



Development of Digital Based Comic Media for Primary V-Class Student Learning

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Abstract

The purpose of this study was to improve Temarik learning in Class V Elementary Schools by using digital-based comic learning media. The method used is descriptive qualitative. The sampling technique used is random. The research subjects were 30 grade V students of SD Negeri Penggung I in Cirebon City. The instruments used in this study were questionnaires and interview sheets. The results showed that the development of digital-based comic media was needed, especially to support the learning of Pancasila and Civics Education and Social Studies content which tended to be abstract, especially material on the socio-cultural diversity of society. Comic products that are planned to be developed will be disseminated through digital media and printed with a scanned QR code so that they can be connected to the gadget.

Keywords: *Digital Comic; Social Learning; Elementary School*

Introduction

One of the processes of realizing quality education is by carrying out effective and modern learning activities in this era of industrial revolution 4.0. The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students but how an effective learning process can provide good understanding, intelligence, persistence, opportunity, and quality and can provide behavior change and apply it in their lives (Sari et al., 2020). Meanwhile, the era of the industrial revolution 4.0 demands education in a more sophisticated direction by using IT excellence by focusing on Digital Literacy, 21st-century skills, and learning (Setiawan & Iasha, 2020; Sudrajat et al., 2021).

With learning, teachers have a very large role and responsibility to help students in actualizing their learning components both in terms of cognitive, affective, and psychomotor (Krathwohl & Anderson, 2009). Because in essence learning activities are a communication process, the process of

delivering messages so must be created through delivery activities, exchanging messages and information between teachers and students (Yetti et al., 2021). Observing this, so that there is no misunderstanding in the communication process, it is necessary to use media facilities that can help the communication process called media (Zein, 2016). The media is a tool for conveying material messages in learning activities.

Many studies discuss learning media, but there is still very little media development through comics, besides that strengthening of character education has not been widely applied in the development of comics as a learning medium, so it is a very interesting topic to study. Some research results suggest that learning using comic media in its presentation of teaching material contains strong visual and story elements so that it can increase the effectiveness of student learning outcomes (Affeldt, Meinhart & Eilks, 2018; Azman, Zaibon & Shiratuddin, 2016). Furthermore, Schneider & Cannon (2019) in their research suggested that comic-based learning media can overcome boredom in learning. Meanwhile, Suryatin & Sugiman (2019) stated that learning comics was proven to be able to increase student's interest in reading so that in the end they were able to improve student learning outcomes. On this basis, researchers are trying to find new experiments by making comic media in digital and printed forms that are adapted to the 2013 curriculum and / the emergency curriculum in Indonesia so that they can assist teachers in carrying out thematic learning activities, improve student learning outcomes, student interest and carry out strengthening character education activities. inside it.

A journal article by Alwi (2017: 150) also states that media development carried out by teachers is still not optimal. Because in general teachers only use simple media such as textbooks and pictures. There is still no such thing as more creative use of media. This is because the teacher's ability to use the media is still lacking. And the availability of media in schools for a lesson is not sufficient.

The teacher's lack of maximum in utilizing learning media will have an impact on the results of the teaching and learning process itself (Setiawan et al., 2020). If the teacher does not use learning media and only explains the material orally, the knowledge given to students will be abstract. This means that students will find it difficult to understand information or messages by the teacher if they only use verbal language. The statement according to Dale (in Sanjaya, 2012: 69) knowledge will be more abstract if it is only conveyed through verbal language.

The teacher's efforts in conveying information to students should use teaching aids that support the learning process, namely in the form of concrete virtual aids, namely in the form of picture books, animated videos, teaching aids, laboratories, and others. This is according to what Sadiman et al (2009: 6) stated that to convey learning messages from teachers to students, usually teachers use teaching aids in the form of pictures, models, or other tools that can provide concrete experience, motivation. learning, as well as enhancing the absorption and retention of learning (Rachamatika et al., 2021; Setiawan, 2015).

Based on the grade V student grade data at Elementary School of Penggung 1, Cirebon City, it shows that there are still many student scores that are below the Minimum Completeness Criteria standard of 70. According to the results of teacher interviews, this is due to the difficulty of finding supporting media for social studies subjects. so that additional learning media are needed in addition to the textbooks provided in schools.

In this pandemic era, digital media seems to be the latest weapon in the learning process, environmental conditions that force us not to be able to do our usual daily activities are not an excuse for not learning, the concept of learning is promoted by the Indonesian government to facilitate the educational process that must continue to run. It makes digital-based comics a breath of fresh air in implementing independent learning.

One of the learning media that can generate interest and innovation in student learning is comics. Comic media is a visual media that contains illustrated pictures with a coherent and clear story, making it easier for students to understand the content of the media. Along with technological developments,

especially in the digital world, comics are not only in print. Technology that has developed so rapidly has made digital media a new medium for producing and disseminating comics. Therefore, the development of digital comics is very suitable for the development of the millennial era or the current 21st century.

Based on the description above, to develop digital comic media for students, it is necessary to analyze the problems and needs of digital comic media that are by the development and abilities of students, especially in Elementary School of Penggung 1, Cirebon City.

Method

This type of research used in this research is descriptive qualitative research. The sampling technique used was random. This research is a small part of the Research and Development (R&D) design that plays a role in the research and development of digital comic media based on 21st-century learning and skills. The Dick and Carey research and development model was chosen because the product objectives developed were clear and were procedural and systematic, widely used in education, especially in the field of media development. The research method used is a model developed by Dick and Carey which includes the following 10 steps, namely: (1) Analysis of learning needs and objectives; (2) perform a learning analysis; (3) analyzing learners and the environment; (4) formulating performance objectives; (5) develop instruments; (6) develop learning strategies; (7) develop and select learning materials; (8) carry out formative evaluation; (9) conduct revision of learning; (10) design and carry out the summative evaluation.

The first stage carried out is presented in the form of problem analysis and needs for designing digital-based comic media based on the development and learning of the 21st century in elementary schools. The analysis was carried out at the Elementary School of Penggung 1 in Cirebon City. The instruments used in this study were written instruments through questionnaires and interviews with teachers and students.

Analysis of data on the problems of learning the content of Pancasila and Civics Education and Social Studies and the need for digital-based comic media is presented by discussing the overall results (1) processing and analyzing data based on a quantitative questionnaire/questionnaire pattern and (2) descriptive qualitative that is correlated with various theories from literature studies and other previous research.

Results

The results obtained from distributing questionnaires and interviews conducted to teachers and students are described as follows:

1. Information from Students

From questionnaires and interviews, it was found that 60% of students like social studies subjects and 40% of students like other subjects. This is because the social studies subject has too many stories/material that students have to memorize so that sometimes students forget about the names of characters, places, and certain dates.

Furthermore, 65% of students like social studies when the teacher explains with certain media such as maps, pictures, or videos. They tend to get bored if the learning process only takes place with stories without pictures (textbook).

According to 90% of students, they are always enthusiastic when carrying out project activities when they get assignments from the teacher, for example drawing a map. Besides, 10% of students prefer to do questions about the material in the textbook.

Next, 90% of students think that they like comic strips because the pictures are funny and interesting. A small proportion of students have read comics that are accessed via the internet so that they can be viewed on gadgets.

2. Information from the Teacher

From the results of the interview, it was found that: when the teaching and learning process of social studies subjects took place in schools, teachers did not always use the media to support learning. What is often used is the textbook provided at school. Sometimes teachers use media such as pictures, videos, or maps.

Besides, according to the fifth-grade teacher, history is a difficult subject. This is evidenced by the results of the Pretest which show that most students still do not meet the minimal point standards. If the student's score is still below the standard, the teacher usually remedies to improve the student's score.

Furthermore, teachers already understand the 21st-century skills that students must possess. To face the challenges of the 21st century, teachers use a variety of learning models and learning media that will train students' ability to think critically, be able to cooperate, be able to communicate, and be creative. For example, the teacher provides a project to solve a problem in a social studies subject. After that, students were asked in groups to solve the problem and make presentations.

The teacher stated that so far they had never used digital comic media, only the children had been asked to draw a simple comic that the students drew themselves and linked to the learning material. The only supporting media used so far are textbooks, pictures, or maps. Videos are also rare because it is difficult to find historical stories related to the subject matter.

The teacher argues that school facilities and infrastructure are sufficient for students to support student learning, for example, laboratories, computers, LCD projectors for each class. Each student is also allowed to bring a cellphone to be used outside class hours. For certain reasons, gadgets may be used during learning if it is related to material with teacher supervision.

Whenever teachers teach history material in social studies subjects, students tend to look unenthusiastic. The teacher wants learning media that supports the teaching and learning process of social studies subjects, especially historical material. With interesting pictures and simple stories, teachers expect students to be more enthusiastic in learning and get better learning outcomes. One of the historical materials which according to the teacher is quite difficult to understand is the socio-cultural diversity of the community.

Discussion

Based on the gaps found from distributing questionnaires and interviews, the following analysis was taken:

1. Most of the teachers and students are aware of the use of printed (visual) comic media but have not yet found comic media in digital form or comic media that can be used in gadgets. So far, comic media has been used only in print, so it is less effective to carry anywhere.
2. Digital comic media as an innovation in presenting 21st-century learning in the classroom. The development of digital-based comic media must consider the selection of story topics so that the message and objectives of learning can be conveyed.

According to Waluyanto (2005), the use of visual communication media is more than just a light pictorial story and can be applied as an educational aid and able to convey information effectively and efficiently. Comic learning media will be more optimal if it can be accessed through gadgets, so social studies learning media products based on digital comics will be developed. The digital comic that is planned to be developed is in printed form, but there is a barcode scan (QR code) so that it can be connected to the gadget.

3. Both teachers and students give opinions that social studies subjects, especially history. One of the materials in history was chosen to be developed, namely the National Event of Western Nations. This material was chosen because overall the concepts of this lesson are abstract to be conveyed to elementary school-age children, if presented in theory only, it is necessary to have a concrete presentation.

Comics are a form of reading in which students are expected to read without feeling forced/having to be persuaded (Nana Sudjana and Ahmad Rivai, 2005: 68). Besides, comic media can be interpreted as learning media packaged in the form of pictorial stories that can add clarity to concepts and can construct knowledge in students (Prastowo, 2012: 3).

Conclusion

From the results of the above analysis, it can be concluded that it is necessary to develop social studies media based on digital comics. This refers to 21st-century learning which is synonymous with technology. This digital-based comic media can be used by students to learn about the social and cultural diversity of society through gadgets.

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