# Portable e-Comics Implementation in Bahasa Indonesia Lessons to Improve Literacy Culture for Class IX Students

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**Abstract.** This research is motivated by the demands of the 21st century world development as well as progressively growing information and technology. Portable e-comics in this study are utilized as a tool for Bahasa Indonesia teaching material for class IX students using a digital media device (gadget) as an effort to improve the literacy ability. Based on the results of the inferential statistics test, it can be interpreted that the Asymp value. Sig. (2-tailed) is 0.000 <0.05, showing that Indonesian language teaching material based on portable e-comics can significantly improve the literacy ability. This is also supported by the validation results of the material and learning experts. Similarly, the results of the students' questionnaire on the ease of understanding Bahasa Indonesia teaching material in the form of portable e-comics, the attractiveness of presentation, and the ability to improve literacy abilities.

**Keywords:** Portable e-Comics, Teaching Materials, Bahasa Indonesia, Literacy

## 1   Introduction

Education is the axis of building a nation. Through excellent education, children who have noble, intelligent and creative characters will be born so that they can contribute unlimitedly to the nation's advancement. The problem is on how to realize such a high-quality education that it can contribute significantly to the nation's progress in the future.

Efforts to improve the quality of education are an investment in realizing exceptional national developments. With a decent education, it is expected to create a nation which is able to compete competitively in various eras in the future. For this reason, all components of the nation remain consistent in paying close attention to the education sector and can contribute positively. Whatever the reasons, in the current era of globalization, the quality of human resources is one of the determining factors for the success of a nation.

Many studies have stated that Indonesia has low quality education, including research conducted by the Indonesian Educational Monitoring Network (JPPI) which researched the Right to Education Index (RTEI) in 14 countries by setting 5 indicators: governance, availability, accessibility, acceptability, and adaptability. Of all studied countries with the five indicators measured, Indonesia ranked 7th with the score of 77%. Out of five measured indicators, there are three which are still low namely: teacher quality (availability), unfriendly schools (acceptability), and marginal group education (adaptability) [1].

Entering the 21st century, teachers' tasks are not easy. Teachers must be able to organize learning, which is based on four pillars. By following the recommendations of the UNESCO

International Commission, the four pillars in question are: Learning to know, learning to do, learning to be, and learning to live together [2]. For this reason, the teacher's role becomes important as teachers are required to be more creative and innovative.

Bahasa Indonesia learning becomes an aspect which is central to one's development of various competencies. For this reason, Bahasa Indonesia learning is important in realizing the nation's resources, that is, religious, polite, creative and innovative people.

To produce superior students, teachers become the main spearhead. Teachers are required to have good personal, social, pedagogical, and professional competences. Thus, teachers must master knowledge well, have creative and innovative teaching skills, and strive to create decent student competencies.

Based on the results of international research, PIRLS (Progress in International Reading Literacy Study) which measures the literacy of elementary school students and PISA (Program for International Student Assessment) which measures the literacy of junior high school students show a low literacy culture. In fact, these two problems become the foundation for a nation's progress. Educational institutions play a significant role in overcoming these two problems.

Bahasa Indonesia learning plays a very important role in literacy development. For this reason, literacy skills need to be developed to face the challenges of the global market, both nationally and internationally. For the development of literacy in Bahasa Indonesia learning, it must be oriented to several principles: 1) Bahasa Indonesia learning refers to life skills which can enable humans to function optimally as society members; 2) Bahasa Indonesia learning includes receptive and productive abilities; 3) Bahasa Indonesia learning must be able to solve problems; 4) Bahasa Indonesia learning is a reflection of cultural mastery and appreciation; 5) Bahasa Indonesia learning is self-reflection; 6) Bahasa Indonesia learning is the result of collaboration among communicating parties; and 7) Bahasa Indonesia learning trains interpretation skills.

The Bahasa Indonesia-based literacy learning model is expected to be the key to success in building an excellent and cultured nation. To realize such a nation, the model must include four dimensions, namely linguistic dimensions (text), cognitive dimensions (mind), sociocultural dimensions (group), and development dimensions (growth).

Literacy culture program has long been utilized in various fields, especially in education. Literacy ability is the key to one's success in developing insights and various competencies. In developing literacy culture, there must be a good communication among teachers, parents and the community which can synergistically create exceptional Indonesian human resources. At home, all family members are the main actors in the development of literacy culture. At school, not only teachers, but the entire academic community also plays an important role in the development of literacy culture. Likewise, in the community, all levels of society must work together to foster literacy culture.

The current concept of literacy is not limited to reading and writing. However, the literacy is now broader in understanding. Literacy includes the ability to think and the ability to use various sources of knowledge, both in print, visual, auditory, and digital. All of these capabilities are known as information literacy capabilities.

Bahasa Indonesia learning has a noteworthy role in nurturing intelligent, social, and emotional aptitudes of students. Bahasa Indonesia learning in schools must be able to improve students so that they are broadly knowledgeable, have adequate language skills, and have a positive attitude towards Indonesian language and literature, have a sense of love, and have a high appreciation for literary works. Thus, the task of the Indonesian language teachers is not only to provide knowledge (cognitive aspects) but also to equip skills (psychomotor aspects) and to instill love (affective aspects) in both inside and outside the classroom.

Efforts to improve the quality of Indonesian language learning in schools are largely determined by teachers' role to manage active, creative, and innovative learning. Teachers should master a variety of approaches, methods and teaching techniques, recognize students well (recognize their interests, level of intelligence, talent, motivation, and cognitive abilities), and be able to choose as well as to create creative, interesting, and innovative learning media.

One of the development competencies needing attention is literacy development. Literacy in question is more than just reading and writing, but includes thinking skills using knowledge sources in the form of print, visual, digital and auditory sources. This ability is better known as information literacy. Information literacy is broader in meaning including basic literacy, library literacy, media literacy, and technological literacy.

Learning in both the 21$^{st}$ century and the era of the industrial revolution 4.0requires teachers' enormous responsibility and role. Teachers are not just teaching in class, but teachers are demanded to be technological literate. The developed curriculum must be comprehensive and cover all domains of knowledge, skills and attitude competencies. The three-competency development is designed in an integrated manner. Therefore, a teacher as a person who holds an important role in learning must be able to manage learning which is active, innovative, creative, effective, and fun.

This study raises issues related to the implementation of portable e-comics as Bahasa Indonesia teaching materials in class IX. The formulation of the problem: Is portable e-comics-based Bahasa Indonesia teaching material suitable to use as teaching material in terms of curriculum demands and multimedia updates? Can portable e-comics Bahasa Indonesia teaching material improve students' understanding of the taught material? Can portable e-comics-based Indonesia teaching material increase the literacy development of grade IX students? Bahasa

This study aims to produce products in the form of portable e-comics teaching materials for Bahasa Indonesia for class IX. Portable e-comics teaching material is expected to be relevant to the demands of the curriculum and material standards, as innovative teaching material. The material is easy to learn and carry everywhere, and can improve literacy, understanding, and enjoyment of students in learning Bahasa Indonesia. The results of this research are expected to provide solutions to the problems of low-quality teachers and low literacy culture among students. With portable e-comics-based teaching materials, teachers are expected to be more innovative and professional in line with students' literacy abilities improvement.

The development of a nation is largely determined by the quality of its human resources. The formation of human resources is very determined based on the quality of education. For this reason, the quality of conducted learning plays a very important role in determining the success of a nation's development.

Learning is an effective communication process conducted between students and educators. At present, the learning paradigm has changed from teacher-centered to student-centered. The change in paradigm has an impact on the role and function of teachers in learning. They attain the roles of facilitator, motivator, mediator, and inspirator.

What must be considered when delivering learning is the breadth and depth of the subject matter. In addition, the time needed to teach the material and the conditions available at school are also important so that the media can be effectively used in the learning process.

Learning media have a significant role and are effective learning aids. A learning session must pay attention to the elements of objectives, materials, methods, tools, and evaluations. The five elements interact with one another. Method and media are elements which cannot be separated from the elements of learning. Learning media serve to convey the subject matter so that it reaches its purpose.

The media use in learning is based on the concept that learning can be pursued through various ways, including experiencing directly (doing and acting), observing others, and reading, and listening.

The position of the media in learning is essential even in line with the learning method because the method used in the learning process will usually require the suitable media which can be integrated and adapted to the encountered conditions.

Sudjana and Rivai [3] state that learning media can enhance learning processes and outcomes because learning media can make learning more interesting; teaching materials can be understood more easily; teaching methods are more varied; and students actively engage in learning. For that reason, teachers need to master learning media. Portable e-comics Bahasa Indonesia teaching materials are used to increase student literacy.

According to Daryanto and Karim [2], 21$^{st}$ century education must develop skills: life and career skills, learning and innovation, and information media and technology skills. These three skills must be a reference in developing competency which students must master. Education must develop life and career skills which include: flexibility and adaptability, initiative and self-regulation, social and cultural interaction, productivity and accountability, as well as leadership and responsibility. Learning and innovation include the ability to think critically and overcome problems, communication and collaboration, as well as creativity and innovation. Information media and technology skills include information literacy, media literacy, and ICT literacy.

Ferguson [4] describes the information literacy component into basic literacy, library literacy, media literacy, technological literacy, and visual literacy. Basic literacy consists of the ability to listen, speak, read, write and count. This basic literacy is related to the ability of analysis to calculate (calculating), perceiving information (perceiving), communicating, and describing information (drawing) based on understanding and making personal conclusions. Library literacy is the ability to optimize libraries to get information. Library literacy provides understanding to distinguish between fiction and nonfiction reading, utilizing reference and periodical collections, comprehending the Dewey Decimal System as a classification of knowledge, which eases the use of library, understanding the use of catalogs and indexing, so students have knowledge in understanding information when completing an article, research, work, or solving problems. Media literacy is the ability to know various forms of media, such as print media, electronic media, digital media, and understand their uses. Technological literacy is the ability to understand the completeness of technology, such as hardware, software, and ethics and etiquette in utilizing technology. Visual Literacy is the ability and need for learning by utilizing visual and audio-visual material critically and dignifiedly.

Referring to this opinion, students must be directed to master basic literacy, namely the ability to listen, speak, read, write, and count. Library literacy is the ability to optimize existing references in libraries. Media literacy is the ability to master and use various media, namely print, electronic and digital media. Technological literacy is the ability to master the devices of technology, both hardware and software with all their uses.

Heinich et al. [5] conveys effective media use planning model with the terms ASSURE (Analyze learner characteristics, state objectives, select or modify media, utilize, require learner response, and evaluate). In preparing the media, teachers must analyze the characteristics of the students, formulate clear goals, choose and modify the material and the media, convey the material with the chosen media, request students' responses, and evaluate the process and learning outcomes.

In addition, Sudjana and Rivai [3] state that the criteria in choosing learning media are: 1) accuracy with teaching objectives, 2) support for the content of subject matter, 3) ease in

obtaining media, 4) teacher's skills in using it, 5) available time to use it, 6) thinking level of students.

The developed portable e-comics media have considered all six requirements according to the experts' opinions. Portable e-comics were developed from the media which have been developed in print versions.

Daryanto [6], also argues, "[c]omics are forms of cartoons that express characters and apply a story in a sequence which is closely related to the picture and are designed to provide entertainment to the readers". Comics as media can express the characteristics of their characters which can attract students' attention.

According to Rohani [7], "Comics are media that have a simple, clear, easy to understand, and more personal in nature so that they are informative and educative". Based on this opinion, comics are informative and educative media. Therefore, this research develops comics as a learning medium.

Sudjana and Rivai [3] argue, "[c]omics are a form of cartoons that expresses characters and plays a story in a sequence which is closely connected with pictures and is designed to provide entertainment to the reader". Comics as media use images in the form of cartoons that depict the characteristics of their characters.

Likewise, Nurgiyantoro [8] suggests that the types of comics in terms of appearance are divided into educational comics, promotional comics, puppet comics, and Silat comics. Educational comics have two functions, namely entertainment and educational functions. Through the internet, online comics are now being developed because they can be spread with a wider reach and can be read by anyone and anywhere.

The types of comics developed in this study are online education comics. Online education comics which are developed require software functioning as a liaison between the user and the hardware. The software can also be said to be a "translator" of commands run by computer users to be forwarded or processed by the hardware.

Computer systems divide software into three parts: system software, programming software, and application software. Software systems help to make hardware and computer systems work. This section includes operating systems, device drivers, diagnostic tools, servers, windowing systems, and utilities. Programming software provides tools to help a programmer write programs and computer software using different programming languages in a way which is more suitable for the programmer. These tools include text editors, compilers, interpreters, linkers, debuggers. The application software section includes industrial automation, business software, educational software, medical software, databases, and computer games. All of these programs will not be able to work completely with only one program but require additional software from a collection of existing software to be complete.

The teaching material content packed in portable e-comics is related to Bahasa Indonesia lesson for grade IX students based on the 2013 Curriculum. The types of text taught in class IX include experimental report text, persuasive speech text, short story text, response text, discussion text, and inspiring story text.

Each type of text has a different purpose, content, structure, and linguistic characteristics. Competencies which must be mastered by students include knowledge and skills, both oral and written. Students must be able to identify, conclude, study, present, convey, or express their thoughts and feelings into the various types of texts taught.

## 2 Methodology

The research method used is R&D with 4-D steps, namely define, design, develop, and disseminate.

The initial step is to define Bahasa Indonesia material in class IX which is included in portable e-comics. The material is based on the 2013 curriculum. The materials given in class IX consist of six texts, namely result of research text, persuasive speech text, short stories text, response text, discussion text, and inspirative story text.

The second step is the design of the portable e-comic contents. The design of portable e-comic images is assisted by comic artists and the design of portable e-comics applications (offline) for installation on laptops or smartphones, assisted by programmers.

The third step is development stage to test and validate the design that has been completed by experts of material and multimedia. Material expert validates the relevance of book's content and 2013 curriculum, profound and whole textually and contextually. While multimedia expert validates the application so that it is effective and efficient, reliable, maintainable, easy to use, integrated, interesting, and communicative. The design should be interesting, clear graphics, and complete documented application include guidance how to use and complete and clear program workflow.

The fourth step of dissemination/implementation is conducted to schools for the implementation of portable e-comics-based Bahasa Indonesia teaching materials in class IX students, through Webtoons and seminars.

Within this method, hopefully this portable e-comics book is written and useful to be used by students using gadget via webtoons link mentioned below.

## 3 Findings and Discussion

The conducted research created a product in the form of portable e-comic Bahasa Indonesia teaching materials for class IX. The portable e-comic teaching materials can be downloaded via the link: https://www.webtoons.com/id/challenge/list?genreTab=INDONESIA_OTHERS&sortOrder= &page=2.

Class IX's portable e-comics teaching materials products have been validated by subject matter experts and instructional media experts. Based on the results of the expert validation of the material, it is stated that the class IX's portable e-comic teaching material is suitable for use and has met the demands of the material in the 2013 Curriculum. The scope and depth of the material are textually and contextually appropriate. This may motivate students to actively learn through verbal and written language activities, improve critical thinking skills, and be responsible. In addition, through learning strategies, the media have a high level of student interactivity, and the language is easy to understand so that it provides motivation for lifelong learning. Based on the results of the validation of instructional media experts, the portable e-comics teaching material is effective and efficient. The application is reliable, maintainable, easy to use, integrated, attractive, and communicative. It has attractive display design, clear graphic quality, and complete application documentation including clear and complete instructions for use and program workflows. For this reason, based on the validation of the experts, portable e-comics teaching materials are declared suitable for use.

Referring to the results of the students' pre-test and post-test which are used as research samples of portable e-comics teaching materials, it can be stated that the students have a good understanding. The results were obtained from statistical calculations on the results of the pre-test and post-test with the following stages. The first conducted stage was a descriptive analysis, shown in table 1.

**Table 1.** Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| Pretest | 34 | 50.00 | 10.00 | 60.00 | 765.00 | 22.5000 | 12.07615 | 5.833 |
| Posttest | 34 | 30.00 | 70.00 | 100.00 | 3025.00 | 88.9706 | 10.28233 | 105.726 |
| Valid N (listwise) | 34 | | | | | | | |

Based on Table 1, the number of students who are the subjects of research is 34 people. Values are made on a scale from 0 to 100. The minimum values of pretest and posttest are 10 and 70. This shows that there is an increase in the minimum value of 60. While the maximum value of the pretest and posttest is 60 and 100. This shows that there is an increase in the maximum value equal to 40. When viewed from the average value, and there is a difference between the value of the pretest and posttest, namely the posttest value is greater than the pretest value.

To see whether the difference is significant or not, an inferential statistical test is needed. Before the prerequisite test is needed whether the statistics used are parametric or nonparametric can be decided by a normality test. To test the normality of the pretest and posttest data the Shapiro-Wilk test was used. The hypothesis testing criteria are based on P-value with $\alpha = 0.05$, if sig $< \alpha$, meaning the data are not normal and if sig $\geq \alpha$, meaning the data are normal. The results of normality analysis of pretest and posttest data are shown in table 2.

**Table 2.** Normality Test

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pretest | .242 | 34 | .000 | .798 | 34 | .000 |
| posttest | .211 | 34 | .001 | .865 | 34 | .001 |

a. Lilliefors Significance Correction

The significance value is 0.000 <0.05 and 0.001 <0.05, meaning that the pretest and posttest data are not normally distributed. Because the data are not normal, the next step is nonparametric statistical analysis, namely the Wilcoxon test as in table 3.

**Table 3.** Statistics Test

| | posttest - pretest |
|---|---|
| Z | -5.101[b] |
| Asymp. Sig. (2-tailed) | .000 |

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

In Table 3, it can be interpreted that the Asymp value. Sig. (2-tailed) that is 0.000 <0.05 so that the decision of the hypothesis is accepted, namely there are differences in students'

understanding of portable e-comics teaching materials that are significantly different after being given.

In addition to expert validation and testing students' understanding of portable e-comics teaching materials, researchers also disseminated a questionnaire about the development of portable e-comics teaching materials and their relation to literacy development. Questionnaire data are collected and processed to be presented to make it easier to read, so researchers visualize it in the form of diagrams as in the following figure 1.
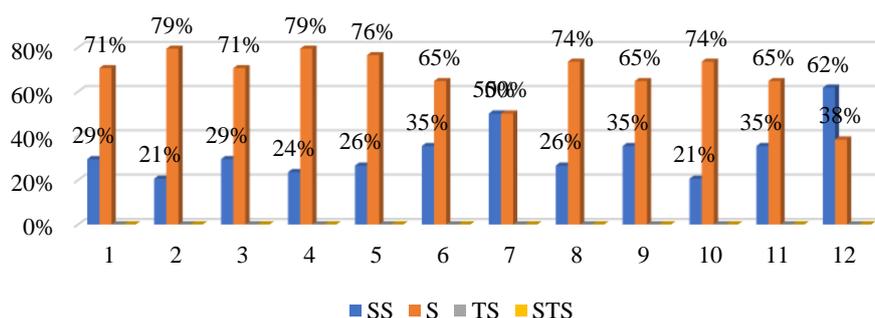


**Fig. 1**. Percentage on Choices from Each Questionnaire Statement.

In Figure 1, almost all orange bars exceed blue, meaning that students chose "Agree" as the answer more than each statement, except statement number 12 where "Strongly Agree" is chosen more, so the students agree with the existence of e-based Bahasa Indonesia teaching materials in a form of portable e-comics.

Furthermore, the questionnaire data were analyzed to determine the size of the concentration of data, namely by descriptive statistical analysis as in table 4.

**Table 4.** Descriptive Statistics

|  | N | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|
| SS | 12 | 28.00 | 84.00 | 536.00 | 44.6667 | 16.60960 | 275.879 |
| S | 12 | 39.00 | 81.00 | 822.00 | 68.5000 | 12.45720 | 155.182 |
| TS | 12 | .00 | .00 | .00 | .0000 | .00000 | .000 |
| STS | 12 | .00 | .00 | .00 | .0000 | .00000 | .000 |
| Total | 12 | 103.00 | 123.00 | 1358.00 | 113.1667 | 4.87728 | 23.788 |
| Valid N (listwise) | 12 | | | | | | |

Table 4 is analyzed after each option is measured, namely "Strongly Agree" = 4, "Agree" = 3, "Disagree" = 2, and "Strongly Disagree" = 1. After being analyzed, the average students who chose "Agree" are more than those who chose "Strongly Agree", meaning that the students are assumed to be positive and like Bahasa Indonesia teaching materials based on portable e-comics.

To see whether the choice of "Agree" is significant or not, the next step is the one-sample inferential statistical analysis, with the normality test beforehand.

**Table 5.** Normality Test

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| SS | .254 | 12 | .032 | .848 | 12 | .035 |
| S | .254 | 12 | .032 | .848 | 12 | .035 |

a. Lilliefors Significance Correction

The normality test uses the Kolmogorov test because the sample is less than 30 people. The significance value is 0.032 <0.05, so the data do not have a normal distribution. Therefore, the test uses the one-sample Kolmogorov-Smirnov test.

**Table 6.** One-Sample Kolmogorov-Smirnov Test

| | | S |
|---|---|---|
| N | | 12 |
| Normal Parameters[a, b] | Mean | 68.5000 |
| | Std. Deviation | 12.45720 |
| Most Extreme Differences | Absolute | .254 |
| | Positive | .158 |
| | Negative | -.254 |
| Kolmogorov-Smirnov Z | | .879 |
| Asymp. Sig. (2-tailed) | | .422 |

a. Test distribution is Normal.
b. Calculated from data.

In table 6, the significance value is 0.422 > 0.05 so that the "Agree" option for each statement is insignificant, meaning that many students also chose "Strongly Agree" as the choice of each questionnaire question. This means students "Agree and Strongly Agree" on Bahasa Indonesia teaching materials in a form of portable e-comics as an alternative selection of teaching materials for grade IX junior high school students. In addition, students are positive about the existence of these teaching materials and can develop the literacy skills of students, namely basic literacy, information literacy, media literacy, and technological literacy.

## 4   Conclusion

Bahasa Indonesia learning plays a significant role in building exceptional Indonesian human resources. Bahasa Indonesia functions as a speaker, carrier, and knowledge developer. By mastering Bahasa Indonesia, one can develop various competencies in various fields of knowledge by both speaking and writing. Bahasa Indonesia learning is based on the 2013 curriculum based on text. This means Bahasa Indonesia learning emphasizes students to be able to master a variety of texts and adept at compiling various texts for various purposes. As a result, Bahasa Indonesia teachers are required to be adept at planning learning, preparing teaching materials creatively, choosing creative learning approaches and models, selecting and using innovative learning media in accordance with the demands of 21st century learning, and designing as well as conducting assessments objectively and accountably.

Based on the obtained research results, the following conclusions can be drawn.
a. Bahasa Indonesia teaching materials in a form of portable e-comics for class IX are appropriate to be used as teaching materials in accordance with curriculum demands and

multimedia updates. This conclusion is supported by the results of the validation of material and multimedia experts. Based on the results of the material expert validation, it was stated that portable class e-comics teaching materials are suitable for use and have met the demands of the 2013 curriculum. The material presented is textual and contextual, motivating students to actively learn, able to improve critical thinking skills as well as increase interactivity of students, easy to understand and giving students opportunities to learn throughout their lives. Based on the validation results of learning media experts, portable e-comics teaching materials are effective and efficient, reliable, maintainable, easy to use, integrated, attractive, and communicative, attractive in the design, and clear in graphic quality. In addition, the complete application documentation includes clear and complete instructions for use and program workflows.

b. Bahasa Indonesia teaching materials in the form of portable e-comics can increase students' understanding of the taught material. This is supported by the results of the students' pretest and posttest, experiencing a significant increase. This result is supported by the results of statistical calculations that the Asymp value. Sig. (2-tailed) with $0.000 < 0.05$ so that it can be interpreted that there are significant differences in students' understanding of portable e-comics teaching materials after the students were given the materials.

c. Bahasa Indonesia teaching materials in the form of portable e-comics can improve the literacy development of grade IX students. This conclusion is supported by the results of a questionnaire analysis which shows that the significance value is $0.422 > 0.05$. This means students agree and strongly agree that Bahasa Indonesia-based e- portable comics teaching materials as a choice of teaching materials for class IX students, and they are positive about the existence of these teaching materials. Bahasa Indonesia e-comics-based teaching materials can also develop students' literacy abilities, namely basic literacy, library literacy, media literacy, technological literacy, and visual literacy.

Those are the obtained results, and hopefully, the product in the form of portable e-comics teaching materials for Bahasa Indonesia subject for class IX can be used as a learning innovation in accordance with the learning demands in the 21st century.

It is hoped that the students will get a deeper understanding of the material and improve their literacy culture. Teachers are expected to be more creative, innovative, and professional in implementing Bahasa Indonesia learning and developing students' literacy.

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