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DEVELOPMENT OF COMIC MEDIA MATERIAL DETERMINING CHARACTER AND CHARACTER OF FAIRY TALES FOR CLASS 4 PRIMARY SCHOOL STUDENTS

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Abstract

The background of teacher when conveying material on determining characters and fairy tale characters in using learning media is still less varied so that students do not understand the material presented. This study uses the Research and Development (R&D) research method with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The subjects of this study were teachers and fourth grade students at SDN Ngadi. The results of the comic media development research are as follows: (1) The validation results for comic media if we calculate the average result of 87.7% which is declared very valid. (2) The results of the effectiveness of comic media in the limited trial obtained 100% while the wide trial obtained 94.11%, based on these results, the comic media was stated to be very good. (3) The results of the teacher's response questionnaire obtained 96% results which were declared very good and the results of the student response questionnaire in the limited trial obtained 83% results while in the wide trial the results obtained 82% which were stated to be very good.

Keywords: Development; Comic Media; Determining Figures and Characteristics of Fairy Tales

Abstrak

Penelitian ini dilatarbelakangi bahwa guru saat menyampaikan materi menentukan tokoh dan watak dongeng dalam menggunakan media pembelajaran masih kurang bervariasi sehingga siswa kurang memahami materi yang disampaikan oleh guru. Penelitian ini menggunakan metode penelitian *Research and Development* (R&D) dengan model ADDIE (*Analyze, Design, Development, Implementation, dan Evaluation*). Subjek penelitian ini adalah guru dan siswa kelas IV SDN Ngadi. Hasil dari penelitian pengembangan media komik adalah sebagai berikut: (1) Hasil validasi media komik rata-rata hasil sebesar 87,7% yang dinyatakan sangat *valid*. (2) Hasil efektifitas media komik pada uji coba terbatas mendapatkan 100% sedangkan uji coba luas mendapatkan 94,11%, berdasarkan hasil tersebut, media komik dinyatakan sangat baik. (3) Hasil angket respon guru diperoleh hasil 96% dinyatakan sangat baik dan hasil angket respon siswa pada uji coba terbatas diperoleh hasil 83% sedangkan pada uji coba luas diperoleh hasil 82% dinyatakan sangat baik.

Kata Kunci: Pengembangan; Media Komik; Menentukan Tokoh dan Watak Dongeng

INTRODUCTION

Learning Indonesian in elementary schools aims to make students skilled in the language, both spoken and written. According to Zulela (2012:4), "Primary school Indonesian language learning is carried out to improve students' ability to speak the language well, both orally and in



writing." In learning Indonesian in elementary schools, emphasis is placed on students' language skills in communicating verbally and in writing. According to Tarigan (in Silaswati & Purwanti, 2021), "There are four language skills that elementary school students must learn, namely listening, speaking, reading and writing skills. Listening skills are carried out by students by focusing attention and understanding the information obtained. The more often students listen, the more their skills in understanding information will improve. Speaking skills are carried out by students where the use of spoken language through communication activities expresses the ideas they get from listening. Reading skills are carried out to train the brain to be able to remember the information they get. Writing skills are essentially a combination of previous skills where students document the information they get in a written form.

The importance of learning Indonesian in elementary schools aims to ensure that students are able to use Indonesian as a tool to improve intellectual abilities, emotional and social maturity (Farhrohman, 2017). In order to achieve this goal, students learn Indonesian through four language skills. These four language skills need to be improved and must be trained frequently with students. The more often they practice, the more fluent they will be in communicating and the more skilled they will be at using standard language. Therefore, the role of the teacher in the learning process greatly influences how a student's development process can lead to positive or negative things as well as changes in physical or mental behavior towards the student. Very good changes are able to reflect positive values so that they can be instilled in students in their daily lives.

One of the Indonesian language materials in grade 4 elementary school is fictional text material in basic competency 3.10 comparing the character of each character in the fictional text. To achieve this basic competency, indicators 3.10.1 are required to mention the characters in the fairy tale, 3.10.2 explain the character of each character in the fairy tale, and 3.10.3 differentiate the characters of the main character and supporting characters in the fairy tale. With these indicators, it is hoped that students can compare the character of each character in fictional texts. Fiction stories basically aim to entertain the reader, when reading fiction text the reader can enter a world of imagination. Apart from being an entertainer, fictional texts can also be intended to convey moral messages, arouse emotions and stimulate the minds of readers. Fiction stories tell various problems of human life in their interactions with the environment and each other, their interactions with themselves, and their interactions with God. Fiction is the result of dialogue,



contemplation and the author's reaction to the environment and life (Asih Ria Ningsih, S.S. et al., 2022).

Fiction text material for grade 4 elementary school students is provided so that students are able to develop various literary works through the activity of reading fiction stories. Fictional stories are given in order to be able to examine the aspects of the fictional story itself so that the role of the teacher here is required to be able to package the learning of the fictional stories given in a varied way. Choosing appropriate learning methods or techniques can make learning enjoyable for students. Selecting and using learning media that is appropriate and appropriate to the material will help make learning interesting. Basically, concrete learning media is able to support teaching and learning activities (Nasution et al., 2023; Rezekiah et al., 2022; Safitri et al., 2023; Uswatun Hasanah et al., 2023).

Based on Ariyani Wiwiek's research (Kedung banteng, 2019), in Indonesian language learning the material determines the characters and characters of fairy tales, lack of interest and lack of student interest in the material is characterized by many students talking and joking with friends, being passive and not actively participating in problem solving, sleepy, indifferent and indifferent. The facts that occurred during this learning had an impact on student achievement of learning outcomes that were low or not yet optimal. This is proven by the results of the tests, the number of students who completed their studies was only 18 students (56.3%) out of 32 students, 14 other students (43.8%) had not yet completed their studies. According to Sutarto et al., (2021), students gain ease in building concepts and understanding the material from real problems that are in accordance with the learning material. Based on the results of observations carried out in class 4 of SDN Ngadi, Mojo sub-district, Kediri district, it is known that the learning process is still lacking in variety. Teachers have not used learning media optimally in the learning process. When learning Indonesian about fairy tale characters and characters, we still don't use a variety of concrete media such as picture story books as a means of delivering interesting material.

The use of learning media can influence the effectiveness of the learning process. Gerlach and Ely (in Sanjaya 2010: 163), "explain that media is equipment, people and materials that can help students acquire knowledge, skills and attitudes". So it is not only tools that are learning media but also humans as learning resources. In the learning process the teacher can be a learning resource. To convey this information, teachers must explain the material to their students. One media that can attract attention and make it easier for students in the learning process is comic learning media.



According to Nana Sudjana and Ahmad Rivai (2019:64), "Comics are a form of cartoon that expresses characters who play a role in a story sequence and are related to images that are designed to entertain and be useful for readers." Based on this description, it can be concluded that comics are a form of cartoon characters who have a role in the story in the form of pictures. Teachers can use comics as a medium and learning resource. One example, this fairy tale comic can be used as a learning medium for Indonesian language subjects, especially for writing fiction stories. Another aim of developing this comic is to train students' writing skills, especially the skills of writing fiction stories that are appropriate to the material for fourth grade elementary school students.

Writing is one of the language skills that students need to master, because it is related to all aspects of learning, namely affective, cognitive and psychomotor. According to Dalman (in Nilantira & Rukmi, 2019), writing is a process of conveying ideas or notions in the form of writing or composition which aims to inform and entertain readers. By writing students can convey ideas through written writing and can train their cognitive aspects. By writing someone will think about compiling the knowledge they have, both knowledge about information and linguistic knowledge. Writing can make students more creative and productive. As has been explained, writing skills can be trained using comic learning media. With this comic, students can understand events that occurred in the past and can make it easier to practice students' writing skills.

Based on the explanation of the problems above, it is necessary to develop media, one of which is visual media, printed comic books, as a tool to assist in conveying material. Apart from that, it is also to improve the listening skills and writing skills of elementary school students on the material of determining the characters and characters of fairy tales.

RESEARCH METHODS

The type of development model in this research uses the Research and Development research and development method or what is often called R&D. According to Sugiyono (2015:297), "Research and Development is a research method used to produce certain products". From this quote it can be concluded that the R&D research and development method is a research method used to produce a particular product and test its effectiveness. Comic media product development is carried out using one of the R&D development models, namely the ADDIE development model. According to Suryani, et al. (in Zainal et al., 2019) "ADDIE design development is the steps in developing learning media in the form of an extension of Analysis, Design, Development, Implementation and Evaluation." So ADDIE development research goes through the analysis stage, namely analyzing

the product to be developed, design, namely designing the product according to what will be developed, development, namely the activity of making and testing the product, implementation, the activity that applies the use of the product, evaluation means the activity of assessing the product that has been made in accordance with specifications or not.

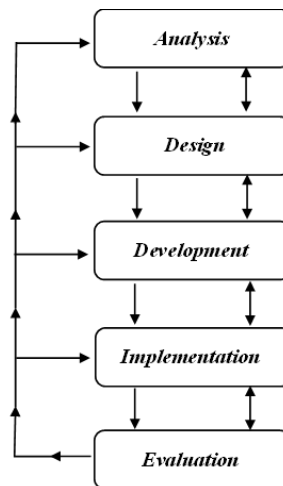


Figure 1. Stages of the ADDIE Model

Source: Robert Maribe Branch in Suryani, et al (2018:126)

The development procedure is a design stage in developing a product. The following are the stages of developing comic media, material for determining characters and characters for class IV elementary school students using the ADDIE model. The Analysis Stage is the initial stage. The analysis step consists of two stages, namely performance analysis and needs analysis. Performance Analysis aims to obtain information about teacher performance when conducting learning and find out solutions to solve the problems they face. The Needs Analysis aims to find out what is needed to improve learning related to the material of determining the characters and character of fairy tale characters in Indonesian language subjects in class IV. From the performance analysis and needs analysis, it is known that evaluation is needed and then designing the development of comic media for material to determine the characters and characters of fairy tale characters for fourth grade elementary school students.

The design stage is carried out by designing comic media. There are several stages in designing comic media products as follows; determine the material that will be included in the learning media, determine the title of the media, create a comic media design in the form of an attractive flow plan/scheme and menu display, determine the appearance of the background and animated images



that attract students' attention and are related to the teaching material, finish the comic media by checking repeat it completely before testing it with an expert.

The development stage is a product realization stage. The development steps in this research include activities to create and modify teaching materials. In the design stage, a conceptual framework for developing teaching materials has been prepared which is realized in the form of teaching material development products that are ready to be implemented according to the objectives (Arofah & Cahyadi, 2019). So it can be concluded that in this development the step that needs to be taken is to create comic media. The implementation phase was carried out in two stages, namely limited trials and extensive trials. Limited trials were carried out with 6 random students, and then extensive trials were carried out with 32 class IV students at SDN Ngadi, Kediri Regency. For the sample, the researcher used a saturated sample, taking the total existing population.

Evaluation stage is carried out at each stage of the product development procedure. According to Sutarti & Irawan (in Setiawan, 2018), "This is done to find out whether or not the material in comic media determines the characters and characters of fairy tales is valid." The evaluation stage is carried out at each stage of development, the first is the analysis stage, this stage has 2 analyses, namely performance analysis which is carried out by observation in class IV at SDN Ngadi. To obtain information about problems in the learning process of fairy tale characters and characters. The needs analysis carries out media design according to these problems, then from the performance analysis and needs analysis it is known that an evaluation is needed in the form of a comic media development design for material to determine the characters and character of fairy tale characters. In the planning stage (Design), the stage carried out is the creation of learning media products, after which the products are evaluated based on validation from media and material experts. In the development stage, the revised media product is tested in the field for teacher analysis to find out the teacher's response, then a trial is carried out with students on a limited scale to find out the shortcomings of the product, after revision the trial is carried out with students on a wide scale. Implementation stage, are there still deficiencies and weaknesses in the learning media? If there is none, then the media does not need to be revised and is suitable for implementation in class IV at SDN Ngadi. Evaluation stage, if the media still has shortcomings and weaknesses, revisions and improvements are needed.

The development of comic media will be carried out from April 2022 – May 2023 at SDN NGADI Mojo, the subjects of this research are class IV students. Data collection techniques,

researchers used observation, questionnaires, and tests (evaluation questions). Data collection techniques that will be used include validation sheets, pretest-posttest sheets, questionnaire response questionnaires, observation, interviews and documentation.

The data analysis technique used to obtain the validity of comic media development is based on a 1-5 Likert scale using the following formula.

$$V = \frac{\Sigma \text{skor yang dicapai}}{\Sigma \text{total skor maksimal}} \times 100\%$$

The results of the analysis will be interpreted based on the validity value criteria obtained and then converted into words (qualitative) according to Akbar (Sociology et al., 2022) in the following table.

Table 1. Validity Criteria

Percentage	Validity category	Information
86% - 100%	Very valid	Very good to use
71% - 85%	Valid	May be used after minor revision
56% - 70%	Fairly valid	May be used after major revisions
41% - 55%	Not valid	Must not be used
25% - 40%	Invalid	Must not be used

Data analysis of media effectiveness according to Aqib (in Raden., 2020) is measured using the completeness of student (individual) learning outcomes classically, using the following formula.

$$p = \frac{l}{n} \times 100\%$$

The results of the analysis will be interpreted based on the criteria for assessing classical learning completeness according to Widoyoko (Prasetyo et al., 2022) as follows.

Table 2. Effectiveness Assessment Criteria

Completion Percentage	Classification
P > 80%	Very good
60% ≤ p ≤ 80%	Good
40% ≤ p ≤ 60%	Currently
20% ≤ p ≤ 40%	Bad
P ≤ 20%	Very less

Data analysis of teacher and student responses to the development of comic media material determines the characters and characteristics of fairy tale characters based on a Likert scale using the following formula.

$$Presentase = \frac{TSe}{TSh} \times 100\% = \dots$$

The results of the analysis will be interpreted based on the Riduwan teacher and student response criteria (Berbasis et al., 2021) as follows.

Table 3. Criteria for assessing teacher and student

Score Interval %	Information
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Currently
21% - 40%	Bad
0% - 20%	Very less

RESULTS AND DISCUSSION

The research uses content development for comic media products by applying the ADDIE model to implement Indonesian language learning material on determining characters and characters. Researchers use the ADDIE model approach with stages including: analysis, design, development, implementation and evaluation. The following is a description of the results from comic media, material for determining characters and characters in fairy tales.

At this analysis stage the researcher obtained initial data results from teachers and students as a need for the researcher to know the state of the school and class conditions in the use of learning media at school through interviews and observations of school conditions. After studying the literature, the researcher chose Indonesian language learning material to determine the characters and characters of the fairy tale characters that would be used in making a media product in accordance with the ongoing learning process and through approval from the teacher and students.

The design stage is the stage of determining the media concept or product design which includes determining the material that will be included in the comic learning media which already refers to basic competencies and indicators, determining the media title based on the selected material and based on basic competencies and indicators, creating a comic media design in the form of a design/ Attractive flow scheme and menu display in accordance with the material using the editing application, namely Adobe Photoshop, determining the appearance of the background, color, font, and creating animated images that attract students' attention according to the teaching material. Finishing the comic media by re-checking it completely before using it. test it with an expert.

The development stage is the stage of producing concrete media in the form of comics that have been designed. In making media, researchers used the Adobe Photoshop software application. Before the media is implemented to teachers and students, the results of media development must pass the validation stage. The media and material validation stage will provide comments, suggestions, input and then the media will be revised until it is truly declared valid by expert validators to determine the advantages and disadvantages of comic media.

At the implementation stage, researchers conducted trials on teachers and students which were carried out in two stages, namely limited trials and extensive trials. Limited trials were carried out with 6 random students, and then extensive trials were carried out with 23 class IV students at SDN Ngadi, Kediri Regency. In this evaluation stage, researchers evaluate the results of products whose validity has been tested by media experts, material experts and teachers. The results from validation experts and teachers provide suggestions, criticism and input on the products created. After receiving input, criticism and suggestions for the product, the researchers then improved the product to complete the shortcomings that had been conveyed by validation experts and teachers. After the evaluation stage had been completed, the researchers conducted field trials in class IV at SDN Ngadi.

Product feasibility includes the development stage. In this research there are 2 development stages, the first stage is Expert appraisal (validation stage with media experts and material experts) and the second stage is Development testing (product feasibility trials on teachers and empirical product trials on students). From this expert appraisal stage, assessment data will be obtained from media expert validators and material experts (Handayani et al., 2023; Romansyah et al., 2019; Safitri et al., 2019; Silalahi & Safitri, 2021; Wati et al., 2022). Meanwhile, at the development tasting stage, quantitative data will be obtained from the results of feasibility trials on teachers and empirical trials on students. The results of the two stages are as follows.

Table 4. Comic Media Validation Results

No	Validation Aspect	Percentage	Validity
1	Media validation	88%	Very valid
2	Material validation	87,5%	Very valid
Average		87,7%	Very valid

The trial stage for these students had previously gone through a validity test by media experts, material experts, and a suitability test for class IV class teachers. Input and suggestions for



improving the media have been made before being tested on students. Next, the media trial was shown to class IV at SDN Ngadi. The data obtained is in the form of quantitative data, namely the results of product trial questionnaires on students. Questionnaires for students via response sheets using a Likert scale of 1 to 5. Product effectiveness testing is one of the stages of R&D research to measure the level of success in using media in improving student learning outcomes. Differences in learning outcomes can be seen from the completeness of student learning outcomes and to prove whether the product can be said to be feasible or not. The product effectiveness test in the research was carried out using descriptive quantitative methods. This research describes a symptom, event, incident that is occurring at the present time. For a quantitative approach because it uses numbers, starting from data collection, interpretation of that data, and the appearance of the results.

This research procedure refers to the IDDIE model which consists of 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation. The analysis stage includes analysis of student needs, analysis of characteristics, and analysis of learning media. The second stage is the design stage which includes determining the material that will be included in the media, determining the media title, creating a comic media design in the form of a flow plan/scheme and menu display using an editing application, namely Adobe Photoshop, determining the appearance of the background, color, font, and making animated image. The third stage is the development stage which includes creating comic media, media validation, and media revision. The fourth stage is the implementation stage, namely the media trial stage with respondents in elementary schools. And the fifth stage, namely evaluation, is the stage of evaluating all input, criticism and suggestions regarding the product being made. Researchers have tested the media by validating media experts and validating material experts. Media validation obtained an overall result of 88% in the Very Valid category. Meanwhile for material experts the overall result was 87.5% in the Valid category. The average results in this comic media research show a value of 87.7%, so this media is declared very valid. In this way, the learning media created by researchers can run smoothly and well.

Researchers conducted product trials on 23 class IV students at SDN Ngadi and the results obtained from this limited and extensive trial showed that the average score of students obtained a score percentage of 90%, this value shows that students were able to obtain a score above the KKM that had been determined. determined with 100% classical completeness. Meanwhile, in this extensive trial, it was found that the average score of students obtained a percentage score of 80%, this value shows that students were able to obtain a score above the KKM that had been determined

with classical completeness of 94.11%. In this way, the material comic media determines the characters and characters in fairy tales is stated to be very effective.

Table 5. Results of Comic Media Effectiveness

Test results	KKM	Evaluation Result Value	Classical Completeness Results	Information
Limited	78	90	100%	Complete
Wide	78	85	94,11%	Complete

Dengan Thus, based on the research results, the development of comic media material to determine the characters and characters of fairy tales is suitable for use in helping students' understanding in learning Indonesian in elementary schools. This is in accordance with the previous theory that comics are a form of cartoon that expresses characters who play a role in a story sequence and are related to images designed to entertain and be useful for readers (Nana Sudjana & Ahmad Rivai, 2019). Meanwhile, according to Gumelar (in Riwanto, 2018), "Comics are sequences of images arranged according to the creator's goals and philosophy until the message of the story is conveyed, comics tend to be given the necessary lettering according to needs."

CONCLUSION

The results of research on the development of comic media to determine the characters and characters of fairy tales for grade 4 elementary school students obtained data that the validity of comic media was declared very valid by both validators. The effectiveness of comic media is stated in very good criteria. The effectiveness of the material comic media in determining the characters and characters of fairy tales is declared effective in the very good category. The response of teachers and students to the comic media material for determining the characters and characters of fairy tales was stated to be very good so that the media can be used in the process of learning activities. Based on these results, the use of comic media can be a solution to problems to increase students' interest in reading and so that students are skilled in language both orally and in writing. Teachers can develop and implement it in Indonesian language learning. Apart from that, the development of comic media has the potential to be developed in Indonesian language learning in other materials so that it can increase students' interest in reading other stories.



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