

# Development Of Educational Comic Media In Children's Language And Literature Courses For Students Of The Publishing Study Program

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**Abstract.** This research aims to create educational comic media that can facilitate the learning process of children's language and literature courses for students of the publishing study program. The method used is Research and Development (R&D) with the aim of creating a specific product and testing how effective the product is. The development process is carried out using the ADDIE approach which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. This research was conducted at the State Polytechnic of Creative Media Publishing Study Program. This campus is located on Jl. Perintis Kemerdekaan VI No. 50 Makassar City. The subjects of this study are 21 students of the Publishing Study Program of the State Polytechnic of Creative Media PSDKU Makassar. The result of this research product is an educational comic media that can effectively motivate students so that learning is not monotonous and makes it easier for students to understand the material in children's language and literature courses, especially learning to read comprehension. The results and discussion of this study can be concluded that educational comics that contain material on the achievement of students' reading comprehension are in the category of "feasible" to be used in children's language and literature learning. This is evidenced by the assessment of media experts who gave an overall percentage of 87.5%, material experts with a percentage of 88.3% and linguists with an assessment percentage of 82.5%. All with the category "worthy". The alignment of the results can also be seen from the results of the student response test using educational comic media that meets the Minimum Completeness Criteria (KKM) 74 is 72% or equivalent to 15 students out of 21 total students (respondents).

**Keywords:** Development, Education Media, and Comic

## 1 Introduction

Education in Indonesia has undergone significant development in the last two decades, especially in terms of curriculum updates. The curriculum includes a series of educational innovations, ranging from the 2004 Competency-Based Curriculum (KBK), the 2006 Education Unit Level Curriculum (KTSP), to the 2013 Curriculum, and the latest Independent Curriculum. The purpose of this update is to adapt to changing times, improve the quality of learning, meet the needs of learners, optimize resources, and keep up with global changes. To achieve these goals, support is needed for education and education standards, facilities and infrastructure standards, and management standards. The independent curriculum strongly emphasizes that educators must be creative and able to use effective learning media, especially with the support of technology [3]. However, there are still obstacles in the use of learning media that are not optimal, especially in terms of literacy.

The challenges of literacy in Indonesia are in line with the challenges of maintaining and developing literature in the era of globalization. Indonesian literature needs to be more popularized and its distribution expanded, including through the publication of literary works on a large scale and the integration of literature in the educational curriculum. This is stated in the educational curriculum of the second semester of students of the children's language and literature publishing study program.

Children's language and literature courses in publishing study programs are often considered less interesting and difficult to understand by students. This is due to the lack of availability of learning media that can create materials that are relevant to students' reading interests. Seeing this phenomenon, the interest in reading has not become a basic and main habit for students. Many students are more happy with other activities than reading. For Based on the results of the researcher's observation of students in learning children's language and literature in the publishing study program, learning is carried out face-to-face using the power point application and then assigning assignments so that learning feels monotonous and does not attract students' attention which has an impact on students' low ability to understand the material. This encourages the need for the development and use of learning media that can increase student motivation and engagement so that the material is easier to understand. This is done in order to carry out effective learning activities to achieve the desired goals by adjusting them to the needs, situations, and conditions of individual students. example, it is very rare to see students busy reading in their free time, especially in today's advanced and modern era. So that the interest in reading among students is very low. This is inseparable from its relationship with children's language and literature learning.

The need for innovative learning media encourages the development of varied and innovative media. One type of learning media that has received attention is comics [1]. The use of comic media in learning can increase interest in reading, understand the material well, and arouse students' enthusiasm for learning. Gumelar, Soedarso, and Indiria have the same view regarding the definition of comics. Gumelar stated that comics are pictures arranged in order to form a plot [5] while Soedarso said that comics are a combination of illustrations and sentences [8] while Indiria [6], stated that comics are a combination of illustrations and symbols arranged close together. to convey the message of the story.

Comics have an important role in fostering students' interest in reading and understanding because learning using comic media can make it easier for educators to convey material that describes a clear storyline [4]. In addition, comic media can also increase students' interest in reading because of illustrations that make it easier to understand the content of the reading. Comic media can also arouse students' enthusiasm for learning because the colors and images attract attention so that by using comic media, reading comprehension can occur [5]. Based on the description of the problem above, the author conducted a research entitled "Development of Educational Comic Media in Children's Language and Literature Courses for Students of the Publishing Study Program".

## **2 Research Methods**

The author uses research and development methods. Where this research is carried out with the aim of creating a certain product and testing how effective the product [7]. In this study, the product that will be produced is a comic that will be used as a supporting medium in learning

children's language and literature courses in the Publishing Study Program. By using comics, material that is considered boring or difficult to understand by students can be presented in a more interesting and interactive way, so that the learning process becomes more effective and fun for students.

This research uses a development approach that refers to the ADDIE model. According to Benny [2], the ADDIE model is a development model consisting of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The analysis stage involves identifying needs and analyzing problems faced in children's language and literature learning. The development stage focuses on designing and creating comics. Implementation involves the application of comics in the learning process in the classroom and evaluation is the assessment stage to measure the effectiveness of the learning media that has been developed. In more detail, each stage of comic development is described as follows.

### **2.1. Analysis Stage**

At the analysis stage, the activities carried out are to analyze the needs of the need for the development of learning media. A needs analysis is carried out to recognize and understand the problem or challenge that needs to be solved. This stage includes the identification of needs which involves gathering information about what the student needs, interviews related to the media currently used; and initial data collection conducted through interviews to gain insight into the problems faced [2]. In addition, it is also necessary to systematically analyze the concepts taught based on the curriculum used in the learning media.

### **2.2. Design Stage**

After the analysis stage is complete, the researcher proceeds to the design stage. At this stage, the main focus is to create an initial comic design that is tailored to the needs that have been identified beforehand. In the initial design stage, the researcher began by establishing the basic concept of the comic, which included theme selection, image design, use of colors, word bubbles, comic headers, image size, and story information [2]. It is important for researchers to ensure that each element designed supports learning objectives and is in accordance with the characteristics of the student. After that, the researcher makes a simple sketch or initial prototype. Here, elements such as titles, images, and text are strategically arranged to maximize their visual appeal and functionality. By designing a concept, researchers will be ready to proceed to the next stage, namely the development of comic media that is more final and ready to be used in the learning process. This step will result in a product that is not only functional but also attractive to students, as well as supporting increased learning effectiveness.

### **2.3. Development Stage**

At this stage, the rough sketch that has been made before will be designed in more detail until it is ready to be printed. The development process begins with completing the comic design [2]. The researchers used graphic design software to organize elements such as text, images, colors, panels, and word bubbles. The selection of colors and fonts will be done carefully to match the theme and appeal to students. The enhanced design must be able to present information clearly and easily understand. At this stage of development, validation is also

carried out by experts. If according to experts, the product developed is valid, it is suitable for use in the field, but if the product is not valid, then a revision is made to the media developed.

## **2.4. Implementation Stage**

At the implementation stage, it will be carried out by testing or applying the product that has been created in the situation that should be. At this stage, the planned and printed comic media will be introduced and used in the learning process in the classroom. The implementation process carried out is: preparation for use, introduction of media to students and use of media in learning activities.

## **2.5 Evaluation Stage**

The last stage in developing comic media is evaluation. In this phase, researchers and lecturers will assess the effectiveness of the use of comic media in the learning process. The evaluation aims to gain insight into how well the media meets the minimum completeness criteria that have been set. So that researchers can correct the existing shortcomings until the resulting media can be called feasible by validators and can be used easily.

# **3. Results And Discussion**

## **3.1 Analysis Stage**

In the needs analysis stage, the first stage carried out in this study includes the initial steps taken by the researcher to develop learning media. The purpose of this stage is to see and identify the problems and needs needed in the field. Based on the results of the observations made. Effective language and literature course teachers only apply learning with the power point application and expose it in front of the class then give assignments to students so that students feel bored, bored and consider learning children's language and literature uninteresting.

## **3.2 Design Phase**

The design stage is carried out to design comic media that is tailored to an attractive appearance and easy-to-understand language so that it can improve students' reading comprehension in children's language and literature courses that are adjusted to the flow of learning objectives.

## **3.3 Development Stages**

Validation of comic media is carried out by experts. The validation was carried out directly to the lecturer in charge of the children's language and literature course. The researcher provided comic media and questionnaires. The results of the validation are presented as follows

### **3.3.1. Results of the Media Expert Validation Test**

The results of the score are used to calculate the percentage of product feasibility. The results of the assessment by media experts obtained a feasibility assessment score of 85% in the aspect of comic display, 90% in the aspect of product effectiveness, 95% in the aspect of product design, and 80% in the aspect of language, from these aspects, the assessment by media experts obtained a percentage of feasibility of 87.5 with the description "feasible".

### 3.3.2. Results of the Material Expert Validation Test

The results of the score are used to calculate in determining the percentage of product feasibility. The results of the assessment of material experts obtained an assessment score with a percentage of feasibility of 90% content aspect, 85% language aspect, and 90% usefulness aspect. From these several aspects, the validation by the material obtained a feasibility percentage of 88.3% with the description "Feasible".

### 3.3.3. Linguist Validation Test Results

The results of the score are used to calculate in determining the percentage of product feasibility. The results of the linguists' assessment obtained an assessment score with the aspects of grammatical feasibility of 80%, and readability of 85%. From these two aspects, the feasibility percentage was 82.5% with the description "feasible".

## 3.4 Implementation Stage

At the implementation stage, conventional media was piloted in learning children's language and literature (pretest) then after this it was tested again for the use of educational comic media (posttest) to 21 students of the PSDKU Makassar Creative Media State Polytechnic Publishing Study Program. This implementation stage aims to determine the practicality between conventional products and educational comic media products obtained from the results of student tests in learning reading comprehension. The results of the student response test are described as follows.

### 3.4.1. Student Response Test with Conventional Media and Educational Comic Media

The score results are used to calculate the percentage of use of conventional media and educational comic media. Judging from the assessment criteria below.

**Table 1.** Judging from the assessment

No.	Assessment Criteria
1.	Understanding the Story Content based on comic reading
2.	Character Depiction and Characterization
3.	Plot / Story Line Preparation
4.	Mandate/Message conveyed
5.	The Prosecution of Oral Disclosure of Story Content

Based on these assessment criteria, around 81% of students from 21 students who did not meet the KKM score of 74 or equivalent to 17 people who did not meet the KKM score at the time of learning children's language and literature using conventional media. Meanwhile, when the educational comic learning media was applied, there were 72% of students out of 21 who met the KKM score of 74 learning children's language and literature courses or the equivalent of 15 people. So it can be concluded that learning using educational comic media is effectively used.

### **3.5 Evaluation**

The evaluation carried out in this media development is an evaluation of the media using formative evaluation, which is aimed at the needs of media revision. The media that has been tested will be corrected according to written and unwritten comments and based on student learning outcomes.

The application of comic media in children's language and literature learning in the Poilteknik Negeri Creative Media publishing study program can integrate educators to be able to use alternative learning media so that they can make learning interesting, more creative, more integrative, and effective. This is a step forward in the modernization of education today among students.

## **4 Conclusion**

The results and discussion of this study can be concluded that educational comics that contain material on the achievement of students' reading comprehension are "decent" to be used in children's language and literature learning. This is evidenced by the assessment of media experts who gave an overall score of 87.5%, material experts with a percentage of 88.3% and linguists with an assessment percentage of 82.5%. All with the category "worthy". The alignment of the results can also be seen from the results of the student response test using educational comic media that meets the Minimum Completeness Criteria (KKM) 74 is 72% or equivalent to 15 students out of 21 total students (respondents).

Research on the development of educational comic media shows that a systematic approach from the analysis stage to evaluation can create effective and interesting learning tools. Through problem recognition, researchers identify real needs in the field, which form the basis of media design. In the design and development stages, the results of the analysis are implemented into an attractive and informative medium, then tested to ensure their functionality.

When the implementation stage is carried out, the use of comic media in learning can increase student interaction and understanding. A thorough evaluation process provides valuable insights into the effectiveness of the media as well as areas for improvement. Thus, this research not only produces teaching media products, but also creates continuous improvement measures that can be adapted to future learning needs.

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