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Scrapbook sebagai Media Eskpresi Kreatif Inovatif untuk Anak Disabilitas

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Abstract

This article aims to build an understanding of the effectiveness of scrapbook training as an integrative learning model for children with disabilities at the Rumah Inklusi Kota Batu. The research method employed is a descriptive qualitative approach with a narrative review type to describe the program implementation thoroughly. The data analysis technique was conducted through narrative synthesis by identifying, comparing, and integrating the findings of several selected literatures with field practices. The results indicate that the training activities carried out by internship students from the Department of Nonformal Education, Universitas Negeri Malang, ran smoothly and enthusiastically. The scrapbook medium is effective as a visual expression tool for children with verbal communication barriers. Fine motor activities through cutting and pasting are proven to improve focus, serve as a relaxation medium that makes children calmer, and increase pride. Furthermore, group-based project work successfully increases participants' active involvement in socializing and sharing with one another. This article confirms that motor and visual-based creative media are effective as integrative inclusive learning models to achieve the social functioning of children with disabilities.

Keywords: Children with disabilities, integrative learning, narrative review, scrapbook training, social functioning.

1. Introduction

Inclusive education in the Society 5.0 era demands innovations capable of simultaneously supporting the cognitive, motor, and emotional development of children with disabilities. In Batu City, *Rumah Inklusi* (RINK) serves as an empowerment hub for learners with diverse characteristics, ranging from physical to intellectual disabilities. A crucial strategy in addressing these challenges is providing space for children to express themselves through creative activities, thereby fostering their independence and self-confidence (Muttaqin et al., 2024). These empowerment efforts focus on enhancing the learners' social functioning so they can adapt effectively to their communities.

Within the context of Non-Formal Education (NFE), internships undertaken by State University of Malang students at social institutions—such as the Social Agency and *Rumah Inklusi* Batu City—play a pivotal role in bridging academic theory and the real-world workplace. Aligned with the principles of experiential learning, internships should provide a

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space for students to engage in reflection and transformative action (Muttaqin et al., 2024). However, the reality on the ground indicates that internships are often viewed merely as administrative formalities, failing to deliver optimal, profound learning impacts for either the students or the beneficiaries of the service activities.

This situation necessitates a restructuring of internship programs so that students do not merely perform routine tasks but are instead able to hone their creativity and social sensitivity—creating inclusive spaces while simultaneously dismantling negative societal stigmas surrounding people with disabilities.

The significance of this topic lies in the use of scrapbooking as an innovative medium for creative expression. Scrapbooking was selected for its ability to combine visual elements effectively, allowing children with verbal communication impairments to express their emotions and stories visually (Hidayat, 2020, cited in Radlaff, 2022). Through fine motor activities—such as cutting, pasting, and arranging decorative elements—children are encouraged to practice focus while channeling their feelings into tangible creations. This creative process serves not only as play but also as a relaxation tool, helping children feel calmer and more confident in sharing their stories, ultimately fostering pride in their own potential. Throughout the mentoring process, student interns act as facilitators, helping children with disabilities achieve a sense of personal fulfillment through these tangible works (Rahmadani et al., 2025).

While studies on empowerment strategies, experiential learning, and the benefits of creative media are abundant, these topics often remain conceptually isolated from one another. There is a research gap regarding the integrated analysis of students' direct field experiences, the reflective process facilitated by art media, and the collective empowerment outcomes within inclusive environments. Most current studies remain descriptive and unidirectional, failing to comprehensively link these various aspects. Therefore, this article aims to synthesize existing literature and field experiences to build an understanding of the effectiveness of scrapbooking training as an integrative learning model for children with disabilities at the Batu City Inclusion House (Rumah Inklusi Kota Batu).

2. Method

This study employs a descriptive qualitative approach—specifically a narrative review—to comprehensively describe the implementation of a scrapbook-making training program. Qualitative research involves collecting, analyzing, and defining data in the form of text, images, or objects to gain a holistic and contextual understanding of social phenomena (Rahayu et al., 2024). Descriptive qualitative research, meanwhile, systematically and accurately describes the phenomenon under investigation (Widyaningrum et al., 2022). Literature sources used to locate relevant articles included Google Scholar, ResearchGate, and Sinta (Science and Technology Index), utilizing search keywords such as "Scrapbook-making training," "Scrapbooks as therapeutic/educational media," and "Empowerment of people with disabilities."

Article selection criteria included: (1) publication within the 2021–2026 timeframe; (2) content addressing creative expression or art activities for children with disabilities; (3) use of the Indonesian or English language; and (4) relevance to the contexts of non-formal education and the empowerment of children with disabilities. Data analysis was conducted using narrative synthesis—identifying, comparing, and integrating findings from the selected

literature—and linking them to the practices and outcomes of the actual scrapbook-making training program. This process aimed to achieve a comprehensive understanding of the benefits derived from this art-based creative activity regarding the development of expressive capabilities among children with disabilities at Rumah Inklusi Kota Batu.

3. Results and Discussion

3.1 Result

This scrapbook-making workshop was held on May 8, 2026, at the Batu City Inclusion House (*Rumah Inklusi Kota Batu*), an empowerment center for children with disabilities led by Ariyati, a teacher from SLBN 1 Batu City. The event began with the arrival of participants, followed by an opening address from the MC. To clearly explain the scrapbook-making process, UM (State University of Malang) interns acting as organizers screened a tutorial video sourced from TikTok. After the video, the organizers distributed sheets containing various elements—such as images of local tourist attractions, fruits, and Batu City's signature products—to the participants, who had been divided into groups of five.

Next, the organizers dispersed among the groups to assist the participants during the creation process. After the participants laid out their tools and materials—including glue, colored markers, scissors, element sheets, and binders—the organizers first demonstrated the technique by cutting out a few elements. The participants then proceeded to paste these cutouts onto cardstock that had been assembled into a book format. Once the participants understood the method, they began working on their own projects. They appeared highly enthusiastic and eager throughout the workshop; this was evident from the large number of participants who finished on time. Beyond simply pasting the elements, many took the initiative to add their own drawings to the pages, resulting in more creative and visually appealing scrapbooks.

In addition to fostering creativity, the activity helped improve fine motor skills. This improvement was noticeable as participants—who initially struggled to cut neatly—became more precise; the element sheets had been intentionally designed with smaller shapes, requiring participants to focus more intently while cutting. The group-based format also encouraged social interaction among the children. Many shared jokes and asked questions, and they even shared tools and materials with peers who had not brought their own. The active participation of the organizers and attendees in this scrapbook workshop created a cheerful and warm atmosphere.

The success of the scrapbook-making training at the Batu City Inclusion House (*Rumah Inklusi*) should not be viewed merely as a standalone skills activity, but rather as an integrative learning ecosystem. A strong common thread connects the three main pillars of this study: the experiential learning of intern students, the use of art media (scrapbooks), and the enhancement of social functioning among children with disabilities.

Intern students specializing in Non-Formal Education (PNF) no longer act merely as administrators; instead, they serve as agents of change, translating the emancipatory theories of PNF into concrete action—or praxis. The experiential learning approach

undergone by the students aligns with David Kolb's learning cycle, wherein concrete field experiences trigger critical reflection that gives rise to conceptual innovation and transformative action. When students design scrapbooks incorporating local content from Batu City (such as tourism and signature products), they are implementing a non-formal curriculum adaptation that is both contextual and functional for children with disabilities; the scrapbook serves as an effective medium for facilitating communication. Verbal barriers—which often act as a wall separating children with disabilities from their social environment—crumble when their emotions, focus, and stories are channeled into visual forms. Fine motor activities (cutting and pasting) performed in groups simultaneously spark organic social interactions, such as sharing tools and joking with one another. It is at this juncture that the concepts of social functioning and social inclusion within the Society 5.0 era are naturally realized.

To date, discourse regarding the empowerment of children with disabilities has remained fixated on rigid, classical approaches within formal classroom settings. This model is considered to offer insufficient space for the innovative stimulation crucial to simultaneously balancing a child's cognitive, psychomotor, and psychosocial dimensions (Rosyad, 2023). Reflecting these limitations, literature concerning internship programs for Non-Formal Education (PNF) students often remains confined to evaluating institutional administration or merely fulfilling credit-hour requirements. Consequently, the tangible impact of students as agents of change in building an inclusive ecosystem frequently escapes scholarly examination (Sudarsono et al., 2024).

Previous studies often treat the student learning process and the community empowerment process as separate entities. Conventional literature fails to recognize that the students' transformative reflection process and the enhancement of social functioning among children with disabilities are two sides of the same coin.

This article asserts that motor- and visual-based creative media—such as scrapbooks—serve as an effective, integrative, and inclusive learning model when facilitated through an experiential learning approach by Non-Formal Education (NFE) practitioners (interning students). The training demonstrates that communication and motor limitations in children with disabilities are not barriers to achieving social functioning; rather, they provide an opportunity to develop necessary innovations, such as appropriate stimulation media.

Conceptually, the success of this integrative, inclusive learning model carries significant theoretical and practical implications. Theoretically, the study's findings enrich the body of knowledge in Non-Formal and Informal Education (PNFI), particularly within the sub-themes of Inclusive Education and Community Empowerment. This study expands the application of the Kolb's theory experiential learning. Experiential learning offers students alternatives and control over learning content, which in turn fosters proactive problem-solving, opens avenues for interaction with teachers, and encourages deeper exploration of the students' own learning processes. With appropriate modifications, the experiential learning model can be directed to

guide students in mastering learning principles, processes, and skills that are dynamically interconnected (Hapsari & Christine Mamahit, 2023).

Beyond these theoretical contributions, this training program has practically yielded a highly accountable blueprint or working model that can be replicated by similar institutions. For inclusive centers or NGOs, the integration of scrapbook media based on local wisdom can be adopted into a structured curriculum to stimulate independence and concentration, as well as to optimize motor coordination in children with special needs. Meanwhile, for higher education institutions—particularly Non-Formal Education (PNF) departments—these results underscore the importance of restructuring student internship models.

Although the activities were focused at the community level (specifically the Batu City Inclusive Center), the findings carry strategic policy implications for various stakeholders. For the Batu City Social and Education Agencies, the research highlights the urgent need to formulate regulations and standards that integrate community-based non-formal education approaches into the regional inclusive education system. Policies regarding the fulfillment of rights for persons with disabilities need to shift away from merely providing consumptive or tangible social aid toward programs that foster sustainable, independent, and creative capacity building. Furthermore, regarding the *Merdeka Belajar Kampus Merdeka* (MBKM)—or "Freedom to Learn, Independent Campus"—internship curriculum policies in higher education, these findings indicate a need to reconstruct internship evaluation indicators. Student performance assessment should shift from a primarily administrative and formalistic approach—such as the accumulation of work hours and logbooks—to one based on community impact (tangible effects on the community) and the ability to solve real-world problems in the field.

Although this program has had a significant impact, there are certain limitations regarding the article's preparation that warrant consideration for evaluation purposes. The availability of some sources was limited; consequently, the discussion presented does not encompass the full range of perspectives and viewpoints relevant to the research topic. Furthermore, access to certain subscription-based journals posed a constraint, meaning the analysis relies solely on open-access sources. Therefore, the findings and discussion presented here require further development through the use of a broader and more diverse range of sources.

This article may also contain certain biases, primarily because the discussion and data focus exclusively on *Rumah Inklusi Kota Batu* as the research site. This single-site focus means the findings largely reflect the conditions and perspectives specific to that location. The limited scope of the research site implies the existence of other viewpoints that merit comprehensive examination within the discussion. Consequently, the findings have limited generalizability and require further investigation through research incorporating more diverse perspectives.

4. Conclusion

Based on the discussion, it can be concluded that the scrapbook-making training program at the Batu City Inclusion Center serves as a reasonably effective integrative learning model for children with disabilities. The activity not only helps participants enhance their creativity and motor skills but also provides an innovative creative outlet for children with verbal communication challenges to express their emotions and stories visually. Through fine

motor activities—such as cutting, pasting, and arranging decorative elements—children are encouraged to practice focus while channeling their feelings into tangible creations. This creative process serves not merely as play but also as a form of relaxation, helping children feel calmer and more confident in sharing their stories, ultimately fostering a sense of pride in their own potential. However, successful implementation requires consistent guidance and the development of more varied teaching methods to achieve optimal results. Further research is also needed to assess the program's effectiveness in greater depth and comprehensiveness.

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