

Comic Media in Learning Fable Stories for Second Grade Elementary School Students

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Abstrak

Rendahnya minat baca siswa dan kurangnya pemahaman siswa terhadap bacaan tanpa gambar menyebabkan perlunya pengembangan komik sebagai media pembelajaran. Tujuan penelitian ini yaitu menciptakan media komik pada pembelajaran cerita fabel siswa kelas II sekolah dasar. Jenis penelitian yang dipergunakan merupakan penelitian pengembangan. Studi pengembangan ini memanfaatkan model ADDIE yang terdiri atas Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian terdiri dari 1 ahli media pembelajaran dan 1 ahli desain pembelajaran. Subjek uji coba meliputi 2 orang guru dan 1 orang siswa. Metode yang digunakan dalam mengumpulkan data yaitu observasi dan angket. Instrument yang digunakan dalam mengumpulkan data yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu deskriptif kuantitatif. Hasil penelitian yaitu uji coba ahli materi mendapat persentase 86,00% berkategori sangat baik dengan keterangan sangat layak. Uji coba ahli desain media pembelajaran pada persentase 90,00% dengan keterangan sangat layak dan berkategori sangat baik. Respon guru pada penggunaan media yaitu 89,00% dan siswa yaitu 90,40% dengan kategori keduanya sangat baik. Disimpulkan bahwa komik yang dikembangkan layak untuk digunakan pada siswa kelas II SD dan dapat meningkatkan minat membaca siswa.

Kata kunci: Komik, Minat Baca, Fabel

Abstract

The students' low interest in reading and the lack of students' understanding of reading without pictures led to the need for developing comics as a medium of learning. The purpose of this research is to create comic media in the learning of fable stories for second-grade elementary school students. The type of research used is development research. This development study utilizes the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The research subjects consisted of 1 learning media expert and 1 learning design expert. The test subjects included 2 teachers and 1 student. The methods used in collecting data are observation and questionnaires. The instrument used in collecting data is a questionnaire. The technique used to analyze the data is descriptive quantitative. The result of the research is that the material expert test got a percentage of 86.00% in the very good category with very decent information. The trial of learning media design experts at a percentage of 90.00% with a very decent description and very good category. The teacher's response to the use of media is 89.00%, and the students are 90.40%, with both categories very good. It is concluded that the comics developed are suitable for use in second-grade elementary school students and can increase students' reading interest.

Keywords: Comics, Reading Interest, Fables

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1. INTRODUCTION

Reading activities in education are critical because most of the knowledge, insight, and information can be obtained through reading activities. Reading is an activity where students find various information in an article (Aziz, 2019; Devi et al., 2016; Zulaikhah et al., 2020). It can be said that reading is the heart of education. Reading is an accepted (receptive) skill of a language or writing (Bursali & Yilmaz, 2019; Dwiyantri et al., 2018; Suwana et al., 2013). Reading ability can be developed and improved without requiring other language skills, such as speaking or writing skills (Capellini et al., 2015; Creed et al., 2012; Suwana et al., 2013). Reading is seen as a process that aims to understand the meaning of writing. Reading is a complex ability requiring several collaborations between several abilities (Maharsi & Maulani, 2019; Surayatika, 2018). To be able to read a passage, each individual

is required to be able to use the knowledge and insights that they have previously (Cici Marantika, 2019; Halimah, 2019).

Although reading is essential for life and is a significant aspect of learning, this is inversely proportional to the conditions in the field. It is evidenced by several studies that aim to discover students' reading interests where they are still relatively low (Ni'matuzahroh, 2015; Sudiana, 2020; Windrawati et al., 2020). Students' reading interest still tends to be low, requiring educators to be more creative in teaching students about reading habits (Sukma & Haryadi, 2016; Widyaningrum & Hasanudin, 2019). Meanwhile, other research states that the low level of interest in reading residual is caused by several factors, one of which is the emergence of the latest information tools or media caused by technological advances (Hermansyah et al., 2019; Widyawati et al., 2020). This new media, for example, audio-visual media, encourages students to be more interested in the media than reading information through ordinary books without pictures. In addition, in 2011, UNESCO published the results of a survey of the reading culture of the population in ASEAN countries. It states that the reading culture in Indonesia is at the lowest rank with a value of 0.001 (Saepudin, 2015; Tahmidaten & Krismanto, 2020). It means that out of around a thousand people in Indonesia, only one has a reading culture. Based on the needs analysis results in grade II SD No. 4 Bena, the reading level of students is still relatively low because there are no pictures in the book. The lack of interest in reading is caused by students' boredom in listening to learning. Although in elementary school, many books are provided to support reading habits, many students are not interested in reading because they are bored with seeing so much writing. For example, Indonesian class II elementary school lessons on fable material, as we know that fables are stories with characters played by animals. In this fable material, students tend to find it difficult to imagine the events in the story, even though the fable contains a lot of advice and advice. However, because students cannot imagine the contents of the story, students understanding will not be optimal.

The solution to these problems is to develop media that can increase students' reading enthusiasm. Good learning media can help improve student learning (Estiani et al., 2015; Kurniawan & Saragih, 2016; Shophia & Mulyaningrum, 2017). Fable material can be displayed through various media, including comics. A fable is a form of folk literature that is very popular among the public, including children to adults (Juanda, 2019; Widayanti et al., 2019). Every nation in this world has an animal story. For example, the Malays have almost the same story, namely the story of the mouse deer. Comics have become a favorite reading material in various circles from adults, including children. It is due to the colorful and attractive design and full of illustrated illustrations. Comics are print media that can be developed as an alternative learning media (Darmayanti & Abadi, 2021; Febriyandani & Kowiyah, 2021; Suwarti et al., 2020). Comics have a meaning as a form of a cartoon that describes characters, provides a story in sequence, and relates to images that are then designed to entertain readers (N. Hidayah & Ulva, 2017; Ruiyat et al., 2019b; Wicaksono et al., 2018). Comics are also an exciting learning media tool for children. Comics also mean works of art in the form of panels with pictures arranged according to the storyline, which contains a dialogue between characters through word balloons (Azizul et al., 2020; Ikhwatul Mujahadah et al., 2021).

Previous studies on comic development have been carried out (Ambaryani, 2017; P. Handayani & Koeswati, 2020; T. Handayani, 2021; I. Mujahadah et al., 2021; Nuraeni & Habibi, 2021). Previous research findings also stated that comics media increased students' reading interest (T. Handayani, 2021). The findings of previous studies also stated that comics media were suitable for use in learning (Azizul et al., 2020; Ikhwatul Mujahadah et al., 2021; Pinatih et al., 2021). From the results of field observations and similar research studies, it can be said that comics are illustrated media that can be used as learning media to

increase students' reading interest. No study on comics media learning fable stories for second-grade elementary school students. Therefore, researchers are interested in developing learning media in the form of comics to increase interest in reading second-grade elementary school students at SD No. 04 Benoa with the topic of fable stories. The purpose of this research is to create comic media in the learning of fable stories for second-grade elementary school students. It is hoped that the comic media in learning fable stories for grade II elementary school students can increase students' interest in reading.

2. METHODS

This study aims to design a comic as a medium of learning for second-grade elementary school students in fable stories. The type of research used is development research. A product development that is made, of course, needs to be tested before being used in the world of education. This media development utilizes the ADDIE model, which is divided into five steps: analysis, design, development, implementation, and evaluation (Wulandari et al., 2020). At the analysis stage, an analysis of the gaps that arise in the research area is carried out and then analyzes the necessary needs according to field conditions. Then, the story script was written, and drew sketches during the design process. During the development stage, the researcher designed the cover and product content as well as comic printing for later validation tests with experts. At the implementation stage, the comics that have been made will be read by three people than the final stage, namely the evaluation of the implementation results. The methods used in collecting data are observation and questionnaires. The instrument used in collecting data is a questionnaire referring to the Likert scale and validated. The products that have been made are validated by material experts and learning media design experts. The technique used to analyze the data is descriptive quantitative by calculating the feasibility of the media from material and media experts. The criteria for testing the validity of the designed learning media are described in Table 1.

Table 1. Product Eligibility Criteria Based On Media Experts And Learning Design Experts

No	Percentage Rate	Qualification	explanation
1	85,01% -100,00%	Very good	Very worthy / very valid
2	70,01% -85,00%	Well	Eligible/valid
3	50,01% -70,00%	Pretty good	Fair enough / not valid
4	01,00% -50,00%	Not good	Invalid/invalid

3. RESULTS AND DISCUSSION

Results

Based on the method used, this study has several results. Because this research utilizes the ADDIE model, which includes analysis, design, development, implementation, and product evaluation, the first thing to do is analyze. The analysis was carried out through observation and interviews at the research site, SD No.4 Benoa. The analysis consists of needs and gap analysis. Based on the needs analysis results, it can be seen that there are no learning media other than textbooks used by teachers during learning Indonesian, especially with fable material. So that students still have difficulty understanding the fabled material taught in class. It is related to the intrinsic elements in the story. Referring to the results of the needs analysis that has been carried out, the design of comics can be continued to the design stage because the results of the analysis show that the development of learning media in the

form of comics needs to be carried out in order to facilitate learning media for fable stories for grade II elementary school students.

At the design stage, often known as design, three processes should be carried out properly, including the data collection stage, making the cover design and comic content, and comic printing. The initial step from the design stage of this learning media is the data collection stage. This data is needed in making comic content, including fable material that was previously determined at the analysis stage, namely analyzing the intrinsic elements in a story. This material is from the lesson plans for class II SD regarding fables that appear in even semester learning. Then, this fable material is used as material in the comics that are developed. The story script is made in Microsoft Office Word. The story script is written in detail related to the comic that is made to minimize typing errors when placing dialogue or script in the comic. The script is written in good Indonesian according to the comic's purpose, namely as a learning medium for second-grade elementary school students. Comic sketching is done manually by using a pencil on drawing paper. It is intended that the designs made are original and facilitate the design improvement process if there are still errors before moving on to the next stage, namely the execution of the design on the graphic design processing application. The initial sketch of the comic is presented in [Figure 1](#).

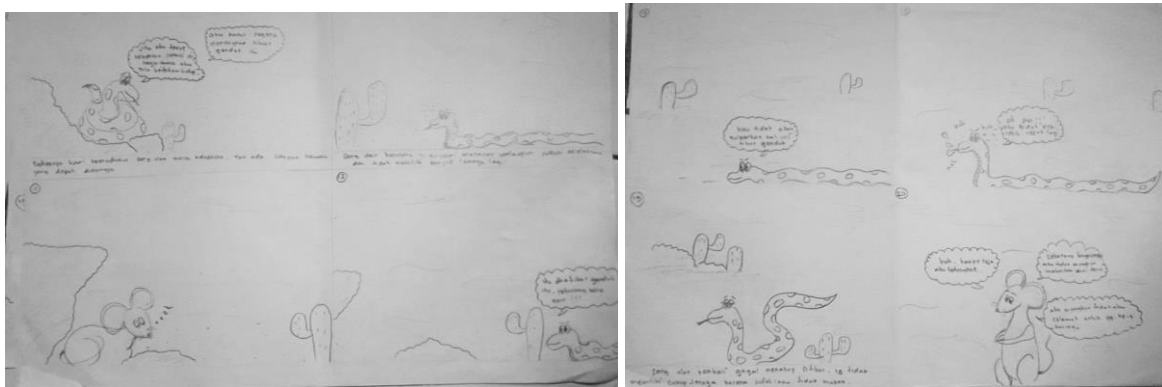


Figure 1. Initial Sketch

After the comic design is complete, the next step is the development stage. The results at the development stage consist of the results of the design of the content and the cover for the comic. The content and cover designs of the developed comics can be seen in [Figure 2](#). The design is made more likely to choose a slightly lighter color. It is due to the characteristics of elementary school students who prefer striking colors. So, with a design like the one above, it is hoped that students will be interested in reading fable stories contained in comics. After the sketch design is complete, the comic is printed on B5 size paper. At the implementation stage, the product that has been produced is then tested for validation by material and learning design experts and tested on two teachers and 3 Class II elementary school students. Based on the results of data analysis, the value of the validity test on material experts got a percentage of 86.00%, so it was declared very good and feasible. With these results, it can be stated according to the percentage criteria for product eligibility qualifications that the material contained in the comic is very good and can be applied as a learning medium for class II SD to attract students' interest in reading about the topic of fable stories. Meanwhile, in the second point, which shows the validation results from learning design experts, it can be seen that the value obtained in the feasibility test results is 90.00% (very good). These results prove that the comics that have been compiled and designed using the ADDIE model from the media design aspect have been very feasible and well utilized and can be implemented for elementary school levels, mainly grade II.

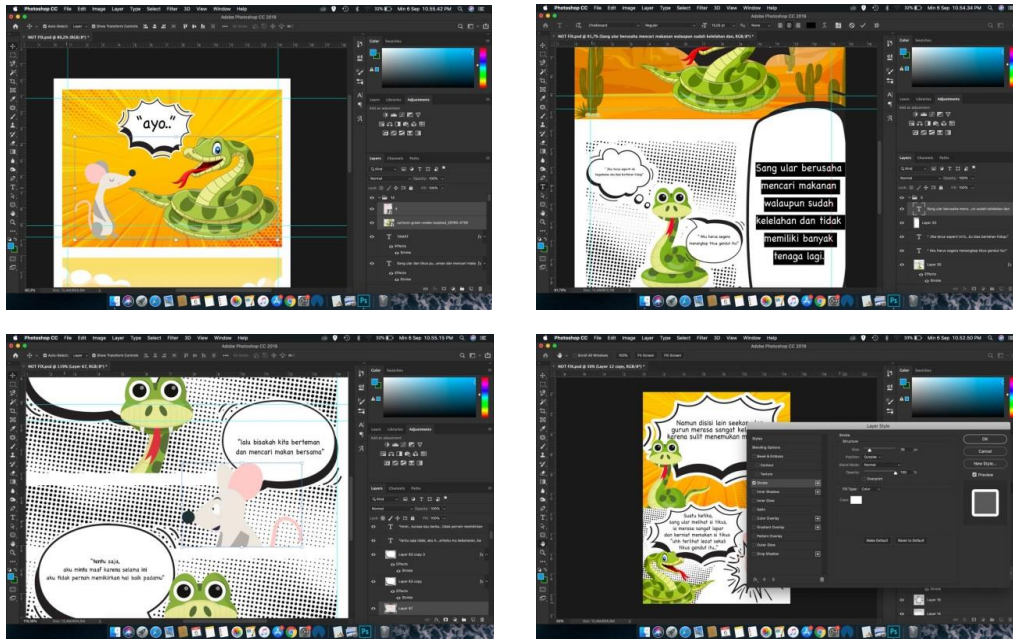


Figure 2. Fable Comic Design

The results that have been obtained above refer to comics which were initially improved based on several suggestions from related experts. So, based on the results of the media trial, it can be concluded that this comic media product is feasible to be tested on teachers and elementary schools as a learning medium that supports increasing students' reading interest. After the comic development product has been declared feasible in terms of material and learning design, a product trial is carried out on users, namely teachers and students. It serves to find out the level of effectiveness of using the product from the responses received by teachers and students. The data analysis showed that the percentage results of 2 teachers were then averaged to get a percentage of 89% (very good). These results prove that the school teachers' response to the printed comics is very good, and the implementation of the use of this media is good at the elementary school level. The scores of 5 grade II students are averaged to get a percentage gain of 90.40% (very good).

The final step of developing this comic is the evaluation or review stage. From the results of implementing this media, it is still necessary to evaluate comics related to the input and comments given by the subjects who have tried to use the media. Based on all the suggestions given, the product that has been made is revised again, namely through efforts to change the color of the cover and some objects in the comic design that are too flashy. From the results of the questionnaire given to the validator and the response to the product from the test subjects, it is known that the comics made to attract the reading interest of second-grade students are very suitable for use in elementary schools.

Discussion

Based on the results of data analysis, it proves that comics that have been compiled and designed using the ADDIE model from the aspect of media design have been very feasible and well utilized and can be implemented for elementary school levels, mainly grade II. Comics are suitable for use in learning due to several factors. First, the comics used are suitable because they are designed as attractive as possible to make it easier for students to learn. The material in this comic consists of the intrinsic elements of the story contained in the Thematic book for grade II elementary school students, curriculum 2013 revision 2017. Comics are a visual medium that functions to convey information in a simple and easy-to-

understand manner. It is in line with research that reveals that comics are visual communication media in the form of attractive images to deliver information, ideas, and messages (Laksono et al., 2016; Ruiyat et al., 2019a; Setyaningsih, 2019; Sudarma et al., 2020). So in simple terms, it can be said that comics are illustrated media that are arranged systematically according to the storyline to convey messages from characters or characters. This makes it easy for students to learn (Angga et al., 2020; Elly Sukmanasa et al., 2017; Wicaksana et al., 2019).

Second, the comics used are appropriate because they increase students' interest in reading. The material design is designed as well as possible with varied and striking colors to increase the reading interest of elementary school students in reading the story. The findings of previous studies also state that color suitability and color variations can increase students' enthusiasm and interest in learning (Astutik et al., 2021; Saputri & Estiastuti, 2018; Saputro & Soeharto, 2015). Several elements make up comics: opening page, content page, comic cover, splash page, and double spread page. The opening page includes several things, such as the title of the series or story, credits, and copyright information. There are closed and open panels and narration contained in word balloons on the content page. While the comic cover usually contains the publisher's name, serial, and volume number. The splash page contains the title, creator, and illustrator. Meanwhile, the double-spread page section includes various panels that can give an interesting impression to the comics. It causes students to have high reading interest because of the exciting elements of comic formation (Aeni & Yusupa, 2018; Y. F. Hidayah et al., 2017; Rohmanurmeta & Dewi, 2019).

Third, the comics used are appropriate because they teach morals to students. Comics are not just entertainment media, but comics can also be a medium for educating and teaching students insight and morals (E. Sukmanasa et al., 2017; Wahyudin et al., 2020). The use of comics can help the learning process become more optimal. It is because comics provide some very good benefits. Comics in learning provides a detailed and fun literacy atmosphere so that children are accustomed to reading; and reduce boredom in learning (Rahmawati, 2018; Suparmi, 2018). Reading at least one comic a month can improve students' vocabulary mastery much more than students who do not like comics. In addition, comics have various characteristics, namely: 1) comics consist of serialized stories; 2) entertaining nature; contain stories related to the surrounding environment; the stories contained are described interestingly and concisely, and the design is more focused on color to make it look alive (Subroto et al., 2020; Suwanti et al., 2020).

The findings of previous studies also state that learning comics can create a different learning atmosphere (Laksmi & Suniasih, 2021; Lesmono et al., 2018). Other findings also state that comics can improve student learning outcomes (Abdurrohim et al., 2020; Harmawati et al., 2020; Reis et al., 2021). It was concluded that comics could improve students' vocabulary mastery and interest in reading to improve student learning outcomes. This research which aims to develop learning media in the form of comics, has implications for several aspects. Among them is learning Indonesian, especially reading skills. Using this comic indirectly trains students to read fluently. In addition, this research also has implications for understanding stories using attractive and colorful designs. This comic can make it easier for students to recognize each character and atmosphere in the story.

4. CONCLUSION

Based on the results of data analysis, it can be concluded that the comics developed have received very good and proper qualifications from experts, teachers, and students. It was concluded that the comic media developed was suitable for increasing the reading interest of second-grade elementary school students in Benoa. This media can be used as an alternative learning tool that attracts reading interest.

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