



Development Of Comic Media On Learning Theme 7 Sub-Theme 4 In Third Grade Elementary Schools

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ABSTRAK

Kurangnya media pembelajaran yang konkret berpengaruh terhadap hasil belajar siswa, sehingga diperlukan media pembelajaran yang mampu memotivasi siswa untuk semangat belajar. Tujuan penelitian ini adalah untuk mengembangkan media komik pada pembelajaran Tema 7, Subtema 4 untuk meningkatkan hasil belajar siswa kelas III sekolah dasar. Penelitian ini merupakan penelitian pengembangan, dengan menggunakan model pengembangan 4D. Subjek penelitian ini adalah validitas media komik. Metode pengumpulan data yang digunakan pemberian lembar validasi kepada ahli. Instrumen yang digunakan yaitu, instrumen non-tes berupa lembar validasi media komik. Teknik analisis data yang digunakan adalah analisis statistik kuantitatif. Hasil pengembangan ini menunjukkan bahwa hasil validasi pada uji pakar materi memperoleh hasil dengan skor 44 dengan presentase 73% dan hasil uji pakar media memperoleh skor 90 dengan presentase 90%. Sehingga dapat disimpulkan bahwa pengembangan media komik pada pembelajaran tema 7 subtema 4 untuk meningkatkan hasil belajar siswa dinyatakan valid. Implikasi penelitian ini adalah media komik dapat menciptakan minat belajar dan minat membaca siswa.

ABSTRACT

The lack of concrete learning media affects student learning outcomes, requiring learning media to motivate students to learn. This study aimed to develop comic media in learning Theme 7, Sub-theme 4 to improve third-grade elementary school students' learning outcomes. This research is development research, using the 4D development model. The subject of this research is the validity of comic media. The data collection method used was providing validation sheets to experts. The instrument used was a non-test instrument in the form of a comic media validation sheet. The data analysis technique used is quantitative statistical analysis. This development results indicate that the validation results on the material expert test obtained results with a score of 44 with a percentage of 73%. The media expert test results obtained a score of 90, with a percentage of 90%. So it can be concluded that the development of comic media in learning theme 7 sub-theme 4 to improve student learning outcomes is declared valid. This research implies that comic media can create student interest in learning and reading interest.

1. Introduction

Kurikulum 2013 aims to prepare graduates to have the ability to live as individuals who are faithful, creative, innovative, productive, and affective and can contribute to the life of society, nation and state. (Aprilia, 2018; Nuryana & Sahrir, 2020; Sugiyanto et al., 2015). Kurikulum 2013 is a standard process originally focused on exploration, elaboration, and confirmation completed by observing, questioning, processing, reasoning, presenting, concluding, and creating (Kurniasari, 2017; Maulida et al., 2015; Raditya & Iskandar, 2020). The government is always trying to perfect Kurikulum 2013 so that it can continue to develop. Thematic learning is an integrated learning model which is a learning system that allows students both individually and in groups to actively explore and discover scientific concepts and principles in a holistic, meaningful and authentic manner (Makaborang, 2019; Suparlan, 2017; Veronika et al., 2013).

However, the implementation of the Kurikulum 2013 still experienced several obstacles that resulted in the Kurikulum 2013 not be easily implemented in the classroom. One of them relates to the theme book, which is the guideline for teachers and students. The Kurikulum 2013 learning problem, in general, is that the teacher cannot easily understand what is presented in the theme book. The Kurikulum 2013 is based on integrated thematic learning, which makes subjects into one theme without separating

them. It makes the teacher confused in understanding. Kurikulum 2013 theme book, both teacher books and student books have several problems understanding certain parts that do not coincide with one another not going in harmony.

The main problem that makes it difficult for some teachers to implement Kurikulum 2013 in the classroom. Therefore, there is a need for a media that helps teachers overcome these problems to assist teachers in learning in the classroom, which is still based on the theme book, the formation of comic media. This comic's development seeks to help shape the theme book's flow to be clear and facilitate teacher learning in the classroom in teaching theme books to students. The development of this comic remains based on the theme book, with several stories that connect the parts of learning. There is a common perception of both teachers and students. This comic's development can be applied to students' daily lives and can invite students to think logically, critically, and creatively to follow educational goals. The development of comic media also seeks to motivate students' enthusiasm for learning (Rohati et al., 2018; Yasa et al., 2017).

Learning using comic media has been applied in several countries, such as Japan. Several school textbooks in Japan have been designed in comic form. To support the existence of cartoons and comics in Japan itself, Japan has also established a faculty that deepens the field of cartoons and comics. (Savila et al., 2018; Wakhyudin & Permatasari, 2017). Comic-shaped textbooks are an effective educational tool to arouse the enthusiasm for learning and motivation to read for students. It is in line with the opinion expressed by (Irwandani, 2016; Luawo & Nugroho, 2018) that comic media has a function in fostering reading interest in students.

Comic media is a learning media in the form of images that can attract students' attention. Students tend to like books with pictures to make it easier for them to understand the book's content (Nugraheni, 2017; Wicaksono et al., 2020). Besides being full of pictures, comics can also convey learning material/objectives in a more fun way. Reading comics, students have learned the material the teacher wants to convey (Nuraini & Saputro, 2017; Pandanwangi et al., 2019; Saputro & Soeharto, 2015).

In particular, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Ernasari & Amboro, 2017; Firmansyah & Saidah, 2016; Ibrahim & Ishartiwi, 2017). The advantages of comic media are: (1) the main role of comic media is its ability to create student interest in learning; (2) comic media can function to foster reading interest in students; (3) comic media add to the vocabulary of the readers' words; (4) comic media can make it easier for students to capture things or formulas given by the material; (5) comic media can develop children's interest in reading and one of the other fields of study (Gumilang et al., 2019; Ridho et al., 2017). The development of comic media is aimed at improving student learning outcomes.

Learning outcomes can be interpreted as changes in students, both in cognitive, affective, and psychomotor aspects, as learning outcomes are obtained during learning activities (Adawiyah, 2018; Cahyaningsih, 2018; Hapsari et al., 2019). The problems faced by the teacher need to be analyzed first to be able to find solutions that can be given to solve the problems that occur. One solution that can help teachers explain thematic material is to develop learning media such as comic media.

Several previous studies relevant to this research include (1) research conducted by (Nugraheni, 2017), who obtained the research results that the comic learning media was declared valid and could help improve the quality of mathematics learning. (2) research conducted by (Gumilang et al., 2019) obtained the research results that comic learning media with a problem-posing model can improve problem-solving abilities and are suitable for teaching and learning activities. (3) research conducted by (Ridho et al., 2017), who obtained research results that comic learning media can increase children's knowledge about eye health.

Based on some relevant research, no one has developed comic media to develop student learning outcomes. This research aims to develop comic media in learning Theme 7, Sub-theme 4 to improve student learning outcomes.

2. Method

The current research is a type of development research. Research is used that analyzes needs and tests the effectiveness of a product that will be made so that the wider community can use the final product obtained and produced to get a good product. It is necessary to have a study that tests the effectiveness of the product that has been produced. The Research and Development process in Research and Development uses a 4-D development model procedure. This model consists of four stages of development, adapted into three stages in the research: the Define stage, the Design stage, and the Develop stage (Husada et al., 2020; Putrayadi, 2013).

This research's subject is the validity of comic media in learning Theme 7, Sub-theme 4, a third-grade elementary school. Research subjects are objects or research respondents discussed in a study that are considered problems and need to be analyzed to find solutions to these problems (Lestari et al., 2019; Weriyanti et al., 2020).

The data collection method used was providing validation sheets to experts. Before that, the instrument was tested to meet the requirements of being valid, practical, and effective. The instrument used in measuring the validity of the media used validation sheets for material experts, media experts, learning experts, and expert test questions. The instrument used in measuring the media's effectiveness is seen from media use that can solve student learning outcomes problems. Before and after using the media using a test instrument to measure the media's success rate in solving student learning outcomes. Then the instrument used next is to measure the practicality of the media, it can be seen from a limited test using a response questionnaire.

The data obtained in research on filling out the questionnaire that is filled in is quantitative. Quantitative data is obtained from the scores obtained in the material expert test questionnaire, the media expert test questionnaire, the learning test questionnaire, the test question questionnaire, and students' responses as the test object. By using the likerth and guttman scales. They are then analyzed to determine the validity of comic media in learning Theme 7, Sub-theme 4, third-grade elementary school.

3. Result and Discussion

Research conducted by researchers is the type of research and development. This research used to develop and validate products. The product produced by this study is a learning media in the form of learning comics to improve student learning outcomes. This research is devoted to thematic learning on Theme 7 Sub-theme 4. The development design used to facilitate the preparation of topics is the 4D model or Four D Models. The 4D model has four stages, Define, Design, Development, Disseminate.

The Defining Stage is the initial stage of development using the 4-D (Four-D) model. At this stage, it determines the initial problem that must be solved to require media development. In this development, the media developed to improve student learning outcomes and help students understand the material. This stage begins with material analysis and basic competencies, and specification of objectives.

The design stage starts from selecting the media (the selection of media relevant to the student's situation to support developing appropriate media so that the problems that occur in the classroom get a good solution to the problem). Format selection (Format selection in development is meant by designing learning content, organizing and designing comic media content). The initial design selection at the initial design stage will describe the initial form of the media making, which includes the initial process to the next).

The cover is the outermost part of the book or cover designed to describe the story's contents. The cover design is expected to make readers understand what will be learned from the comics made. The covers can be seen in Figure 2 and Figure 3.



Gambar 2. Sampul pada komik



Gambar 3. isi cerita komik

This comic media content is a story that is presented with a picture accompanied by a description of the related conversation. The contents of the story that are published are the conversations of several characters related to the material. At the end of the comic page, there is an Information text. The

information text is the additional text included in the comic to increase students' insight after reading and using comics. It aims to train students in reading.

The development stage starts with the validation of material experts to determine and evaluate the material's depth level in the media so that the media's material is precise and accurate for use. By adjusting the teaching materials contained in the teacher's book. The media validation test is carried out to determine whether the media that has been developed has the accuracy and conformity of appearance, design and visuals. By looking at how the media content is laid out and how interactive the media will be tested later.

After obtaining the material and media, expert test results from the questionnaire returned from the validation expert. It will check the questionnaire to see if revisions are needed in the media being developed. The material expert test results concluded that the media could be tested by making revisions according to the suggestions. In the media expert tests results on the questionnaire, the media was feasible to be tested without revision. In the material expert test section, there are suggestions for improvements in sentences and punctuation marks and general suggestions on the cover. It is colourful, so that it adds to its appeal.

This development research develops comic media to improve student learning outcomes, especially on theme 7 sub-themes 4. The development of comic media is carried out only up to the expert validation stage. Validation is done by using two validations, validation of material and media. This validation has been carried out on two different experts and resulted in different results. The validity results can be seen in Table 1.

Tabel 1. Hasil Validasi

| Validation | Score | Percentage |
|---------------------|-------|------------|
| Pakar Materi | 44 | 73% |
| Pakar Media | 90 | 90% |

In the material validation, the score was 44, with a percentage of 73%. With this, the media was categorized as high. Material experts filled out the conclusion in the questionnaire that the media is worthy of being tested by making revisions according to suggestions. In the validation of media experts, a score of 90 was obtained with a percentage of 90%. With this, the media was categorized as very high. The media expert's questionnaire test results concluded that the media was worthy of being tested without revision. After going through revisions according to material expert advice that has been given. As well as referring to the results of expert validation, comic media is categorized as high so that this media can be tested.

Learning using comic media has been applied in several countries, such as Japan. Several school textbooks in Japan have been designed in comic form. To support the existence of cartoons and comics in Japan itself, Japan has also established a faculty that has the goal of deepening the field of cartoons and comics (Savila et al., 2018; Wakhyudin & Permatasari, 2017). Comic-shaped textbooks are an effective educational tool to arouse the enthusiasm for learning and motivation to read for students. It is in line with the opinion expressed by (Irwandani, 2016; Luawo & Nugroho, 2018) that comic media has a function in bridging students' interest in reading.

Comic media is a learning media in the form of images that can attract students' attention. Students tend to like books with pictures to make it easier for them to understand the book's content (Nugraheni, 2017; Wicaksono et al., 2020). Besides being full of pictures, comics can also convey learning material/objectives in a more fun way. Unconsciously by reading comics, students have learned the material the teacher wants to convey (Nuraini & Saputro, 2017; Pandanwangi et al., 2019; Saputro & Soeharto, 2015).

In particular, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Ernasari & Amboro, 2017; Firmansyah & Saidah, 2016; Ibrahim & Ishartiwi, 2017). The advantages of comic media are: (1) the main role of comic media is its ability to create student interest in learning; (2) comic media can function to foster reading interest in students; (3) comic media add to the vocabulary of the readers' words; (4) comic media can make it easier for students to capture things or formulas given by the material; (5) comic media can develop children's interest in reading and one of the other fields of study (Gumilang et al., 2019; Ridho et al., 2017). The development of comic media aimed at improving student learning outcomes.

Several previous studies relevant to this research include (1) research conducted by (Nugraheni, 2017), who obtained the research results that the comic learning media was declared valid and could help

improve the quality of mathematics learning. (2) research conducted by (Gumilang et al., 2019) obtained the research results that comic learning media with a problem-posing model can improve problem-solving abilities and are suitable for teaching and learning activities. (3) research conducted by (Ridho et al., 2017), who obtained research results that comic learning media can increase children's knowledge about eye health.

Based on some of the relevant research, as for the implications of implementing comic development research on learning theme 7, sub-theme 4, the third grade of this elementary school is that comic media can create learning interest and reading interest for students.

4. Conclusion

Based on the results and discussion, it can be concluded that comic media development in learning theme 7, sub-theme 4 for third-grade elementary schools, are declared valid. As for the implications of the implementation of comic development research on learning theme 7, sub-theme 4, third-grade elementary school is that comic media can create learning interest and reading interest for students.

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