

# Utilizing Story Scrapbook Media as a Disaster Education Strategy for Deaf Students in Social Studies Instruction

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## ABSTRACT

Disaster management requires an educational approach that is not only informative but also inclusive, in order to reach all segments of society, including individuals with special needs such as deaf students. In this context, the present study aims to evaluate the effectiveness of using story scrapbook media as an innovative learning aid for delivering disaster education in Social Studies (IPS) subjects for deaf students. The story scrapbook media is designed with a strong emphasis on visual, narrative, and contextual elements, aligning with the communication characteristics and needs of students with hearing impairments. This research employs a qualitative descriptive approach to explore the process and impact of using the media. Data were collected through direct observation of teaching and learning activities, in-depth interviews with teachers and students, as well as documentation of learning activities in a special needs school (SLB) in the city of Semarang. The findings indicate that the story scrapbook media enhances deaf students' conceptual understanding of different types of disasters, appropriate mitigation measures, and the importance of preparedness in emergency situations. Additionally, the media has been shown to foster active student engagement

in the learning process and strengthen their visual literacy—an essential component in communicating information to individuals with hearing impairments. In conclusion, the story scrapbook can be regarded as an adaptive, communicative, and inclusive learning medium with significant potential to support the implementation of equitable and accessible disaster education that accommodates the diverse abilities of students.

**Keywords:** learning media; disaster education; deaf students; story scrapbook; social studies learning; inclusive education.

## INTRODUCTION

Indonesia is among the countries with a high level of vulnerability to various natural disasters. Common types of disasters include earthquakes, tsunamis, volcanic eruptions, landslides, and floods (Mulianingsih et al., 2022). Among these, floods are one of the most frequent, especially in coastal areas such as Semarang City. Because sea levels are rising, coastal communities are particularly vulnerable to climate change (Mulianingsih, Semarang, et al., 2025). The geographical characteristics of Semarang being located in a low-lying area and close to the sea combined with high annual rainfall, make the region highly prone to flooding. This situation is

exacerbated by irresponsible environmental behavior, such as dumping waste into rivers, which clogs water flow. According to data from the Regional Disaster Management Agency (BPBD) of Semarang City, during the 2023–2024 period, 99 disaster incidents occurred, with floods being among the most dominant and recurrent.

In light of the high disaster potential, increasing public awareness of disaster risks is urgently needed, particularly through education (Mulianingsih, 2017). Education plays a strategic role as a platform for instilling knowledge, values, and skills related to disaster preparedness from an early age (Arifin & Sos, n.d.). Children, as part of a vulnerable group, need to be equipped with the ability to understand emergency situations in order to respond quickly and appropriately when disasters occur. However, in practice, the implementation of disaster education is not yet fully inclusive. One group that is often overlooked consists of students with special needs, particularly those who are deaf (Abdush Shomad et al., n.d.). The main barrier they face is limited access to disaster information, which is generally delivered in verbal and visually non-accessible formats, making them more vulnerable in disaster situations.

In the subject of Social Studies (Ilmu Pengetahuan Sosial or IPS), discussions on disasters play a significant role, as IPS integrates geographic, social, and economic aspects all of which are relevant to disaster issues (Mulianingsih et al., 2023b). The Ilmu Pengetahuan Sosial (IPS) curriculum at the highest level of education has a significant potential to integrate bencana mitigation literature (Mulianingsih et al., 2024). Disaster-related content in IPS not only aims to enhance conceptual understanding but also to cultivate critical awareness and disaster mitigation skills (Mulianingsih, Suharini, et al., 2025). Therefore, this content should be taught not only to regular students but also to students with special needs, such as those who are deaf (Wijayanto et al., 2024). To achieve

this, teaching methods and media must be adapted to their characteristics. Effective educational materials must fulfill two primary requirements: (1) Simple to understand, (2) Simple to use (Anwar et al., 2020). One promising approach is the use of visual, narrative-based media, such as story scrapbooks. This medium combines images with simple and engaging text, aligning with the visual learning style of deaf students who rely more on sight than hearing (Fisika et al., 2019).

Story scrapbooks are not only fun and communicative learning aids but also help deaf students grasp disaster concepts more concretely and deeply. Previous research has shown that scrapbook media can enhance special needs students' understanding of abstract material through an interactive visual and narrative approach. Additionally, this medium can increase active participation and critical thinking skills in the learning process (Fip & Negeri, 2016). Nevertheless, there is still limited research that specifically investigates the effectiveness of using story scrapbooks in flood disaster mitigation education for deaf students, particularly in Semarang City, which faces high flood risk (Ferani Mulianingsih, 2024).

Against this backdrop, the present study aims to examine the effectiveness of story scrapbook media in enhancing disaster awareness and preparedness among deaf students at the Semarang State Special School (SLBN). This study is expected to contribute to the development of inclusive and adaptive disaster education models that cater to the needs of deaf students. Furthermore, the findings of this research may serve as a foundation for strengthening the implementation of equitable and comprehensive disaster education for all students, in line with the principles of inclusive education and community-based disaster risk reduction.

## **MATERIALS & METHODS**

This study adopts a qualitative descriptive approach, focusing on an in-depth

exploration of the implementation process and the impact of using story scrapbook as a learning medium in disaster education for deaf students within the Social Studies (IPS) subject (Purnani & Mulianingsih, 2020). This approach was chosen because it allows the researcher to gain comprehensive insights into pedagogical interactions and the dynamics of using visually and narratively based media. The media was contextually designed to meet the communication needs of students with hearing impairments, making it relevant for supporting their learning processes that rely heavily on visual and symbolic cues.

### **Subjects and Research Location**

The subjects of this study include Social Studies teachers and deaf students studying at a Special Needs School (Sekolah Luar Biasa - SLB) in the city of Semarang. The selection of both location and subjects was carried out purposively, based on specific criteria that support the feasibility and relevance of the study, namely:

1. The school has an actively and systematically running Social Studies learning program.
2. There are students with hearing impairments who are the main participants in the program.
3. The school is open and willing to implement innovative learning media, particularly media based on visual and narrative formats such as story scrapbook.

### **Data Collection Techniques**

This study employed three primary data collection methods:

#### **1. Participant Observation**

The researcher was directly involved in the learning process to observe the implementation of the story scrapbook medium. This observation included recording various student activities, classroom interaction patterns, as well as students' affective and cognitive responses to disaster-related content (Ubaidillah & Mulianingsih, 2023). The focus was

directed at students' level of engagement, visual and gestural expressions, and their ability to recognize, interpret, and understand disaster concepts through the medium.

#### **2. In-Depth Interviews**

Interviews were conducted with Social Studies teachers as learning facilitators, as well as several deaf students as the main subjects. The aim of the interviews was to obtain more personal and in-depth information regarding their experiences, perceptions, and interpretations of using the story scrapbook medium in Social Studies learning. Interviews with students were adapted to their individual communication abilities, including the use of sign language, images, or writing as supporting media.

#### **3. Documentation**

Documentation included various forms of visual evidence such as photos of activities, student work, learning notes, and components of the scrapbook media used. These documentary data served as supporting sources to strengthen the findings from observations and interviews. Moreover, the documentation was analyzed to further examine how visual elements, narrative text, and media structure contributed to students' understanding.

### **Data Analysis Techniques**

Data analysis in this study was conducted qualitatively, following three main stages:

#### **1. Data Reduction**

Data obtained from observation, interviews, and documentation were selected and focused on information relevant to the research objectives. This process involved filtering and initial categorization based on themes such as disaster understanding, learning engagement, and students' responses to the media.

#### **2. Data Display**

The reduced data were organized into descriptive narratives that systematically explained the findings, supported by thematic categorization tables to facilitate the interpretation of relationships among data.

### 3. Conclusion Drawing

Conclusions were drawn inductively, by constructing interpretations from patterns found in the field. This process aimed to explain how the story scrapbook media influenced the active participation and understanding of deaf students in Social Studies learning, particularly in the context of disaster education.

#### Data Validity

To ensure the validity of findings, this study employed triangulation techniques, both source triangulation (comparing data from students, teachers, and documentation) and methodological triangulation (using observation, interviews, and documentation). The aim of triangulation is to ensure consistency, internal validity, and credibility of the collected data, thus making the research results scientifically reliable and accountable.

## RESULT

### Conceptual Understanding of Disasters

Based on direct classroom observations and in-depth interviews with teachers, it was found that the use of story scrapbook media significantly contributes to improving the understanding of deaf students regarding various types of disasters, particularly floods. This learning medium presents information in a visually narrative format, designed to be easily accessible to students with hearing impairments. Media is the process of making the most use of all system elements and resources in order to accomplish particular learning goals (Risqiyah & Mulianingsih, 2022). By emphasizing colorful illustrations, intuitive graphic symbols, and simple short narratives, this medium successfully captures students' attention and helps them recognize disaster events, understand their processes, and analyze their impacts.

During the learning process, deaf students demonstrated increased ability to correctly identify various types of disasters. They also began to understand the causes of disasters and could articulate basic mitigation steps,

such as refraining from throwing garbage into rivers or avoiding disaster-prone areas. This indicates a development in their critical thinking and environmental awareness.

Furthermore, teachers reported that the story scrapbook was instrumental in bridging the understanding gap often experienced by deaf students in disaster education. Prior to the use of this medium, students often struggled to differentiate between types of disasters and were confused about appropriate response measures. However, after utilizing scrapbooks equipped with clear images, simple visual maps, and systematic mitigation schemes, the majority of students began to distinguish between natural disasters such as earthquakes and floods, and non-natural disasters such as fires and industrial accidents.

Overall, the visualization offered by this medium serves as a crucial bridge between theoretical concepts in disaster material and the tangible world that students can grasp through imagination and personal experience. This is particularly relevant since deaf students rely more on visual than auditory learning. Therefore, the use of story scrapbooks not only enriches their learning experience but also reinforces conceptual understanding that is often difficult to achieve through conventional methods.

### Active Engagement in Learning

The use of story scrapbook media has proven to significantly increase the learning interest of deaf students compared to conventional learning media. During the learning activities, students showed strong attention to each attractively designed page of the scrapbook, containing illustrative images and thematic narratives relevant to the material. This interest was reflected in students' active engagement, such as participating in discussions using sign language, posing critical questions, and showing enthusiasm in arranging disaster event images in chronological order.

This active participation indicates that the scrapbook medium effectively bridges the

gap between abstract concepts in Social Studies and concrete experiences comprehensible to deaf students. Through a strong visual and narrative approach, learning becomes more contextual, enjoyable, and easier to digest. In other words, the story scrapbook functions not only as an information delivery tool but also as a medium that fosters students' emotional and cognitive engagement.

One of the key strengths of this medium lies in its ability to transform students from passive recipients of information into active participants in the learning process. They are involved in interactive activities such as flipping through and observing each scrapbook page, pointing to images that match the story context, organizing sequences of events based on logical order, and even creating their own simple scrapbook versions. These activities combine cognitive, affective, and psychomotor aspects, which are essential in developing the learning abilities of deaf students who generally require a multisensory approach.

Teachers noted positive changes in students' learning attitudes and behaviors. Previously passive and unresponsive students now show much greater engagement. They have become more confident in using sign language, body movements, and facial expressions to convey understanding and emotions during learning activities. This demonstrates that the scrapbook medium not only provides an enjoyable learning experience but also creates a deep emotional connection between students and the subject matter.

Thus, the story scrapbook is not merely a visual aid, but an educational medium capable of fostering holistic engagement of deaf students in Social Studies learning. It effectively accommodates their special learning needs, creating an inclusive, interactive, and meaningful learning environment.

### **Strengthening Visual Literacy to Support Disaster Education**

The main advantage of the story scrapbook lies in its visual strength, which aligns well with the learning styles of deaf students. As a group with limited access to verbal information, deaf students rely heavily on visual representations to comprehend information. It is crucial that schools in flood-prone areas teach disaster literacy (Mulianingsih et al., 2023). In the context of disaster education, story scrapbooks are able to strengthen visual literacy through the presentation of essential symbols such as evacuation icons, hazard warning signs, and maps of disaster-prone areas. These symbols are designed to be attractive and communicative, making them easier to recognize, remember, and interpret.

In addition, the use of visual elements such as contrasting color combinations, expressive character designs, and narratively structured backgrounds enhances both the appeal and clarity of the intended messages. This visualization not only stimulates intuitive conceptual understanding but also facilitates the internalization of meaning through a joyful and meaningful learning experience.

Documentation of student work shows improved abilities in interpreting images and logically linking them to disaster contexts. For example, students were able to associate an earthquake icon with taking cover under a table or understand that a flood warning symbol means avoiding riverbanks during heavy rainfall. This indicates that the visual-based approach not only supports theoretical understanding but also strengthens vital procedural skills needed in emergency situations.

Moreover, the use of story scrapbooks has proven to provide space for deaf students to express their understanding creatively through drawings, colors, and visual narratives. As such, this medium functions not only as an information delivery tool but also as a formative assessment instrument to measure students' applied understanding of disaster mitigation concepts. This approach



aligns with the principles of inclusive and differentiated learning, where each student is given the opportunity to learn according to their own potential and learning style.

### **An Inclusive and Adaptive Learning Medium for Special Needs**

The role of Social Studies teachers in optimizing the use of story scrapbook media is crucial. According to interview findings, teachers act not only as facilitators but also as innovators in delivering material in a more adaptive and communicative manner (Purnomo & Mulianingsih, 2021). Teachers make various adjustments to teaching methods to ensure that the story scrapbook can be effectively utilized by all students, particularly those with hearing impairments. These adjustments include using more expressive body gestures, communicative facial expressions, and developing additional narratives that clarify content and help students build deeper understanding. Furthermore, teachers initiated participatory learning processes by prioritizing an inclusive approach. In discussion activities, for instance, each student was given equal opportunity to contribute—whether through visual expressions (e.g., drawing or using symbols) or short written texts. This strategy creates a safe and empowering learning space where every student feels valued and actively involved.

The story scrapbook itself is designed with inclusive and flexible characteristics, allowing it to be adapted to various ability levels, age ranges, and local contexts. The simple yet meaningful visualizations, combined with easy-to-follow storylines, make this medium highly suitable for deaf students who require special approaches to understanding information. There is no pressure or fear during the learning process, as the medium delivers information in a friendly and enjoyable manner.

Social Studies teachers also emphasize that the story scrapbook can be used across various learning contexts, including discussions of disaster-related themes relevant to students' living environments.

This indicates that the medium is not only thematic but also contextual and responsive to students' learning needs. Its ability to accommodate the diverse needs and backgrounds of learners makes it a disability-friendly educational tool, worthy of further development within the framework of inclusive education.

### **Challenges and Implications**

Although story scrapbook media has proven effective in increasing student participation and understanding, especially in inclusive and visual-narrative-based learning contexts, its implementation still faces several significant challenges. One major obstacle often encountered is time constraints for both students and teachers. The manual creation of scrapbooks requires considerable time, particularly when tailored to local conditions, student characteristics, and individual needs, including those of students with special needs. This can hinder the effectiveness of the teaching and learning process if not managed properly.

Moreover, many teachers lack the technical or pedagogical skills required to independently design and develop visual storytelling-based media. The lack of specialized training and limited access to supporting resources pose further challenges in optimizing the use of this medium in schools.

Based on these challenges, several key recommendations should be considered. First, the integration of story scrapbooks into thematic Social Studies curricula needs to be carried out more systematically. By including this medium in curriculum planning, teachers can design more structured and planned learning activities, making the use of the medium an integral part of the learning process rather than just an additional activity. Second, intensive teacher training is essential, particularly in the development of inclusive narrative-based visual media. Such training should focus not only on the technical aspects of scrapbook creation but also on pedagogical

approaches for understanding students' diverse needs (Dewi, 2019).

As a medium- to long-term solution, the development of a digital version of the story scrapbook is recommended. Digital media offers several advantages, such as time efficiency, ease of content updates, flexibility in content adaptation, and broader accessibility for all students, including those with physical or cognitive limitations.

Furthermore, cross-sectoral collaboration is crucial in the development and implementation of this medium. The involvement of educators, disaster experts, educational media designers, and the disability community can ensure that the content produced is not only scientifically accurate but also locally relevant and responsive to the principles of inclusivity and sustainability. Such collaboration could also open avenues for broader educational innovation to strengthen inclusive disaster literacy in school environments.

## **DISCUSSION**

Research findings indicate that the use of story scrapbook as an instructional medium contributes positively to improving conceptual understanding, active participation, and visual literacy skills among deaf students within the context of disaster mitigation learning in Social Studies (Ilmu Pengetahuan Sosial, IPS). These findings align with the constructivist learning approach, particularly the theories of Lev Vygotsky and Jerome Bruner, and support the principles of multisensory learning, which emphasize the engagement of multiple sensory pathways in the learning process.

According to Vygotsky, effective learning occurs through social interaction and the use of mediating tools such as language, symbols, and visual media (Tohari & Rahman, 2024). In this context, the story scrapbook serves as a mediational tool that bridges students' conceptual world with the social realities they face. This medium combines pictorial narratives and graphic symbols that are visually accessible, making

it an effective tool for supporting the construction of knowledge. Deaf students are positioned as active participants who engage in meaning-making through visual exploration, collaborative discussion, and symbolic interpretation. This process fosters contextual, social, and meaningful learning experiences.

Jerome Bruner posits that effective learning involves three modes of representation: enactive (action-based), iconic (image-based), and symbolic (language-based) (Tohari & Rahman, 2024). The story scrapbook emphasizes the iconic mode of representation, namely the use of images, symbols, and illustrations to convey information. This is particularly relevant for deaf students, who rely more heavily on visual channels for information processing. By presenting disaster-related content in concrete visual formats, students are better able to grasp abstract concepts such as risk mitigation in a more applicable and contextual manner (Pranichayudha Rohsulina, 2024).

Furthermore, the story scrapbook medium supports the implementation of Social Studies curriculum standards as guided by the National Council for the Social Studies (NCSS), highlighting several key thematic strands, including:

1. **Culture:** Students are introduced to values, symbols, and social practices related to disaster response, expanding their understanding of cultural diversity and local contexts in facing natural hazards.
2. **People, Places, and Environments:** Through visuals and maps of disaster-prone areas, students develop an understanding of the relationship between geographical conditions and disaster vulnerability.
3. **Individual Development and Identity:** The creative processes of drawing, narrating, and interpreting disaster experiences help students develop a sense of identity as environmentally conscious individuals oriented toward mitigation actions.

4. Civic Ideals and Practices: The scrapbook also serves as a medium to instill civic values, such as awareness of social responsibility in environmental stewardship and recognizing potential hazards in their surroundings.

This approach is also highly compatible with the concept of differentiated instruction, which refers to teaching strategies tailored to the diverse needs and learning styles of students. Due to its visual and flexible nature, the story scrapbook allows deaf students to learn comfortably without linguistic barriers, in contrast to conventional methods that rely heavily on verbal explanations.

In addition to cognitive domains (analysis, problem-solving, logical thinking), the story scrapbook also engages affective aspects (empathy toward others and the environment) and psychomotor skills (drawing, arranging, responding through sign language). This demonstrates that the medium supports a holistic learning approach an essential component of inclusive education, particularly in delivering disaster-related content that addresses multiple dimensions of student development.

## CONCLUSION

The story scrapbook medium functions not merely as a visual aid but also serves as a pedagogical, inclusive, and contextually responsive learning tool tailored to the needs of students. This medium is designed to stimulate multiple senses (multisensory), making it highly suitable for Social Studies (Ilmu Pengetahuan Sosial/IPS) instruction, particularly for students who are deaf or hard of hearing and require differentiated learning approaches compared to their peers.

The approach embedded in this medium is humanistic, as it recognizes and respects the diverse abilities of learners, and participatory, as it actively engages students in the learning process. In other words, students are not positioned solely as

recipients of information but as active agents in constructing knowledge through their experiences and interactions with the material.

Furthermore, the story scrapbook medium integrates contemporary learning theories, such as constructivism and experiential learning, with the principles promoted by the National Council for the Social Studies (NCSS). This integration ensures the medium is not only pedagogically relevant but also effective in achieving the objectives of Social Studies education, particularly in fostering civic character development.

Building a culture of safety and a resilient society through disaster mitigation education is a long-term endeavor and a component of sustainable development (Baytiyeh, 2018). Moreover, the use of the story scrapbook contributes to shaping students' character to be resilient, empathetic, and inclusive core traits needed in pluralistic and disaster-prone societies.

## Declaration by Authors

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