The Development of Comic on Sub-Theme “National Events” Concerning National Dependence Proclamation to Inculcate Discipline Character

Chumi Zahroul F¹, Imam Muchtar ¹
¹University of Jember, Jember, Indonesia

Email: chumi.fkip@unej.ac.id

ARTICLE INFO
Article History:
Received Date: 1th January 2019
Received in Revised Form Date: 10th January 2019
Accepted Date: 15th January 2019
Published online Date 01st February 2019

Key Words:
comic media, discipline character

ABSTRACT
The learning process germane to the national events sub-theme surrounding the proclamation of independence requires a media that is able to become a means of delivering abstract material to be concrete not just images available in textbooks, for which more innovative media is needed, namely learning media in comic form. This study aims to produce learning media in the form of comics that can foster the character of discipline, using the R & D model from Borg and Gall (2003) which consists of 7 stages. It aims to describe the process, produce products and disseminate products. The aspects of media quality studied are validity and effectiveness. The media developed is evaluated by material experts and media to determine its feasibility. The subjects of this study were all VA students of SDN Kebonsari 03 Jember, which included 35 students as subjects of small-scope trial. 25 VA students from Public Elementary School Kebonsari 04 Jember were involved in a control class, and 26 VB students were involved in the experimental class. The data collection in this study was done by observation, interviews, questionnaires, tests, and validation. The results of data analysis showed that the media was proven valid with the validator percentage validating 80.3%. The percentage of student learning outcomes was 82.35%. The average results of student affective assessment for disciplinary characters are 95%. From these results it can be concluded that comic media has fulfilled the quality aspects of the media and can be used as a medium of learning in schools. In the field trial, the results obtained for the control class average pretest score was 75.2 and the average posttest score was 82.5. The experimental class obtained an average score of 78.1 in pretest and 90.2 in posttest score. Learning with comic media developed is proven effective to foster the character of discipline.

Copyright © Chumi et al, 2019, this is an open access article distributed under the terms of the Pancaran Pendidikan Journal license, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited
INTRODUCTION

In the 2013 curriculum of grade Five in Elementary Education, one of the learning materials focuses on a theme titled *The Beauty of Togetherness*. In this theme there are 3 sub themes. The first sub-theme is the sub-theme of national events concerned with the proclamation of independence, the content in the sub-theme is social studies learning material. One of the goals of Social Science is to prepare Indonesian citizens to be able to participate in people's lives, in local, national and international community. In order to be able to participate in the community, a person must have the ability in the form of knowledge, skills, attitudes and values and behave. To obtain this ability, someone needs reading skills.

The sub-theme of national events surrounding the proclamation of independence has basic competencies in understanding and telling about social, economic, cultural, ethnic and religious diversity in the local province as a national identity. The focus of the material studied included the way of life of a tribe, the diversity of traditional houses, traditional clothing, traditional dances and traditional weapons. In addition to knowing the diversity of my country that is important and needs to be learned by students is getting moral messages that can be implemented in their daily lives.

Basic competency will be achieved if the learning process is implemented in accordance with the lesson plan that has been created and supported by high-quality learning activities. Good basic competency can be achieved through the interaction of various factors that influence it. One important factor in learning activities is the presence of media that is applied in the learning process effectively.

In the 2013 curriculum in class IV the theme 4 sub-theme 2 shows that the 2013 curriculum with a scientific approach begins with the stage of observing, asking questions, gathering information (trying), reasoning, and communicating. Through the learning process with this scientific approach, learning media are needed that aim at the observing stage to obtain maximum results through observing a media.

The results of the interview on May 6, 2016 with several grade IV teachers at Public Elementary School of Kebonsari 03 in Jember which stated that the sub-theme of national events surrounding the proclamation of independence covered basic competencies in understanding and narrating social, economic, cultural, ethnic and religious diversity in the local province as national identities tends to be difficult for students to understand, because many conceptual concepts were abstract. The teacher only used image media that was already available in the textbook without any variation in other forms of media.

The results of the interviews with some of their students felt that there was boredom during the learning process due to variations in monotonous learning, which eventually students did not understand the learning material. The fact that students do not understand about social, economic, cultural, ethnic and religious diversity in the local province as a national identity is quite serious problem. This shows that children do not have a sense of belonging to their own culture, especially related to the culture of the region. Social, economic, cultural, ethnic and religious diversity in the local province is important to be introduced to bring about a sense of belonging, pride and love for local culture and national culture so that there will be a respect for the cultural and beautiful existence of my country. One of the causes related to the conditions above is the absence of media that are able to teach students to achieve learning goals.
Therefore, to overcome the above problems, it is very necessary for learning media to make it easier for them to concretize abstract concepts so that they become easy to describe the material being studied. Also, the students are no longer attached to learning to memorize knowledge, but students are guided to find answers to problems presented. As such, learning is more meaningful, holistic and authentic. Meaningfulness in obtaining learning material is expected to be able to improve the affective domain (attitude), cognitive (knowledge), and psychomotor communication.

One alternative that can be done by teachers to improve the learning process is more meaningful and the learning objectives are achieved by using learning media that can motivate students to learn. Learning media is very important role in the learning process because it is able to make students better understand the material conveyed by the teacher. Sadiman (2007) posits that the acquisition of learning outcomes through the senses of view and sense of hearing is very prominent difference. Approximately, 90% of one's learning outcomes are obtained through seeing, and only about 5% is obtained through hearing and another 5% is obtained through the other senses. To optimize the use of senses of students in learning, learning media is needed. So far, many media have been developed to facilitate the delivery of material in the learning process, including audio-visual media or video and media images. However, sometimes the use of these media has obstacles and weaknesses. Video media requires electronic devices and electricity in their use, but also requires special skills that the teacher must have to be able to operate them. However, the image media have not been able to convey messages to the material optimally.

The comic media is the right alternative to be used as a learning media when such theme as *The Beauty of Togetherness* is at play, as stated by Sadiman (2007). He furthers that comics is a form of reading where students are expected to read without feeling forced or have to be persuaded. Satria (in Listyani, 2012:83) reveals that comic stories are easier to comprehend because of the help of images in them. Bonnef (1998:99) reveals that comics also have a positive role in developing reading habits, and comics are one of the mass communication tools that provide education for both children and adults, comics can also bring the emotions of readers when reading stories that are in inside it. Comic has two functions, namely as entertainment, and the second comic can be utilized both directly and indirectly for educational purposes because the position of comics is increasingly developing in a better direction because in the community the education has realized the commercial value and educational value that it can carry. The educational purpose of using comics as a learning media is as a tool to make it easier for students to understand the concepts or material being studied.

The results of several studies [Novita, 2015] have proven that comic media is proven to be able to increase learning motivation, interest in reading which ultimately results in improvements in the learning process and learning outcomes. For this reason, it is necessary to develop comic media in the Beautiful Sub-theme of Cultural Diversity in the country on subjects. This comic as learning media is expected to be able to help the learning process in the classroom become it makes learning experience more fun and students become easier to understand the material being studied, and overcome the boredom and saturation of students in the learning process.

From this description, the problems that arise can be formulated as follows, how are the processes and the results of the development of learning media in the form of comics, the sub-themes of the beauty of cultural diversity in my country. The purpose of this study is to describe the process and results of the development of learning media in
the form of comics, concerned with the sub-theme of the *Beauty of Cultural Diversity in My Country*.

**METHODOLOGY**

The process of developing learning media in this comic form uses a research and development (R & D) model by Borg and Gall (2003, in Gooch, 2012:86). The stages of the R & D development model include: a) the needs analysis phase, consisting of student analysis, material analysis, and objective specifications; b) product design stage, including media selection, and initial design; c) the stage of production/initial product development, including the making of comic media, and the preparation of assessment instruments (validation sheets, questionnaires/questionnaires, and test questions; d) the validation stage, including assessments from media experts (lecturers) and assessment from material experts (classroom teacher); e) the revision stage, including revisions or improvements to the media based on suggestions by the validators; f) product testing phase, including material testing on students, filling out questionnaires by students and implementing test results; g) the final stage of revision and dissemination, including analysis of the success of the media and the final improvements or revisions to the media and the dissemination of the media. In this study only carried out until the trial phase only.

The trial was carried out in Public Elementary School of Kebonsari 3 Jember. This trial was carried out in the even semester of the academic year 2015/2016. The pilot subjects in this study were students of class IV A, which included 35 students. In general, the media development process can be seen in the following scheme.

![R & D Procedure according to Borg & Gall (in Gooch, 2012: 85)](image)

*Figure 1. R & D Procedure according to Borg & Gall (in Gooch, 2012: 85)*

Data collection instruments carried out in this study included validation sheets, questionnaires and tests. Analysis of the data used in this study is descriptive analysis techniques.

The analysis technique for each data is as follows:

**Data Analysis of Validation Results**
Analysis of validation data was used to measure the validity aspects of the product in the form of learning media in the form of comics developed. The steps to measure the validity of learning media included the following procedures.

a. Recapitulation of data on the validity of learning media evaluation into a table that includes Aspects (Ai), Indicators (Ii) and values for each validator (Vi).

b. Determining the average value for each aspect with the formula:

\[ A_i = \frac{\sum_{j=1}^{m} I_{ij}}{m} \]

Where:
- \( A_i \) : average score for the \( i^{th} \) case
- \( I_{ij} \) : average score for the \( i^{th} \) of \( j^{th} \) indicator,
- \( m \) : the number of indicators to the \( i^{th} \) case

c. To find out the average of total score, the following formula was operative

\[ V_{a} = \frac{\sum_{i=1}^{n} A_i}{n} \]

Where:
- \( V_{a} \) : average of total scores from all aspects,
- \( A_i \) : average score of \( i^{th} \) aspect
- \( n \) : the number of aspects

d. To determine the average validation scores from all validators, the following formula was applied.

\[ I_i = \frac{\sum_{j=1}^{n} V_{ji}}{n} \]

Where:
- \( V_{ji} \) : the score of \( j^{th} \) validator toward the \( i^{th} \) indicator
- \( n \) : the number of validators

The total average value or \( V_{a} \) is determined based on the percentage of validity level of learning media using the following formula.

<table>
<thead>
<tr>
<th>No.</th>
<th>Achievement Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>76 - 100 %</td>
<td>Highly appropriate</td>
</tr>
<tr>
<td>2.</td>
<td>56 - 75 %</td>
<td>Appropriate</td>
</tr>
<tr>
<td>3.</td>
<td>40 - 55 %</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>0 - 39 %</td>
<td>Inappropriate</td>
</tr>
</tbody>
</table>

Source: Arikunto (cited in Pramudito, 2013:8)

Learning media criteria are said to be good if the minimum level of validity achieved is a decent level. If the level of validity of instructional media is still below feasibility, it is necessary to revise based on corrections from the validator. Then the validation is done again, and so on until the criteria for learning media can be said to be good.

The effectiveness of learning media can be seen from the level of students' knowledge of learning outcomes. declared effective if at least 80% of students who take part in the learning are able to achieve a minimum level of mastery of material, or at least 80% of students who take part in learning can achieve a minimum score of 60 (maximum score of 100).
The percentage of student response data is used to determine student responses to the learning media developed. Determining the percentage of student responses can be calculated by the formula:

$$\text{Percentage of Student's Response} = \frac{A}{B} \times 100\%$$

Where

A: the percentage of students who achieve 75,
B: total number of students

The percentage of student response data is then interpreted based on the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Value of $\gamma$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$81% &lt; \gamma \leq 100%$</td>
<td>Very high</td>
</tr>
<tr>
<td>2.</td>
<td>$61% &lt; \gamma \leq 80%$</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>$41% &lt; \gamma \leq 60%$</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>$21% &lt; \gamma \leq 40%$</td>
<td>Low</td>
</tr>
<tr>
<td>5.</td>
<td>$0% &lt; \gamma \leq 20%$</td>
<td>Very low</td>
</tr>
</tbody>
</table>


RESULT AND DISCUSSION

The initial stage of the needs analysis includes student analysis, material analysis, and objective analysis. The results of the students' analysis showed that the students had difficulty in accepting the beautiful sub-theme learning of my country because the teacher only used picture media with only books. Students were not familiar with Indonesian religious diversity which included tribe, dance, clothes, and traditional food.

The results of the material analysis on the sub-themes of national events surrounding the proclamation of learning independence 1 in Basic Competence 3.2 that is understanding the social, economic, cultural, ethnic and religious diversity in the local province as Indonesia's national identity, indicator 3.2.1 that is identifying cultural, ethnic and religious diversity from classmates as Indonesian national identity. The concept of the material is difficult to learn from students who still do not know the cultural diversity which includes traditional clothes, traditional dances, folk songs, regional specialties, traditional houses, traditional weapons and traditional musical instruments, especially from the provinces where they live. It is very necessary to have comics as instructional media.

The results of the analysis of media development goals in the form are to make it easier for students to understand abstract material in order to achieve predetermined indicators and competencies. The objective analysis is based on the KD of the material/concept raised, namely my nation's cultural diversity with cultural parade material and traditional musical instruments. Therefore, students at Public Elementary School of Kebonsari 04 Jember who do not know the cultural parade and some traditional music in East Java have no sense of ownership of the culture in Indonesia. This condition is a problem that must be resolved immediately, therefore innovation is needed, one of which is to use learning media in the form of comics so that the learning process is more meaningful.
The Product Design Stage was concerned with selecting the right learning media to be developed, namely learning media in the form of comics. After choosing learning media, the thing to do is to make a product design plan. Product design planning started from reviewing the material to be developed into learning tools or materials, and making initial product designs. Stage of Production/Implementation was the stage where the production phase and the stage of implementation of product development in the form of learning media in the form of comics began.

Validation Stage. Based on the media validity test conducted by the three validators, it was found that the validity of comic media from validator 1 was 81.25% [very valid], 82% of validator 2 [very valid], and 71% of validator 3 [valid]. The revision stage is made based on suggestions from the validators obtained from each. According to the expert media learning validator in the form of comics, it can be tested with a revision to the addition of colors and the writing is more enlarged. According to the linguist's validator in the use of instructional media must be in a clear language and in accordance with intonation. Then according to the expert validator, the learning media material in the form is in accordance with the basic competencies.

Based on media effectiveness test conducted by analyzing student opinion questionnaires, the results showed that there were 33 of 34 students who gave a positive response (the score given by students was at least 75) or as many as 97.05% of students who gave a positive response. Based on these percentages, the learning media developed are included in very high categories in aspects of practicality. The data from student learning outcomes indicates the average score of 82.35% which means it has reached a very good interval.

Discussion

Learning media must meet several criteria so that the learning media can be said to be good. The criteria for good learning media fulfill two aspects of the quality of learning media, namely valid and effective. Learning media in the form of comics developed were declared valid and effective. Student learning outcomes in the category are very good and get a positive response from students. Learning media in the form of comics have fulfilled good media quality. Based on these results, the learning media in the form of comics in the sub-theme National Independence Proclamation can be used in the learning process in grade IV Elementary School in semester 1. The results of this study are consistent with previous research, namely Indriasih research (2016) development of comic media on learning thematic in Class III SD shows the results of the development of comic media are very valid and effective.

The results of the development of comic media are also in accordance with the development of students. According to Piaget (in Kurnia, 2008:37), elementary school children aged 7-11 years have some characteristics of child psychologists, namely critical age in encouraging achievement, group age and creative age or called age play. Among these characteristics, group age and creative age are in accordance with learning media in the form of comics. Media in the form of comic learning motivated the students to read, so that reading skills can develop. Presenting regional specialty foods which are local culture is also another important topic to address. Different musical instruments and cultural parades in each region is one form of ethnic and cultural diversity that must be preserved together. The background of the different places of residence of students can be united with a learning media. This is in accordance with one of the functions of learning media, namely socio-cultural
functions. According to Asyar (2012: 29), socio-cultural functions are able to provide stimuli, provide an understanding of the need to maintain harmony and mutual respect for existing cultures. Learning media in the form of comics can unify differences in regional musical instruments and cultural parades from various regions in Indonesia. Learning media in the form of comics show the shape of regional musical instruments and cultural parades. The hope is that students not only know musical instruments, but also can exhibit them in cultural parade activities.

The learning media in the form of comics developed has advantages and disadvantages. The advantages of this media include accommodating students' interests and reading tastes, because elementary school students prefer reading that gives rise to many images, this media can also increase learning motivation in students which can be seen from students' responses when teachers give comic media while learning. In addition, this media can accommodate the level of thinking of students who are still at a concrete operational level, so that material or concepts that tend to be abstract can be made concrete and easily learned by students. Through interviews with class IV teachers, it was found that comic media is a very good innovation to create a spirit of learning, a sense of belonging to Indonesian culture, and increase the sense of unity.

CONCLUSION

Based on the process and results of the learning media in the form of comics on the sub-themes of the national events surrounding the proclamation of independence, it can be concluded that the development of comic media using the R & D (Research & Development) model by Borg and Gall consists of seven stages, namely, the needs analysis stage, the product design stage, the production stage, the validation stage, the revision stage, the trial phase, and the final revision stage and deployment, but only carried out until the 6th stage / trial phase only.

The results of the development obtained are learning media in the form of comics has been categorized as good because it has met three criteria, namely valid, practical, and effective. Suggestions from this study are: (1) for teachers and the school, learning media in the form of comics can be taken into consideration as a medium or learning tool, (2) making comic media requires considerable time and requires good physical and psychological conditions so that time management and self-management are needed so that the media can be developed optimally.

REFERENCES


Chumi: The Development of Comic on Sub-Theme ...


