. Student engagement was assessed using an observation sheet, while learning outcomes were measured through written tests administered at the end of each cycle.

Cycle Comparison

Table 1 summarizes the development of student engagement and learning outcomes from Cycle 1 to Cycle 2.

Table 1. Comparison of Research Results between Cycle 1 and Cycle 2

Indicator	Cycle 1	Cycle 2	Improvement
Student engagement	48.8%	77.2%	+28.4 percentage points
Mean learning score	3.91	8.93	+5.02
Learning mastery	46.5% (20 of 43 students)	100% (43 of 43 students)	+53.5 percentage points

As shown in Table 1, student engagement increased substantially from 48.8% in Cycle 1 to 77.2% in Cycle 2. The improvement indicates that students became more actively involved in classroom activities after the instructional process was refined and *Scrapbook* media were implemented more effectively in the second cycle. Learning outcomes also improved considerably. The mean test score increased from 3.91 in Cycle 1 to 8.93 in Cycle 2. Likewise, the percentage of students achieving the minimum mastery criterion increased from 46.5% (20 of 43 students) to 100% (43 of 43 students). These findings indicate that all students successfully achieved the expected learning outcomes by the end of Cycle 2.

Findings from Cycle 1

During Cycle 1, the learning activities introduced the topic of the Pillars of Islam (*Rukun Islam*) using *Scrapbook* media. Although students showed initial interest in the learning activities, classroom observations revealed that many students were still hesitant to participate actively in discussions and questioning sessions. Consequently, less than half of the students met the minimum mastery criterion. Reflection at the end of Cycle 1 identified the need for clearer teacher guidance, increased student interaction, and more effective use of the *Scrapbook* during classroom activities.

Findings from Cycle 2

Based on the reflection from Cycle 1, several improvements were implemented in Cycle 2, including more structured learning activities, greater opportunities for student participation, and enhanced teacher facilitation during discussions. These revisions resulted in higher classroom engagement and improved learning achievement. Students participated more actively in discussions, responded more confidently to questions, and demonstrated better understanding of the Fiqh material. Since all students achieved the minimum mastery criterion in Cycle 2, the action research was concluded without proceeding to an additional cycle. Overall, the findings demonstrate consistent improvements in both student engagement and learning outcomes across the two research cycles following the implementation of *Scrapbook* learning media.

DISCUSSION

Improvement of Student Engagement

The findings indicate that the implementation of *Scrapbook* learning media substantially increased student engagement, as reflected by the rise from 48.8% in Cycle 1 to 77.2% in Cycle 2. This improvement suggests that the visual and interactive characteristics of *Scrapbook* encouraged students to participate more actively in classroom activities. Rather than relying solely on teacher explanations, students were involved in observing illustrations, discussing learning materials, asking questions, and interacting with peers. Such learning experiences are consistent with constructivist learning principles, which emphasize that students develop deeper understanding when they actively construct knowledge through meaningful learning activities.

The increase in engagement can also be explained by the improvements implemented after the reflection stage of Cycle 1. Additional teacher guidance, clearer learning instructions, and better organization of *Scrapbook*-based activities created a more supportive learning environment. This finding demonstrates that the effectiveness of instructional media depends not only on the media itself but also on how teachers facilitate student interaction throughout the learning process. The present findings support previous studies reporting that *Scrapbook* media promotes student engagement (Ramadhani et al., 2023; Veronica, 2019). However, this study extends previous evidence in several ways. Earlier studies primarily evaluated students' responses to the media or were conducted in general elementary school classrooms. In contrast, this study examined the implementation of *Scrapbook* in Fiqh instruction within an Islamic boarding school through a Classroom Action Research design. This context requires students not only to understand conceptual knowledge but also to remain actively engaged during religious learning, which is often delivered through conventional lecture-based approaches. Therefore, the present study contributes new evidence that *Scrapbook* can effectively enhance classroom participation in Islamic education settings.

Improvement of Learning Outcomes

Student learning outcomes also improved markedly after the implementation of *Scrapbook* learning media. The increase in the mean score from 3.91 in Cycle 1 to 8.93 in Cycle 2, accompanied by an increase in learning mastery from 46.5% to 100%, indicates that greater classroom engagement was followed by better conceptual understanding. This finding reinforces the close relationship between active participation and academic achievement. Students who participated more actively in discussions, observed learning materials carefully,

and interacted with teachers and peers had more opportunities to process and retain new knowledge. The improvement in learning outcomes is likely attributable to the visual and contextual presentation of information within the *Scrapbook*. The combination of illustrations, concise explanations, and organized learning materials reduced students' cognitive burden and made abstract Fiqh concepts easier to understand. Moreover, the revisions introduced in Cycle 2 after reflective evaluation further optimized the learning process, indicating that continuous instructional improvement played an important role in achieving better academic performance.

The findings are broadly consistent with previous studies by Nurrahman and Untari (2022), Azyura (2018), all of which reported positive effects of *Scrapbook* media on students' academic achievement. Nevertheless, there are important differences. Previous investigations mainly focused on general education subjects such as Social Studies and compared experimental and control groups. In contrast, the present study employed a Classroom Action Research approach to monitor progressive improvements across instructional cycles in Fiqh learning. Consequently, this study provides evidence not only that *Scrapbook* improves learning outcomes but also that the improvement occurs through an iterative process of planning, implementation, observation, and reflection.

Overall, the findings suggest that *Scrapbook* is more than an attractive instructional medium. Its effectiveness lies in its ability to create meaningful learning experiences that simultaneously promote active participation and improve students' understanding. These results imply that teachers of Islamic Religious Education may consider integrating visually rich and interactive learning media into classroom instruction to foster higher student engagement and better learning outcomes, particularly in learning environments where conventional teacher-centered instruction remains predominant.

CONCLUSION

This classroom action research demonstrates that the implementation of *Scrapbook* learning media contributes to improving both student engagement and learning outcomes in Fiqh instruction at Al-Hijrah Islamic Boarding School, Ngawi. The visual and interactive features of the *Scrapbook* encouraged students to participate more actively in classroom activities, creating a more engaging learning environment and supporting a better understanding of the learning materials. The findings also indicate that increased student engagement was accompanied by improved learning achievement, suggesting that active participation plays an important role in facilitating meaningful learning. These results provide

empirical evidence that integrating creative instructional media into Fiqh teaching can enhance both the quality of the learning process and students' academic performance.

This study contributes to the growing body of research on instructional media by demonstrating the effectiveness of *Scrapbook* within the context of Islamic boarding school education through a Classroom Action Research approach. Practically, the findings suggest that Fiqh teachers and other Islamic Religious Education educators may adopt *Scrapbook* as an alternative instructional medium to promote more active, student-centered, and meaningful learning experiences.

RECOMMENDATIONS

- For Students: Students are encouraged to enhance their engagement and learning outcomes, and should not hesitate to ask questions when material is not yet understood. Attentiveness during teacher explanations is essential for effective learning.
- For Teachers: Teachers are advised to incorporate innovative learning media such as the Scrapbook, which has been demonstrated to improve both student engagement and learning outcomes, while also creating a more dynamic classroom atmosphere. The selection of appropriate teaching methods is equally important for achieving optimal learning results.
- For Educational Institutions: It is recommended that Scrapbook media be adopted as an instructional tool to foster student interest and facilitate comprehension of lesson content.
- For Future Researchers: The findings of this study may serve as a reference for other researchers and contribute to the development of more effective instructional media in the future.

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