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## Comics in The Classroom : A Study On Improving Students' Creative Reading Literacy in Indonesian Language Learning

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**Abstract:** This research aims to develop comic-based learning media to improve students' creative thinking skills in Indonesian language subjects in junior high school. This study employed the research and development method with the ADDIE model (analysis, design, development, implementation, and evaluation). The instruments included observation questionnaires, interviews, and feasibility and effectiveness assessments. Data analysis techniques used were descriptive qualitative and quantitative. The study's results are as follows: (1) Initial observations highlighted the need for developing learning media in class VII SMP/MTs, which served as the basis for product development; (2) The design stage involved creating learning media components ready for development; (3) The development stage produced comic-based learning media tested by several experts and students, along with an effectiveness test; (4) Material expert tests scored 3.80, media expert tests scored 4.00, indicating good quality. Student feasibility tests calculated using the AIKEN V formula scored 0.95 to 1, categorized as very good. An experimental test was conducted on 20 students in control and experimental classes. The independent sample test analysis yielded a p-value of 0.154, indicating that the p-value > 0.05, thus H0 was accepted. Therefore, the comic products developed are effective in improving students' creative thinking skills. This research is expected to provide references for learning media that enhance creative literacy, leading to students' creative thinking skills, an essential competency in the 21st century.

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## Introduction

In the world of education, Indonesian is a very important subject because it is used as a graduation requirement. Currently, the graduation requirement is called the UN. However, there is a new regulation that the UN will be abolished. Actually, it is not removed but replaced with a school graduation exam. Schools have the obligation to make graduation questions because it is the school that determines graduation. Therefore, Indonesian language subjects are very important so students must master them (Sartika, 2021 ;Suwartini & Fujiastuti, 2017 ;Himawan, Kusmiatun, Nurbaya, & Syamsi, 2023).

The importance of Indonesian language learning at school has not been realized by students. They assume that Indonesian language subjects are very easy. All students can already speak Indonesian. This is very different from other subjects such as math which is very difficult. Mathematics is an exact science so it is very difficult and requires formulas in solving it. Different subjects with Indonesian language which requires reasoning and logic. This causes students to underestimate Indonesian subjects. However, in reality Indonesian is a very difficult subject. This is proven by the fact that students rarely get the maximum score.



Even UN scores rarely get 100. This shows that not all students can master Indonesian (Himawan, Nurgiyantoro, & Widyartono, 2024)

Based on the results of preliminary observations conducted in 5 junior high schools in Yogyakarta problems were found related to learning media. During the observation, students said that Indonesian language is more difficult because it requires reasoning and logic. It is said to be difficult because everyone has different opinions and views. Teacher and student opinions may differ. In addition, in reality, students also use good and correct Indonesian. The lack of success in learning Indonesian can also be seen through the low student evaluation results. This can be seen from the scores obtained, which are below 60. This shows that students experience many difficulties in the Indonesian language learning process which results in students being unsuccessful. The difficulty is that in the learning process the teacher is only fixated on the textbook from the government in the 2013 curriculum. In the package book, it emphasizes students to be more active than the teacher so that there is rarely a theory but more directly on the tasks that must be done by students (Rangkuti & Rizkie, 2022).

In the learning process, the teacher mostly instructs students to do the tasks in the book. This is good because it emphasizes students to be more active. However, there is a negative side that can be seen that if every learning process students are only given tasks in the book, over time they will feel bored and become uninterested. This can result in decreased learning outcomes and students cannot master the subject optimally. This shows that teachers are less sensitive and less responsive to the needs of students in learning Indonesian. Kumaradivelu (2006) explains that there are classroom procedures that teachers need to implement, namely modifying materials and facilitating student interaction activities. It would be better if teachers look for other alternatives to make Indonesian language learning more varied and more interesting. Teachers can utilize learning media.

Gadgets as one of the information tools should be used by students to access learning materials. Given, learning that is oriented towards the times and technology must be able to collaborate between cognitive, inductive processes and technology. One of the subjects that will be in line with this application is Indonesian language learning (Dewantara, Utama, & Wisudariani, 2019; Arifian, 2017; Hidayah, Wahyuni, & Hasnanto, 2020). Indonesian language learning is learning that can be used as a guide for students to understand other learning (Himawan et al., 2023). It contains critical, creative, and inductive thinking processes to understand the materials taught (Pujiastuti & Kulup, 2021; Himawan & Nurgiyantoro, 2022). Indonesian language teachers as learning facilitators who are considered important, must be able to collaborate learning technology into interactive learning media, and stimulate students' critical, creative, inductive thinking processes (Sulis Ramadani, 2022; Arisanti & Adnan, 2021; Himawan & Suyata, 2021; Fuad, Zubaidah, Mahanal, & Suarsini, 2017). Through this, teachers and students will find it easier to achieve learning achievement indicators (Samaya, 2019; Etika Rahmawati et al., 2021; Susanti, Affrida, & Fahyuni, 2017).

The use of learning media, which in this case greatly affects student learning achievement, needs to be held in every school, not only in developed city schools but those located in rural areas that are not yet developed as an effort to eliminate the gap between students who go to school in the city and students who go to school in the village (Arisanti & Adnan, 2022; Naufal Dzakwan, Murtinugraha, & Arthur, 2021) addition, learning by using media in all schools will minimize the existence of educational inequality in rural areas and in cities. Arsyad (2015) suggests the term media as an intermediary that delivers information between the source and the receiver. Thus, television, films, photographs, radio, recordings,



audio, projected images, printed materials, and the like are communication media. Smith and Ragan (through Himawan et al., 2020) said that the learning system design model consists of 8 stages, namely analyzing the learning environment, student characteristics, learning tasks, writing test items, determining teaching strategies, producing learning programs, carrying out formative evaluations, revising learning programs,

Interesting learning media that can be used in the learning process such as comics (Hendra Saputra & Pasha, 2021; Hidayah & Ulva, 2017; Rama & Antara, 2022). Comics as part of print media can be developed as an alternative learning media. Daryanto (2013) states that comics can be identified as a form of cartoon that reveals characters and applies a story in a sequence that is closely related to the image and is designed to provide entertainment to readers. According to Sudjana & Rivai (2001) argue that "Comic media is media that attracts the attention of readers, equipped with the action of the that are made more alive, and processed with the use of main colors clearly" Indonesian language learning must provide information that educates, entertains, as well as influences such as the essence of the function of communication (Safitri, Rahmawati, & Sasomo, 2023; Apriliani & Radia, 2020).

Daryanto (2013) describes the advantages of comics as learning media, namely comics contain visual elements and strong stories. The visualized expression makes the reader emotionally involved so that it makes the reader continue to read it until it is finished. In reality, comics are indeed one of the most popular readings not only by children readers, but also by some adults (Hendra Saputra & Pasha, 2021; Hidayah & Ulva, 2017; Adinugraha, 2018). Comic reading is able to motivate children in reading and can even inspire children's imagination according to the child's developmental period.

Comics applied to learners will improve literacy skills. This literacy is creative literacy. Creative literacy is a process that can support students' creative thinking process, with comics as teaching materials, this literacy can be improved, because some of the components contained in comics will certainly lead to the creative process of students (Himawan et al, 2024). Based on this description, this study aims to develop comic-based learning media for Indonesian language subjects for junior high school / MTs students. There is a relevant and earlier research conducted on the development of comic-based learning media for junior high school students. The research has been conducted by (Wibowo & Koeswanti, 2021; Aprilla, 2020; Aslamiyah & Nugroho, 2017; Manalu, Hartono, & Aisyah, 2017; Ayu, Pinatih, Kt, & Semara, 2021; Syahmi, Ulfa, & Susilaningih, 2022; Dwiqi, Sudatha, & Sukmana, 2020). Overall, this research is a continuation of some of these studies, the novelty shown from this study lies in the comics developed, that the comics developed in this study are based on interactive or digital media that are used to develop the creative thinking skills of junior high school students.

## Research Method

This research uses the development research method (research and development) with the ADDIE Model consists of; (1) analysis; (2) design; (3) development; (4) implementation and; (5) evaluation (Cahyadi, 2019). This research step is carried out through the following stages; (a) work analysis which consists of the emergence of basic problems that are the background for the development of comic-based learning media in junior high schools / MTs; (b) student analysis is carried out to find out the extent of learning media that has been presented by teachers as learning facilitators; (c) analysis of learning facts and objectives carried out through lesson plans made by lecturers and applied to students. In these analysis activities, interviews were also conducted with Indonesian language teachers and students who were taking Indonesian language subjects. Next is design, the design stages in this study



include; (a) collecting material and evaluation questions that will be described in the developed learning media; (b) designing the learning media *interface* which includes the cover, material aspects, and components used to apply the developed learning media. The next stage is development, which consists of; (a) presenting and modifying the developed learning media; (b) producing learning media by collecting all aspects that have been prepared in the design stage. The next stage is implementation, this stage consists of; (c) conducting feasibility tests to material experts, namely learning media experts and material experts in the field of Indonesian language learning.

The next stage is implementation, this stage consists of; (a) conducting feasibility tests to material experts. The material expert assesses the suitability of the learning media developed with several aspects of material, especially literature learning material in class VII junior high school; (b) conducting feasibility tests to media experts to assess the graphical aspects of products in the form of learning media. Media expert feasibility assessment is used to assess the suitability of the learning media developed with several aspects of media expert assessment, such as media readability, and several applications or media support components; (c) feasibility testing and trial to 10 students at SMPN 1 Bambanglipuro Bantul; (d) conduct experimental tests as a determinant of the effectiveness of the learning media developed, to 2 writing classes, each class consisting of 20 students with control and experimental class sections. After conducting several feasibility and effectiveness tests. Next is to calculate the results of some of these tests using the Aiken V formula (Retnawati, 2015) and *pretest* and *posttest control group design* (Zubaidah et al., 2018). The last stage is to conduct an evaluation as a reflection activity on the development of Indonesian language learning media for junior high school / MTs students.

The instruments used in obtaining research data are observation guideline questionnaires, interviews, and expert assessment questionnaires for the products developed. The data analysis techniques used are; (1) descriptive qualitative, used to describe the results of the product development needs analysis in the form of observations, document analysis and interviews; (2) descriptive quantitative, used to describe the results of product AIKEN V and product effectiveness.

## Results and Discussion

Indonesian learning materials in this media include fables, fantasy stories, and drama for seventh grade junior high school students. The material is very appropriate for use in comic-based media because it includes stories. The following are the results of the research that has been done.

### Research Results of Comic Media Development in Indonesian Language Learning in Class VII Junior High School / MTs.

#### 1) Analysis

The analysis was conducted to determine the initial needs of comic-based learning media development in learning Indonesian language in junior high school / MTs grade VII. Observations, document analysis and interviews were conducted to find out; (1) the condition of Indonesian language learning in grade VII junior high school; (2) the use of learning media in Indonesian language learning in grade VII junior high school / MTs; (3) the perceptions of students and teachers towards the development of Indonesian language learning media in grade VII junior high school / MTs. The following are the results of the needs analysis obtained from the recapitulation of observations, document analysis and interviews.





**Table 1. Needs Analysis Results**

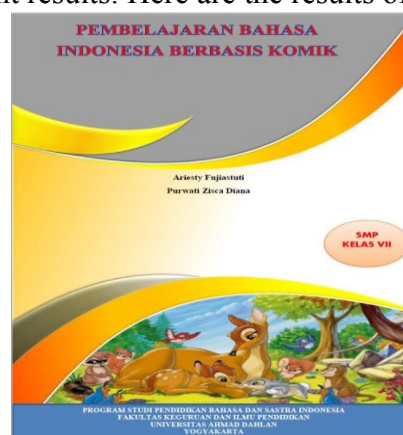
No.	Question	Results
1	The initial condition of Indonesian language learning in class VII SMP/MTs.	Teachers have prepared lesson plans so that several aspects of learning have been compiled and can be used as a reference in achieving learning objectives. In its implementation, Indonesian language learning in junior high school has been implemented well, but students lack understanding in compiling outcomes related to text.
2	The use of learning media in Indonesian language learning in grade VII SMP/MTs	The learning media used by teachers and students currently is PPT made by the teacher. Students are also often presented with video stories as an interlude in learning.
3	Learning media desired by teachers and students in learning Indonesian language in Class VII SMP	The desired learning media is learning media that can be used as a foothold in producing subject outcomes. For example, in presenting the text of fantasy stories, fables and so on. The media is easy to access and learn, with some interesting components.

## 2) Design

The *design* stage in this research is carried out through several stages. The first stage is to design the initial appearance of the learning media developed. The design of the interface or appearance of the learning media developed is carried out by; (a) determining the front view according to the results of the needs analysis; (b) the color of the media to be developed includes the color for the material; (c) animations or images that will be collaborated in comic media. Next, designing materials adopted from various sources, the main source used is the independent curriculum Indonesian language learning book. The materials adopted include fables, fantasy stories, and dramas for grade VII junior high school students.

## 3) Development

The development stage is carried out to develop products in the form of learning media for writing courses. At this stage, the writing course media is compiled based on the learning media design that has been determined previously. Writing learning media consists of learning outcomes and indicators, references, materials, examples, exercises, quizzes, and profiles. The determination of this material has been adjusted to the RPS. The following is an example of product development results. Here are the results of product development



**Figure 1. Media Cover**

## 4) Implementation

Implementation in this study was carried out to two experts. The first expert is a material expert consisting of a lecturer in literature learning qualifications at the Indonesian Language and Literature Education Study Program, FKIP, Ahmad Dahlan University. The material feasibility assessment was used to assess the feasibility of learning media related to





literature learning materials in grade VII junior high school. The feasibility is used to assess; (1) the relationship of the material with the achievements, objectives and indicators of literary text material in grade VII junior high school; (2) the relationship of the evaluation, the final output with the learning indicators of literary text in grade VII junior high school; (3) The suitability of the material from the use of language, sentences and so on. Next, the assessment was conducted to media experts. Media experts in this study are lecturers in the field of learning media at Ahmad Dahlan University. Media expert assessment is carried out to assess the suitability of products related to graphics, ranging from appearance, ease of access, to use.

**Table 2. Expert Feasibility Test Results**

No.	Feasibility Test	Score
1.	Material Expert	3.80.
2.	Media Expert	4.00

The results of the material expert feasibility test obtained a score of 3.80 with a good category. Revisions are needed to correct writing that has typos, readjust the material with indicators of achievement and learning outcomes. The media expert's feasibility value obtained a score of 4.00 with a good category, the results of the V scale calculation obtained revisions for improvements related to colors, images and animations that must be adapted to the learning situation in junior high school. After the revision, the next step was to conduct a feasibility test to 10 students at SMPN 1 Bambanglipuro Bantul. The trial was carried out with the following stages; (1) providing material about learning literature in junior high school grade VII; (2) distributing learning media that has been developed to students as teaching materials; (3) distributing assessment questionnaires to students and directing students to assess; (4) calculating student questionnaire results with the Aiken V formula. The following are the results of the student feasibility test.

**Table 3. Student Response Test**

Grain	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	S1	S2	S3	S4	S5	Σs	V
1.	5	5	5	5	4	4	4	4	4	3	19	0,95
2.	5	5	5	5	4	4	4	4	4	3	19	0,95
3.	5	5	5	5	4	4	4	4	4	3	19	0,95
4.	5	5	5	5	5	4	4	4	4	4	20	1
5.	5	5	5	5	5	4	4	4	3	4	19	0,95
6.	5	5	5	5	5	4	4	4	4	4	20	1
7.	5	5	5	5	5	4	4	4	4	4	20	1
8.	5	5	5	5	5	3	4	4	4	4	19	0.95
9.	5	5	5	5	5	4	4	4	4	4	20	1
10.	4	5	5	5	5	3	4	4	4	4	19	0.95

Based on the results of the student feasibility test calculated by the AIKEN V formula, the score is 0.95 to 1 with a very good category. Next is to conduct an experimental test to determine the effectiveness of the product to 20 students consisting of control and experimental classes. The experimental test results are seen from the independent sample test calculation data with the SPSS program. The analysis results obtained a p-value of 0.154. This indicates that the p-value is >0.05. This shows that the p-value >0.05, so H0 is accepted. Thus, it can be concluded that the initial intelligence of students before treatment between the control and experimental groups is not significantly different. The results of the pretest analysis obtained a p-value of 0.003 showed that the p-value <0.05, so H0 was rejected. Thus, it can be concluded that the level of thinking of students, after treatment between the



control and experimental groups is significantly different. Therefore, the learning media developed in this study is effective to improve students' skills in learning Indonesian.

### 5) Evaluation

Evaluation in this study was carried out to reflect, related to the development process starting from the needs analysis study, design, development, to implementation carried out to the product effectiveness test. This research is still limited in the trial process. The research trials will be evaluated and carried out by involving several schools around DIY and Central Java by involving MGMP, then we will also evaluate the stages of product development related to the effectiveness of time so that the research can run according to the predetermined schedule.

### Discussion

Text-based Indonesian language teaching requires students to produce on each material studied. The output is text (Ramadania, 2016). Therefore, in learning Indonesian it is necessary to present teaching materials that support students to achieve these demands, one of which is by presenting comic-based learning media as teaching materials for students (Hendra Saputra & Pasha, 2021). Based on the initial observations made, teachers and students stated that it is necessary to present learning media that can lead students to be active and creative. One of them is comic media. Comic media is a form of cartoon that depicts a character, tells a story in sequence that is closely related to the picture, and entertains readers (Dewi & Surur, 2021). Indonesian language learning is currently not supported by maximum learning media. This is evidenced by the results of students' work on the learning outcome text which is still far from the expected target. There are some students who have been able, but the number is still not comparable to those who have not been able, therefore, teachers and students need media that can help them achieve learning goals. So, comic media is needed to help students in learning literature learning materials through Indonesian language learning. Next, to meet these needs, the stages of designing learning media are carried out by collecting some material elements, evaluation questions and some features that will be displayed in the learning media. The design stage in development research is an initial design that must be carried out by taking into account the results of the needs analysis (Himawan et al., 2023; Hidayat et al., 2022).

After the design, the next step is to develop the product into a whole unit of learning media. At this stage, it is carried out to produce products, starting from the cover, to the final appearance of the learning media. This media has a cover that reads "Indonesian language learning grade VII junior high school" the materials contained in the media are related to literary texts in grade VII junior high school. The material is collaborated with interesting images so as to increase students' interest in learning. Next, the implementation stage is carried out to material experts, media, students and continued with the effectiveness test. This test is carried out to determine the quality of the product and test its effectiveness (Martin, 2020 ; Indra Wijaya & Agus, 2018 ;Safitri et al., 2023).

The results of the material expert feasibility test obtained a score of 3.80 with a good category. Revisions are needed to correct writing that has typos, readjust the material with indicators of achievement and learning outcomes. The media expert's feasibility value obtained a score of 4.00 with a good category, the results of the V scale calculation obtained revisions for improvements related to colors, images and animations that must be adapted to the learning situation in junior high school. After the revision, the next step was to conduct a feasibility test to 10 students at SMPN 1 Bambanglipuro Bantul. The trial was carried out with the following stages; (1) providing material about learning literature in junior high



school grade VII; (2) distributing learning media that has been developed to students as teaching materials; (3) distributing assessment questionnaires to students and directing students to assess; (4) calculating student questionnaire results with the Aiken V formula.

Based on the results of the student feasibility test calculated by the AIKEN V formula, the score is 0.95 to 1 with a very good category. Next is to conduct an experimental test to determine the effectiveness of the product to 20 students consisting of control and experimental classes. The results of the independent sample test analysis obtained a p-value of 0.154. This shows that the  $p\text{-value} > 0.05$ , so  $H_0$  is accepted. Thus, it can be concluded that the initial intelligence of students before treatment between the control and experimental groups is not significantly different. The results of the pretest analysis obtained a p-value of 0.003 showed that the  $p\text{-value} < 0.05$ , so  $H_0$  was rejected. Thus, it can be concluded that the level of thinking of students, after treatment between the control and experimental groups is significantly different. Therefore, the learning media developed in this study is effective to improve students' skills. Next, evaluation activities were carried out to reflect on the development research conducted. Overall, this research produced one product in the form of learning media accessed through android and comic-based. Android is a system that can be used as a learning tool (Indah & Kasman, 2021). The material aspect combined with several animations is the product's advantage. The product is ready to be implemented and used as teaching material to support the achievement of learning objectives.

Overall, this study shows that comic books can improve creative reading literacy among students. Creative reading, which is a process of reading that does not stop when the book is closed, can be implemented through comic books (Nurbaya, 2023). The results of the effectiveness test showed an increase before and after the intervention, indicating that the developed product effectively enhances students' creative reading skills, particularly in the subject of literary text reading, specifically fables. This research is very important because it is used as a foothold for students in practicing creative thinking skills. Given that technology is generally associated with left-brain functions that focus on analysis, logic, and structured problem solving (Himawan, 2020), whereas creativity is associated with the right brain which relies on intuitive, imaginative thinking and flexible processing of information to generate new ideas. It is the combination of these, which will result in deep thoughts.

## Conclusion

The results of the independent sample t-test analysis obtained a p-value of 0.154. This shows that the  $p\text{-value} > 0.05$ , so  $H_0$  is accepted. The effectiveness test shows that the comic products developed in this study are effective for improving students' creative thinking skills. This research is expected to be able to provide references to learning media that can improve creative literacy that leads to students' creative thinking skills as an important competency that must be mastered in the 21st century.

## Recommendation

Future studies could integrate multiple materials into one unit to reinforce the literacy foundation of Indonesian students through Indonesian Language Subjects. For developers of learning media, it is recommended to pay closer attention to the usability of learning media tools, considering that the primary users of this media are students.

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