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Comic Media Development in Thematic Learning For Elementary School Students

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Abstract

This study aims to determine the feasibility and practicality of comic-based learning media on animal growth materials for third grade at SDN 18 Sungai Kakap in printed form. The research method used was research and development (RnD) by adapting ADDIE. The data sources for this research were a media expert, a material expert, a teacher, and 12 students from Elementary School. The research instruments used were interview guides, questionnaires, and documentation. Based on expert assessments, the research results on the feasibility of learning comics media-based expert assessments, the average percentage from the media aspect is 93% categorized as very feasible criteria. From the material aspect, 94% has very feasible criteria. The feasibility of learning comics in the first phase of the trial based on the user response from the teacher was 98% considered as very feasible and 88% from the students with very feasible criteria. In the second phase of the trial, based on the teacher's response, the percentage was 100% considered as very feasible, and 92% of the students' assessments had very feasible criteria.

Keywords: Comic. Learning Media Development, Thematic

INTRODUCTION

Education is an important factor in human capital investment. The success of the education of a nation's children can determine the development of a country. Several factors that can affect the success of education are forming individuals who are independent, active and have high curiosity in the learning process. The success of the learning process itself can be marked by changes in individual behavior towards better things.

In this era of increasingly innovative learning, the presence of learning media can be said to be mandatory. Education developers realize that learning will be more effective if using learning media. Therefore, the development of learning media is increasingly being encouraged

The development of learning media certainly requires high creativity from the developer. Comics can be defined as a form of a cartoon that reveals characters and acts out a story in a sequence that is closely related to the image and designed to provide entertainment to its readers. Comics are known to the general public as far from educative, plus parents think that comics can make children forget and are lazy to study because they are too busy reading the story.

The comic media that the researchers will develop were chosen by considering various reasons, such as 1) children - with attractive image designs and dialogues, 3) using comics media will make it easier for students and teachers alike, 4) comic media can be read anywhere and anytime.

Therefore, to facilitate students in the learning process, researchers are interested in developing a comic-based learning media with the title "Development of Comic Media in Third grade on Thematic Learning at State Elementary School 18 Sungai Kakap".

This research aims (1) to produce a product in the form of learning comic media (2) to describe how the feasibility of comic media products in the thematic learning of third-grade elementary school students. (3) To describe the effectiveness of comic media products in thematic learning of third-grade elementary school students.

Learning media is everything that is used to channel messages and can stimulate students' thoughts, attention, and willingness so that it can encourage the learning process. According to the State (2014), "learning media are everything that can be used to channel messages from the sender to the recipient in the form of tools or objects that are physical, which streamline communication and interaction between educators and students in the learning process in the classroom.

Learning media is used as a channel for messages conveyed to students by educators in the process of learning activities (p.253). It is in line with Wiarto's opinion (2016), "Media is a tool used as an introduction to information that will be conveyed in the learning process. Media can also be referred to as an intermediary for messages from the sender to the recipient of the message". According to Hidayah (2015), "Comics are a learning medium that can activate the seriousness of students in learning because the entertaining nature of comic media makes students tend to be happier in reading".

1. Types of Comics

a. Cartoon/Caricature

Cartoons are only in one form, with various images combined through writing in the form of text.

b. Comic Strip

This type of comic is only in the form of fragments of pictures that are assembled as a short storyline.

c. Comic Book

A collection of pictures and writings from an event wrapped in the form of a book.

d. Annual Comic

If the comic creator has got the scope like a real publisher, the publisher must be every few months or every year always make a dotted story or a series.

e. Online Comics (Web Comics)

In addition to print media such as magazines, newspapers, tabloids, and bulletins, the internet can also be used to disseminate various kinds of comics.

2. Comic Component

a. Panel

The panel is a box used as a border for the images contained in each scene.

b. Reading Balloons

A visual form in which there is dialogue from a character.

c. Narrative

A dialog box that explains the time, place, and situation

d. Icon

An image that will represent a person, place, thing, expression, and idea.

e. Sound Effects

A sound effect is a sound that will describe a situation, for example, "RING" the sound of the telephone and also "DHUARRR!!" on the sound of explosions.

METHOD

The method used in this research was the research and development method (R&D). According to Sugiyono (2016), R&D method is a research method used to produce new products or things and test the effectiveness of the products made.

The development of comic-based learning media on the theme of Growth and Development of Living Things Sub-theme of Animal Growth for third grade in the first semester refers to the ADDIE development model by Robert Maribe Branch (2009). This development model goes through 5 stages, namely: 1). Analysis, 2). Designs, 3). Developments, 4). Implementation and 5). Evaluation.

1. Data type

a. Qualitative Data

Qualitative data in this study were obtained from criticism and suggestions by experts.

b. Quantitative Data

Quantitative data obtained from the results of assessments by experts

2. Data Source

In this study, researchers used two data sources, namely: Primary data sources, namely data directly collected by researchers from the first source. The primary data sources in this study were students, third-grade elementary school teachers, media experts, and material experts. Secondary data sources, namely data directly collected by researchers as support from the first source. Secondary data is arranged in documents in the form of documentation, interview guidelines, and questionnaires.

3. Data Collection Techniques

According to Sugiyono (2017), "Data collection techniques are the most strategic step in research because the first goal in research is to obtain data". Methods in data collection, namely: Test Techniques, Observation Techniques, Interview Techniques, Questionnaire Techniques, Documentation Techniques. Based on the data collection techniques, this study only used two data collection techniques as follows:

a. Interview

The structured interviews in this study used interview guidelines. The interviewees in this study were third-grade elementary school teachers.

b. Questionnaire

A questionnaire was used to determine the feasibility of digital comic-based learning media in this study. The rating scale was used in this questionnaire. A rating scale is a statement followed by columns indicating the levels, for example, ranging from very good to very poor.

4. Data Collection Instruments

a. Interview guidelines

The interview guide is used as a reference when conducting interviews. Researchers conducted the interview.

b. Questionnaire

Questionnaire as a data collection instrument used for gathering information, assessing the feasibility of using the developed comic-based learning media. A questionnaire was used to determine the feasibility level of comic-based learning media in this study. The rating scale was used in this questionnaire. Rating Scale, which is a statement followed by columns indicating the levels, for example, ranging from very good to very poor

c. Documentation

Documentation is a way to get data with accurate evidence from information search results. To further strengthen the results of this study, researchers used documentation in the form of photos of student data and the use of media when students were carrying out the learning process.

5. Data Analysis Techniques

Instruments were classified into five options. Each measured indicator was given a score on a scale of 1-5. Each instrument item had a gradation from very positive to very negative (Widyoko, 2018, p.104). The determination of the score can be seen in the following table:

Table 1. Likert Skala Scale Scoring

Indicator	Score
Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

According to Arikunto (2016), the next step is to assess the feasibility of a media:

$$\bar{X} = (\sum x) / (n \times a)$$

Information:

\bar{X} = average score of each aspect

$\sum x$ = total number of respondents' answers

n = number of respondents

a = number of instrument items

Then the formula for the percentage of results can be calculated by the following formula:

$$P = (\sum X) / (\sum Xi) \times 100\%$$

Information :

P = big percentage

$\sum X$ = total number of question scores obtained

$\sum Xi$ = maximum score count

The eligibility category is based on the following criteria Arikunto (in Ernawati & Sukardiyono, 2017). The following criteria for the feasibility of the developed media products can be seen in Table 2:

Table 2. Likert scale

No	Score in Percentage (%)	Feasible Category
1	< 21 %	Very not feasible
2	21-40 %	Not feasible
3	41-60 %	Less Feasible
4	61-80 %	Feasible
5	81-100 %	Very Feasible

RESULTS AND DISCUSSIONS

Results

Table 3. Media Expert Feasibility Test Result in Phase 1

No	Assessed Aspects	Score	%	Information
1	Attractiveness of comic cover design	4	80%	Feasible
2	Illustration clarity	4	80%	Feasible
3	Readability of writing	4	80%	Feasible
4	Image display quality	5	100%	Very Feasible
5	Attractiveness of designs and colors	5	100%	Very Feasible

6	Illustration coherence	5	100%	Very Feasible
7	Background consistency	4	80%	Feasible
8	Suitability of color proportion	4	80%	Feasible
9	Text and image layout harmony	4	80%	Feasible
10	Suitability of font selection	4	80%	Feasible
11	Suitability of font size selection	4	80%	Feasible
12	Image suitability for material clarity	5	100%	Very Feasible
13	Convenience of use	5	100%	Very Feasible
14	User convenience	5	100%	Very Feasible
15	Safety of use	4	100%	Very Feasible
	Average	4,4%	88%	Very Feasible

Table 4. Media Expert Feasibility Test Result in Phase 2

No	Assessed Aspects	Score	%	Information
1	Attractiveness of comic cover design	5	100%	Very Feasible
2	Illustration clarity	5	100%	Very Feasible
3	Readability of writing	5	100%	Very Feasible
4	Image display quality	5	100%	Very Feasible
5	Attractiveness of designs and colors	5	100%	Very Feasible
6	Illustration coherence	4	80%	Feasible
7	Background consistency	5	100%	Very Feasible
8	Suitability of color proportion	4	80%	Feasible
9	Text and image layout harmony	5	100%	Very Feasible
10	Suitability of font selection	5	100%	Very Feasible
11	Suitability of font size selection	5	100%	Very Feasible
12	Image suitability for material clarity	5	100%	Very Feasible
13	Convenience of use	5	100%	Very Feasible
14	User convenience	5	100%	Very Feasible
15	Safety of use	4	80%	Feasible
	Rata-rata	4,8	96%	Very Feasible

Table 5. Material Expert Feasibility Test Result in Phase 1

No	Assessed Aspects	Score	%	Information
1	Clarity of content	5	100%	Very Feasible
2	The language used is communicative	4	80%	Feasible
3	The suitability of the narrative with the storyline in the learning material	5	100%	Very Feasible
4	Conformity of title with basic competencies	5	100%	Very Feasible
5	Conformity of indicators with basic competencies	5	100%	Very Feasible
6	Conformity of material with indicators	5	100%	Very Feasible
7	The validity of the content of the material scientifically	4	80%	Feasible
8	Consistency of material presentation	5	100%	Very Feasible
9	Material consistency	5	100%	Very Feasible
10	Easiness in understanding the story text	5	100%	Very Feasible
11	Word choice accuracy	4	80%	Feasible
12	Sentence effectiveness	4	80%	Feasible

13	Language usage accuracy	4	80%	Feasible
14	Readability of the writing on the story	5	100%	Very Feasible
15	Appropriate use of punctuation marks	5	100%	Very Feasible
Average		4,6	93%	Very Feasible

Tabel 6. Material Expert Feasibility Test Result in Phase 2

No	Assessed Aspects	Score	%	Information
1	Clarity of content	5	100%	Very Feasible
2	The language used is communicative	5	100%	Very Feasible
3	The suitability of the narrative with the storyline in the learning material	5	100%	Very Feasible
4	Conformity of title with basic competencies	5	100%	Very Feasible
5	Conformity of indicators with basic competencies	5	100%	Very Feasible
6	Conformity of material with indicators	5	80%	Very Feasible
7	The validity of the content of the material scientifically	4	80%	Feasible
8	Consistency of material presentation	5	100%	Very Feasible
9	Material consistency	5	100%	Very Feasible
10	Easiness in understanding the story text	5	100%	Very Feasible
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12	Sentence effectiveness	4	80%	Feasible
13	Language usage accuracy	5	100%	Very Feasible
14	Readability of the writing on the story	5	100%	Very Feasible
15	Appropriate use of punctuation marks	5	100%	Very Feasible
Average		4,8	97%	Very Feasible

Table 7. Product Trial Result for The Teacher in Phase 1

No	Assessed Aspects	Score	%	Information
1	The use of comics media in learning can save time and be used efficiently.	5	100%	Very Feasible
2	Comic media can help teachers to teach learning materials.	5	100%	Very Feasible
3	Comics can support the activities of educators in meeting the demands of K13.	4	80%	Feasible
4	Practical and easy to learn comics because they can be saved.	5	100%	Very Feasible
5	The description of the material contained in the comic media is clear.	5	100%	Very Feasible
6	The language used is easy for students to understand	5	100%	Very Feasible

7	The content of the material in the comic media is equipped with illustrations and pictures that match the material	5	100%	Very Feasible
8	The type of font on the comic media is legible.	4	80%	Feasible
9	This comic media is needed because it is in accordance with the development of students.	5	100%	Feasible
10	The color combinations used in comics are already interesting.	4	80%	Feasible
11	The image design on comic media is interesting to look at	5	100%	Very Feasible
Average		4,7	85 %	Very Feasible

Table 8. The Results of the Product Trial for Students in Phase 1

Cognitive ability level	Students Code	Average Score	%	Criteria
High	SU	4,6	93%	Very Feasible
High	SAB	4,6	93%	Very Feasible
Average		4.6	93%	Sangat Layak
Medium	SI	4,1	83%	Very Feasible
Medium	MF	4,3	86%	Very Feasible
Average		4,2	84%	Very Feasible
Low	IL	4,0	80%	Feasible
Low	ME	4,0	80%	Feasible
Average		4,0	80%	Feasible
The average high and low ability students		4,3	85%	Very Feasible

Table 9. Product Trial Result for The Teacher in Phase 2

No	Assessed Aspects	Score	%	Information
1	The use of comics media in learning can save time and be used efficiently.	5	100%	Very Feasible
2	Comic media can help teachers to teach learning materials.	5	100%	Very Feasible
3	Comics can support the activities of educators in meeting the demands of K13.	4	80%	Feasible
4	Practical and easy to learn comics because they can be saved.	5	100%	Very Feasible
5	The description of the material contained in the comic media is clear.	5	100%	Very Feasible
6	The language used is easy for students to understand	5	100%	Very Feasible
7	The content of the material in the comic media is equipped with	5	100%	Very Feasible

	illustrations and pictures that match the material			
8	The type of font on the comic media is legible.	5	100%	Very Feasible
9	This comic media is needed because it is in accordance with the development of students.	5	100%	Very Feasible
10	The color combinations used in comics are already interesting.	5	100%	Very Feasible
11	The image design on comic media is interesting to look at	5	100%	Very Feasible
	Average	4,9	98 %	Very Feasible

Table 10. The Results of the Product Trial for Students in Phase 2

Cognitive ability level	Students Code	Average Score	%	Criteria
High	SU	4,8	96%	Very Feasible
High	SAB	4,7	95%	Very Feasible
High	AF	4,9	98%	Very Feasible
High	RI	4,7	95%	Very Feasible
	Average	4,7	96%	Very Feasible
Medium	SI	4,5	95%	Very Feasible
Medium	MF	4,4	88%	Very Feasible
Medium	MZ	4,3	86%	Very Feasible
Medium	MA	4,7	91%	Very Feasible
	Average	4,4	90%	Very Feasible
Low	IL	4,2	85%	Very Feasible
Low	ME	4,2	85%	Very Feasible
Low	MSD	4,3	86%	Very Feasible
Low	MKA	4,5	90%	Very Feasible
	Average	4,3	86%	Very Feasible
	The average of high and low ability students	4,4	90%	Very Feasible

Discussion

1. Feasibility of Learning Comic-Based Learning Media Products

a. Discussion of the Media Expert Feasibility Test

In this study, the media feasibility test was carried out on a media expert who also provided an assessment and input on the comic media. There were 15 questions in the questionnaire. The average assessment of the product by media experts in phase 1 was 88% which indicated a very feasible qualification. It is in line with Arsyad's (2016) opinion that "the product developed has met the criteria of a good learning media, namely according to the needs of students, practical in use and durable."

b. Discussion of Material Expert Feasibility Test

The material feasibility test is carried out by a material expert who also provides an assessment and input on the material contained in the comic. There were 15 questions in the questionnaire. The average assessment of the product by material experts in phase 1 was

93% which indicated a very feasible criteria. However, there are still shortcomings that need to be fixed.

2. The Practicality of Comic-Based Learning Media Products.

After learning comic media was declared feasible according to the experts, then the learning comic media was tested on teachers and students. Teachers and students were given a usage response questionnaire to determine the product's practicality being developed. The response from the teacher in the phase 1 of the trial regarding the practicality of the learning comic media products used by students during the learning process. The average response given by the teacher at this phase is 98% who have achieved very feasible criteria.

The average response of students regarding the use of learning comic media in the first phase of the product trial was 85%. Internal motivation factors can influence the difference in assessment among the six students who have different cognitive abilities.

Similar to the phase 1 of the trial, the responses of the use of teachers and students to the product in the phase 2 of the trial were also different. The average response given by the teacher at this phase was 85% had reached a very feasible criteria.

The average response of students regarding the use of comic media in the phase 2 of product testing was 90%. The teacher provided a suggestion, namely adding a number on each page to make it easier for students to find the most important part.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results conducted at SDN 18 Sungai Kakap, the results of data analysis obtained from experts during the process of feasibility testing and revision of the use of this learning comic media, in general, can be concluded as follows:

1. The comic-based learning media on animal growth topic for third grade students was very feasible according to media experts and material experts and appropriate according to teachers and students assessment.
2. The developed comic-based learning media contains text and images that are packaged in printed form. This learning comic media contains the main material of the 2013 curriculum in third grade, first semester, and theme 1.
3. The learning media has met the Basic Competencies, Indicators, and Learning Objectives.

Suggestions

The following are suggestions for further research related to the development of comic-based learning media.

1. Learning using comic-based learning media on animal growth materials for third grade students can be developed by the teacher on an ongoing basis for different materials.
2. This comic learning media is in printed form, and for further research as well as learning comic media in electronic or digital form.
3. In making comic-based learning media, several difficulties might be an improvement for other researchers to develop learning media in the form of comics with other materials, including paying attention to word choice, appropriate concepts, and interesting pictures related to the material to be delivered.

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