Edutainment-Based Comic Media to Improve Skills in Writing Historical Narrative Information

Efeline Nuzula Az Zahra[1]*, Panca Dewi Purwati[2], Trimurtini[3] (iD)

[1,2,3] Pendidikan Guru Sekolah Dasar, Universitas Negeri Semarang, Semarang, Indonesia.

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ABSTRAK

Masih banyak siswa dengan keterampilan menulis yang rendah, dikarenakan kurangnya pengetahuan siswa mengenai menulis. Penelitian ini bertujuan untuk mengembangkan media pembelajaran komik berbasis edutainment untuk meningkatkan keterampilan menulis informasi narasi sejarah kelas V SD. Jenis penelitian ini ialah penelitian pengembangan dengan menggunakan model Borg and Gall. Subjek penelitian ini yaitu satu ahli materi pembelajaran dan satu ahli media pembelajaran. Subjek uji coba penelitian ini adalah siswa kelas V sebanyak 6 siswa kelas 5B sebagai uji coba skala kecil dan sebanyak 25 siswa kelas 5A sebagai uji coba skala besar. Metode pengumpulan data menggunakan observasi, wawancara, kuesioner, dokumentasi, dan tes. Instrumen penelitian yang digunakan adalah kuesioner dan soal tes. Data dianalisis dengan teknik analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan validasi media pembelajaran oleh ahli bidang materi sebesar 94% dengan kriteria sangat layak dan ahli bidang media sebesar 82,5% dengan kriteria layak. Efektifitas media pembelajaran komik berbasis edutainment yaitu peningkatan rata-rata nilai pretest dan postest siswa pada aspek keterampilan sebesar 0,40 dengan kategori "sedang". Hasil angket serta tanggapan guru dan siswa memperoleh kriteria sangat layak. Dapat disimpulkan bahwa, media komik dengan inovasi edutainment mampu meningkatkan hasil belajar siswa dalam aspek keterampilan dan layak digunakan sebagai media penunjang proses pembelajaran di sekolah dasar. Penelitian ini berimplikasi pada peningkatan kualitas layanan guru dalam mengajar dan peningkatan hasil belajar Bahasa Indonesia SD melalui pengembangan media ajar yang baik.

ABSTRAK

Many students still struggle with low writing skills due to a lack of knowledge about writing. This research aims to develop edutainment-based comic learning media to improve historical narrative writing skills for fifth-grade elementary students. This type of research is development research using the Borg and Gall model and involves one expert in learning materials and one in learning media. The study's test subjects were 6 students from class 5B for a small-scale test and 25 students from class 5A for a large-scale test. Data collection methods included observation, interviews, questionnaires, documentation, and tests. The instruments used were questionnaires and test questions. Data were analyzed using qualitative and quantitative descriptive analysis techniques. The results showed that learning media validation by material experts scored 94% (very feasible) and by media experts scored 82.5% (feasible). The effectiveness of edutainment-based comic learning media was evident with an increase in the average student pretest and posttest scores in the skills aspect by 0.40, categorized as "medium." The questionnaire results and responses from teachers and students indicated that the media were very appropriate. In conclusion, comic media with edutainment innovation significantly improves student learning outcomes in writing skills and is suitable for use in elementary schools. This research has implications for enhancing the quality of teaching services and improving Indonesian language learning outcomes in elementary schools through the development of effective teaching media.

*Corresponding author.
E-mail addresses: efelinenuzulaazzahra9c@email.com (Efeline Nuzula Az Zahra)

1. INTRODUCTION

Language is a tool in communication that is used every day. Language and communication have an inseparable relationship, because language is used as a communication tool to express one's thoughts and feelings to other people (Yuniati & Rohmadheny, 2020; Permatasari et al., 2019). Language has an important role in the learning process. Language as a means of communication between teachers and students and between one student and another (Handika et al., 2019; Yulsyofriend et al., 2019). Language skills are the main benchmark for students in studying language learning. Language skills have four components, namely 1) listening skills; 2) speaking skills; 3) reading skills (reading skills); and 4) writing skills (Mulyadi & Wikanengsih, 2022; Tarigan, 2021; Mulyaningtyas, 2019). Writing skills are the ability to express an idea, opinion or feeling through written language (Qiu & Lee, 2020; Moses & Mohamad, 2019).Writing skills are skills that some people consider to be the most difficult skills for students to master compared to other language skills (Qiu & Lee, 2020; Moses & Mohamad, 2019; Süğümlü et al., 2019; Hartanti & Yuniarsih, 2018).Writing skills are a process of growth through lots of practice. Writing skills cannot be obtained by just studying grammar and studying writing theory, let alone just memorizing the definitions of terms contained in the field of composing. Writing skills are a productive activity. Writing helps someone express their thoughts and ideas into written language (Hidayah et al., 2020; Delfi & Zulhendri, 2019). One way to improve students' writing skills is by writing narratives.

Narrative is a story that presents events and is arranged sequentially according to time. This story is based on a sequence or (a series of) incidents or incidents (Hadi & Irfansyah, 2022; Hidayah et al., 2020). In this incident there is a character or (several characters) and this character experiencing or facing a or (series of) conflicts or disputes. These events, characters and conflicts are the main elements of a narrative, and all three together can also be called a plot (Hadi & Irfansyah, 2022; Widyastuti, 2021; Hidayah et al., 2020; Mayawati et al., 2014). Narrative text is text that presents an essay that is arranged coherently according to time. Narrative writing activities can help improve students' writing skills. This is also supported by previous research findings which state that students' writing skills can improve if they are always trained, one way is by writing narratives (Widyastuti, 2021; Triaji et al., 2019). But in reality, many students still lack writing skills. Previous research findings also confirmed that students' writing skills were still low due to students' lack of knowledge about writing (Hidayah et al., 2020; Delfi & Zulhendri, 2019; Dewi et al., 2016).Other research findings also state that the low writing skills of students are caused by monotonous learning activities or a lack of learning media that can facilitate students in learning (Marizal & Hafrison, 2020; Wahyuni & Thahar, 2020; Artini, 2019).

Based on the results of interviews with class V teachers at SDN Wonosari 02 Semarang, it is known that students' ability to write important historical narrative information is still very lacking. This is because the teacher has not used interesting media. Students' low interest in reading also causes them to have difficulty putting together words and sentences. Some of the problems experienced by these students make them less skilled at writing. Reading and writing essays is one of the competencies that children, especially grade V elementary school students, must have. But unfortunately, not all individuals are interested in literature, especially writing skills. Based on these problems, there is one wayTo improve students' writing skills, namely by developing fun learning media. Fun learning media makes students interested in the process of understanding historical stories, then being able to write historical narratives in their own language. Previous research findings also reveal that appropriate learning media can improve students' writing skills (Mulyani & Syahrul, 2020; Putrianti et al., 2020; Ntobuo et al., 2018). One learning media that can be used to improve students' writing skills is edutainment-based comic media.

Comics are images with an interesting plot, simple but clear, and make it easier for students to understand the material (Udayani et al., 2021; Murti, 2020; Fatimah et al., 2019; Yulian, 2018). The use of comics can increase students' interest in reading. The choice of comics was based on the fact that comics are very popular with students, are able to increase students' understanding and memory of the material, and are able to foster interest in reading in students (Harmawati et al., 2020; Murti, 2020; Fatimah et al., 2019).The material in comics is presented through the formation of text and illustrations that support the explanation of the material. This is intended to make it easier for students to understand the material.

Edutainment is a learning process designed so that educational and entertainment content can be combined harmoniously to create enjoyable learning (Pratama et al., 2020; Pratiwi et al., 2018). Edutainment is a combination of the words education and entertainment. Several previous research results show that learning using comic media in presenting teaching materials contains strong visuals and stories, so that it can increase the effectiveness of student learning outcomes (Supartayasa & Wibawa, 2022; Ariesta & Kusumayati, 2018; Ambaryani & Airlanda, 2017).

Other findings also reveal that comic-based learning media can overcome students' boredom while studying (Megantari et al., 2021; Harmawati et al., 2020; Murti, 2020; Wicaksana et al., 2019; Fatimah et al.,

2019). Based on this, it can be seen that comics can be used as a learning medium that can improve students' writing skills. However, there have been no studies or research that discuss edutainment-based comic media in improving elementary school students' writing skills.

This research aims to develop edutainment-based comic learning media to improve skills in writing historical narrative information for fifth grade elementary school. The novelty of this research is the use of a comic format with edutainment methods as a learning medium which is expected to improve skills in writing historical narrative information. It is hoped that the resulting learning media can optimize student motivation in learning. Apart from that, it is also hoped that it can convey a new color to learning as a result of which motivation will arise in students to learn using comic media. The comic media that the researchers developed is equipped with prologue text, dialogue text and illustration images.

2. METHOD

This research is a type of Research and Development (RnD) research. The procedure used in the research refers to the Borg and Gall model which has been modified by Sugiyono which consists of ten steps, namely potential and problems, data collection, product design, design validation, design revision, initial trial, product revision, usage trial, product revision and mass production. However, this research will be carried out up to the eighth stage. This research was carried out at SD Negeri Wonosari 02 Semarang. The subjects of this research were 1 learning materials expert and 1 learning media expert. The test subjects for this research were class V students at SDN Wonosari 02 Semarang, 6 students from class 5B as a small-scale trial and 25 students from class 5A as a large-scale trial. Data collection methods in this research are observation, interviews, questionnaires, documentation, and tests. Observations and interviews were carried out to find out the problems that occurred in the field. Questionnaires are used to determine product validity. Meanwhile, the test is used to measure the success of edutainment-based comic learning media on students' narrative writing skills. The instruments used to collect data were questionnaires and test questions. The instrument grid is presented in Table 1 and Table 2.

Table 1. The Learning Material Expert Instrument Grid

No	Aspect	Indicator
1	Quality of content and purpose	1. Accuracy
		2. Interest
		3. Completeness
		4. Suitability
2	Instructional quality	1. Opportunity to learn
		2. Impact on teachers and teaching
3	Content	1. Relevant

Source : Sungkono et al., (2022) with modifications

Table 2. The Learning Media Expert Instrument Grid

No	Aspect	Indicator
1	Technical quality	1. Legibility
		2. Convenience
		3. Qualityviews/impressions
		4. Quality of answer handler
2	Interface design	1. Visibility
		2. Natural and logical
		3. Controls
		4. Consistency
		5. Easy to recognize
		6. Flexible
		7. Efficient
3	Content	1. Relevant

Source : Suarthama (2016) with modifications

The instrument developed will go through a validity and reliability testing stage in an effort to maximize the quality of the measuring instrument and minimize errors in taking measurements. Instrument validity testing was carried out using the Product Moment Correlation technique. Meanwhile, the reliability test of the reliability instrument uses the Cronbach's Alpha Technique. The data that has been collected

through this instrument will be analyzed using data analysis techniques, namely qualitative and quantitative descriptive analysis.

Qualitative data in the form of suggestions or input provided by media experts, material experts, teachers and students are analyzed descriptively, then concluded as input for improving or revising the products that have been developed. Quantitative data can be in the form of an increase in the average learning outcomes for narrative writing ability which can be calculated using the N-Gain test. The N-Gain test was carried out to calculate the difference between posttest and pretest scores. N-gain can show an increase in learning outcomes in the ability to write narratives after using children's story comic media and to determine the effectiveness of a particular treatment. The results of these calculations are then categorized according to the criteria presented in Table 3.

Table 3. The Gain Index Interpretation

Gain Index	Criteria
N-gain ≥ 0.7	Tall
0.7 ≤ N-gain < 0.3	Currently
N-gain < 0.3	Low

Source : Hanim, (2018) with modifications

3. RESULT AND DISCUSSION

Results

This research refers to the Borg and Gall model which has been modified by Sugiyono which consists of ten stages. The first stage is potential and problems. Based on the identification that has been carried out, there are several problems that occur. The first problem is the lack of media used in learning Indonesian. Teachers tend to use student books without other media when providing material. The second problem is that the grades of class V students in the Indonesian language subject are not yet optimal. These two problems are the basis of this research. The second stage is data collection. After identifying, obtaining information on existing problems and potential, data collection is then carried out to solve the problem. Edutainment-based comic media was developed which was adapted to the results of the analysis of student and teacher needs questionnaires. Based on the teacher needs questionnaire, it was described that students did not like learning Indonesian, especially the material for writing historical narrative information. Students are also not yet active in learning Indonesian. Teachers believe that edutainment-based comic media is needed in Indonesian language learning so that it can help students achieve learning goals.

Based on the student needs questionnaire, it can be concluded as much14 students do not like reading, 9 students say they like learning to write, 22 students often do writing activities at school, 18 students say they have experienced difficulties in learning to write narratives, 20 students take a long time to write, 14 students can sometimes understand good vocabulary, 29 students stated that they were able to write short words and sentences, and all students stated that there was no learning media in narrative writing material. A total of 21 students stated that the number of edutainment comic media displays could be adjusted, 16 students stated that the font size for edutainment comic media was medium, 10 students stated that the materials used in making edutainment comics could be adjusted, 20 students stated that the colors in edutainment comics were bright, and 10 students stated that the material What is displayed in edutainment comics is short material.

The third stage is product design. Researcherstarted designing edutainment-based comic learning media using clip studio paint on material for writing historical narrative information for class V elementary school. This design is still conceptual and will underlie the next development process. The initial design for the edutainment comic contained 20 pages which contained a cover, foreword, table of contents, objectives, short material about historical narratives, skills evaluation sheet, bibliography, and closing cover. Next, the initial design of this edutainment comic will enter the validation and revision stage to get maximum results. The product design results are presented in Figure 1.

Figure 1. The Edutainment Comic Design

The fourth stage is media design validation. Based on the media expert's assessment, it can be seen that the overall score for edutainment-based comics is 33 out of 40. In percentage form, the overall score is 82.5%, which is included in the appropriate criteria. Based on the assessment of material experts, it can be seen that the overall value of edutainment-based comic media is 49 out of 52 or in the form of a percentage of 94% which is included in the very feasible criteria. The fifth stage is media design revision. Researchers improve the design of edutainment-based comics with reference to suggestions from expert validators. Suggestions for improvements given by media experts to edutainment-based comic media are: 1) changing the cover, 2) adding KI and KD to the media, 3) changing the page writing order in the Goa Kreo comic, 4) adding the author's profile at the end of the comic. Suggestions for improvements given by material experts regarding edutainment-based comic media are: 1) adding some material about the characteristics of narrative texts which are presented briefly, clearly and easily understood, 2) the design of Adiksimba is changed to make it clearer, 3) commands/questions are placed at the top , 4) a column has been made for each intrinsic element to make it more interesting and easier to understand, 5) a skills evaluation rubric has been added, 6) the source material has been included in the bibliography.

The sixth stage is the results of media product trials (small scale). Samples from the small-scale trial stage were carried out on class V students at SDN Wonosari 2 Semarang. At this stage, sampling was carried out by selecting students based on different intellectual levels, namely 6 students divided into 2 students at high intellectual level, 2 students at medium intellectual level, and 2 students at low intellectual level. The student response questionnaire obtained during the small-scale test obtained a score of 58 out of 60, or in the form of a percentage of 96.6% with very adequate criteria. Based on the results of data processing, the average score before using edutainment-based comic media was 67.5. Furthermore, the average score after using edutainment-based comic media was 83.3. Thus, the use of edutainment-based comic media in the small group test was declared successful.

The seventh stage is product revision (the results of edutainment-based comic media products). At this stage, the edutainment-based comic media product has received final results after going through revisions from media experts, material experts, small-scale trials on 6 grade 5 students at SDN Wonosari 2 Semarang, as well as comments and suggestions from teachers at SDN Wonosari 2 Semarang. The final result of the edutainment comic after revision was 26 pages which contained a cover with a new design, foreword that was easier to understand, table of contents, core competencies and basic competencies, objectives, more complete historical narrative material, skills evaluation sheet, assessment rubric , bibliography, author profile, and cover with a new design. This revised edutainment comic will later be used as learning media for large-scale trials.

The eighth stage is the results of product trials (large scale). Edutainment-based comic media that has been validated and revised by material experts and language experts, and received input from students and teachers during small-scale trials, then entered the large-scale trial stage. Product trials were carried out on class V students at SDN Wonosari 02 Semarang. The data taken in the trial period for using edutainment-based comics is the value of Indonesian in the material for writing historical narrative information obtained from the pretest and posttest using edutainment-based comic media. Based on the results of data processing, the KKM for the Indonesian language lesson content set at SDN Wonosari 02 Semarang is 70. The average score before using edutainment-based comic media is 66.6 and the average score after using edutainment-based comic media is 80.4. Therefore, the use of edutainment-based comics

in a large-scale test was declared successful.

In the large-scale trial, researchers gave student and teacher response questionnaires to determine the practicality of the edutainment-based comic media being developed. The student response questionnaire obtained during the large-scale test obtained a score of 219 out of 250, or in the form of a percentage of 87.6% with very adequate criteria. The results of the teacher response questionnaire assessment obtained a score of 9 out of 10 or in percentage form it was 90% and was included in the very appropriate category. To determine the effectiveness of using edutainment-based comic media, an N-Gain test was carried out with the results presented in Table 4.

Table 4. The N-Gain Test Results

	Average		Gains	N-Gain	Criteria
	Pretest	Posttest			
Small group	67.50	83.33	15.83	0.49	Currently
Big group	66.60	80.40	13.80	0.40	Currently

Based on the calculations in Table 4, the N-gain value in the small-scale test was obtained with an N-gain value of 0.49 indicating medium criteria. Meanwhile, on a large scale, the N-gain value of 0.40 indicates medium criteria. So it was concluded that there was an average increase (gain) in small-scale and large-scale trials which showed that edutainment-based comic media could improve Indonesian language learning outcomes on the material of exploring historical narrative information for class V SDN Wonosari 02 Semarang.

Discussion

The results of data analysis show that edutainment-based comic media in the material for writing historical narrative information for class V elementary school received very good qualifications so it is suitable for use in learning. Edutainment-based comic media in material for writing historical narrative information for class V elementary school is suitable for use in learning due to several factors, namely as follows. The first factor, edutainment-based comic media is suitable for use because it makes it easier for students to learn. The development design is made based on a questionnaire of teacher and student needs so that the product produced is appropriate. The use of comics that have been developed is very helpful in the learning delivery process. This was also revealed by previous research findings which stated that using comics as a learning medium can make it easier for students to learn (Febriyandani & Kowiyah, 2021; Pinatih & Putra, 2021). Media must be designed and developed deliberately to suit student needs and learning objectives (Astutik & Suprijono, 2021; Handayani, 2021). Appropriate media is used to convey information containing learning messages so that students can construct knowledge effectively and efficiently (Febriyandani & Kowiyah, 2021; Saputri, 2018).This is what causes edutainment-based comic media to make it easier for students to learn.

The second factor, edutainment-based comic media is suitable for use because it improves student learning outcomes. Edutainment-based comic media is able to stimulate students to be independent in understanding the material. Apart from that, comic media creates interesting and fun learning (Febriyandani & Kowiyah, 2021; Megantari et al., 2021; Saputri, 2018). Edutainment-based comic media is a simple medium because students can understand the material by reading one piece of media. Students can also read comics containing historical stories, as well as work on skills evaluation questions. Apart from that, the media that has been created is also combined with an edutainment learning model which increases students' enthusiasm and interest in learning. Through comic media, students are able to understand the material, so they can improve student learning outcomes (Harmawati et al., 2020; Murti, 2020; Fatimah et al., 2019). The role of learning media is as a tool to facilitate the learning process. This is why learning activities with the help of media can have learning quality compared to learning without media.

The third factor, edutainment-based comic media is suitable for use because it motivates students to learn. Comic media also utilizes the edutainment learning model which can increase students' enthusiasm for learning. Apart from that, the material presented using edutainment-based comic media can increase students' motivation and knowledge. This is in line with previous research which states that comic media makes students more active and motivated to learn (Azizul et al., 2020; Saputri, 2018).

Comic media as a learning resource can be used independently by students (Angga, et al., 2020; Handayani, 2021). Apart from that, comics are designed systematically so that they can channel information in a directed manner to achieve predetermined learning objectives. Material must be designed more systematically and psychologically from the perspective of learning principles in order to provide effective instruction (Febriyandani & Kowiyah, 2021; Saputri, 2018). Besides being fun, learning media must be able

to provide learning experiences and meet students' individual needs.

Previous research findings also confirm thisthat, the use of comics can increase a pleasant learning atmosphere (Astutik & Suprijono, 2021; Saputri, 2018). Other research also states that the advantage of comic media is that the way it is presented contains strong visual and story elements so that it motivates student learning (Mulyati, Kusumadewi, & Ulia, 2021; Wicaksana et al., 2019).The visualized expression makes the reader emotionally involved, thus making the reader continue reading until the end. Apart from that, comics also use pictures that can explain the words of the story. The use of attractive and bright colors in comics can motivate students to read them.

The novelty of using the comic format with edutainment methods as a learning medium has been proven to be able to improve student learning outcomes in the skills aspect and is suitable for use as a medium to support the learning process in elementary schools. This research has implications for improving the quality of teacher services in teaching and improving elementary Indonesian language learning outcomes through the development of good teaching media. The limitation of this research is that the media developed does not yet have an electronic version that can be used via cellphone. Future research is expected to be able to develop edutainment comic teaching media in the form of applications that can be used flexibly anywhere and at any time.

4.　CONCLUSION

The edutainment-based comic media that was developed received very decent qualifications from learning media experts and learning material experts. The results of the questionnaire as well as the responses of teachers and students to the learning media developed obtained very appropriate criteria. The average score results after using edutainment-based comic media also increased. Therefore, it can be concluded that the edutainment-based comic media innovation that has been developed has been proven to improve the skills of writing historical narratives for class V elementary schools.

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