

Development of Comic Learning Media on Learning Social Science Class IV Elementary School

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Abstract

This study aims to develop a comic learning media on learning Social Science. This research uses Research and Development method. The research procedure used a borg and gall model using nine stages: (1) research and data collection, (2) planning, (3) product draft development, (4) initial field test, (5) revise test results, (6) main test, (7) improvement of product of field test result, (8) operational field test, (9) final product refinement. The instrument in this study uses questionnaires to determine the feasibility of media in terms of expert validation and field trials and the subsequent instruments use tests to measure students' level of understanding. Evaluation is done by three stages, the first stage of expert judgment conducted by media experts, Social Science materials and linguists. The second stage was conducted on the initial field test evaluation with eight students. The results of the test stated that the comic learning media worthy to be used. To see the effectiveness of the developed product followed by operational field test with 30 students. The test results show differences in learning outcomes between pre-test and post-test. Judging from the average score, it indicates that the developed medium is effectively used in improving students' understanding of Social Science in Elementary School.

Keywords: Comic learning media, Social Sciences, Elementary School

Introduction

Education is an attempt to direct learners in developing their potential in a positive direction in accordance with educational goals. In line with the National Education System Law no. 20 of 2003 that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength of religion, self-control, personality, intelligence, noble character, as well as skills needed him, society, nation, and country.

The curriculum currently applied by most elementary schools in Indonesia is the 2013 curriculum that includes character and competence education. The excellence of the 2013 curriculum is that learners are expected to have the competence of attitude, knowledge, and skills to compete in the international world. In the 2013 curriculum, subjects are classified into two groups, group A and group B. Group A is a subject group that provides more competence orientation to the intellectual and affective aspects, while group B is a subject group that emphasizes affective and psychomotor aspects.

One of the subjects of group A is the subject of Social Sciences. Social Sciences examines a set of events, facts,

concepts, and generalizations related to social issues that occur in society. In line with Trianto's opinion that Social Science seeks to help learners in solving problems faced so that it will make it more understand and understand the social environment of society where learners grow and develop.

In learning Social Sciences, learners are expected to be good citizens, who love the homeland. In harmony with the opinion of Trianto, Social Sciences has a goal to make learners become good citizens of Social Science learning can develop the potential of learners to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all inequities that occur, and skillfully overcome every problem that happens everyday, both that befell him and that hit the community. This goal can be achieved if the organization of teaching and learning process of Social Sciences in school runs well.

Therefore, required to be able to develop the lesson material well, the way to be able to carry out that role is by using the learning media in teaching and learning activities. Learning media can be an intermediary for educators to explain learning materials to learners so as to clarify messages and information to be able to smoothen and improve the process and learning outcomes. In line with Briggs opinion, according to Briggs

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learning media is any physical tool that can present the message and stimulate learners to learn.

But in reality in the field, seen from the results of observations and interviews in the fourth grade of elementary school with students and educators, visible learning objectives Social Science has not been implemented optimally, there is a gap of what is expected. Based on student questionnaires, most learners revealed that Social Science learning materials are too numerous so that they find it difficult to understand all the materials of Social Sciences.

In addition to the problem of Social Science subject matter, the fourth grade school educator also revealed that the spirit of learning Social Science students less proven than many students who do other activities while the teacher is explaining the subject matter, there are drawing, there is singing, joking, talking with my friends and even a student who is asleep.

Based on these problems it is necessary to develop a comic learning media that can play a role in teaching and learning process Social Sciences that has its own charm because of the color on the comic varies and interesting cartoons.

Learning using Comic learning media is very important research result Supriyanta [1], which states that initially learners feel less interested in Social Science material because it is considered boring, then developed a comic learning media that can serve as an alternative source of student learning is more interesting than the reading textbooks so that through this comic media students have alternative sources of other learning besides textbooks, with the presentation of various images in the comic make the media developed more interesting and liked students.

In line with educational research conducted by Wardani [2] shows that students prefer learning with comic media compared with a conventional method of the lecture. When teachers ask students to read comics, students look orderly. The advantages of the comic that there are images related to everyday life and the words used are words that are easily understood. At the time of the group discussion, the students were seen actively giving their opinions. Group one responds to the other group. Based on the results of problem identification and the relevant theoretical studies above, it can be decided that in this study, researchers do the development of comic learning media on learning Social Science in Elementary School. The comic learning media developed is a combination of text and cartoon drawings drawn on Adobe Illustrator application, which is packaged in comic book format, so students can read the comics independently.

Theoretical

Comic Learning Media

Sumantri [3] states that comics are a form of a cartoon that expresses characters and plays a story in a sequence

that is closely related to the image and designed to provide entertainment to the readers. In line with an opinion Scott McColud [4] Comics are images and symbols lined up in a deliberate sequence, intended to convey information or produce an ethical response from the reader.

Social Science Education in Elementary School

Social Sciences is a study that studies, examines, and analyzes social symptoms and problems in society in terms of various aspects of life in an integrated way. Social Science subjects are designed to prepare learners in developing knowledge, ability to deal with social conditions, and able to solve the problems in it. Muhajidin [5]

The purpose of education Social Sciences is basically to educate and provide basic skills to the students to develop themselves according to their talents, interests, abilities, and environment, as well as a variety of provisions for students to continue education to a higher level. Solihatin, [6]

Method

Methods in this study using research and development. The research conducted in the making of comic learning media by using Adobe Illustrator on Social Science learning. The research procedure used is using borg and gall model research procedure which is: (1) research and data collection, (2) planning, (3) development of product draft, (4) preliminary field test, (5) revise test results, (6) main trials, (7) improvements in product of field test results, (8) operational field tests, (9) final product refinement.

The subjects of this research are the fourth-grade students from SDN Ciracas 07 Pagi and SDN Susukan 03 Pagi. In the test phase, initial inclusion of 8 respondents, 16 main field test respondents and field test operational 32 respondents.

The data used are qualitative data and quantitative data. Qualitative data were obtained from needs analysis, media expert test questionnaire, expert material test, language expert test. Meanwhile, the quantitative data is obtained from the product trial result, that is an operational field test. The research design used is one group pretest-posttest design Sugiyono, [7]. In this design, before the treatment is given first the students are given pre-test (and at the end of the learning the students are given posttest. This design is used to determine the effectiveness of the product made.

Result and Discussion

Successful product developed in this research is comic learning media on learning of Social Science in Elementary School, media is designed using Adobe Illustrator application, which is packed in book form so that students

can read comics independently. Before designing into a comic learning media the researcher performs the stages of needs analysis to find the appropriate learning media information to be developed, after the results of needs analysis is obtained, the researcher prepares the manuscript of the product designed in accordance with the material that has been formulated. The materials collected come from sources that have been tested so that the comic learning media is ready to be designed and developed.

After the comic learning media was developed later, it was followed by validation by one social material expert, one expert of instructional media and one linguist. Validation is done to obtain an assessment of comic learning media. The results of the assessment of the validation by the material experts can be seen in the table below.

Table 1 The result of Assessment by Expert of Materials

Aspect	Average
Material Feasibility	4,00
Feasibility Presentation	4,00
Final score of	4,00

The result of the assessment by the Social Science expert of the material aspect has an average of 4.00 with the criteria of "excellent", for the aspect of the presentation with a valuation of 4.00 with the criteria of "very good". So the final score of feasibility of comic learning media worth 4.00 can be said that the development of comic learning media on Social Sciences subjects is feasible from the assessment of material experts. Furthermore the results of media expert validation can be seen from the table below:

Table 2 The Result of Media Learning Expert Assessment

Aspect	Average
Feasibility Presentation	4,00
Final score of	4,00

The results of media expert validation showed the feasibility aspects of the content obtained average value of 4.00 aspects of the presentation of the accuracy of average average value of 4.00 can be said that the development of comic learning media on Social Science subjects is feasible from the assessment of media expert learning. Further validation results of linguists can be seen from the table below:

Table 3 Expert Language Assessment Results

Aspect	Average
Language	4,00
Final score of	4,00

After the media is validated by material experts, media experts and linguists then do an initial field test involving eight students of grade IVD SDN Ciracas 07 Pagi. Initial field test results can be seen in the table below:

Table 4 Initial Field Test

Aspect	Average
Appropriateness	4,8
Final Score	4,8

Based on initial field test results obtained with an average of 4.8 with the criteria of "very good". So the final score of the feasibility of comic learning media worth 4.8 can be said that the development of comic learning media on Social Sciences subjects worth using from the initial field results.

Table 5 Main Field Test

Aspect	Average
Feasibility	4,87
Final score of	4,87

Based on the results of the main field test obtained with an average of 4.87 with the criteria of "very good". So the final score of the feasibility of comic learning media worth 4.87 can be said that the development of comic learning media on the subjects of Social Sciences worth the use of the main field results.

The final test after passing expert validation stage and initial field test, main field test and improvement, then field operational test with 32 students, the result of the operational field test is presented in the table below:

Table 6 Field Test of Operations

Aspect	Average
Feasibility	4,94
Final score of	4,94

The results of the operational field test obtained an average of 4.94 with the criteria of "very good". So the final score of the feasibility of 4.94 comic learning media can be said that the development of comic learning media on the subjects of Social Sciences worth the use of the results of operational field tests.

The operational field test is conducted to know the effectiveness of comic learning media developed. Effectiveness is measured by questionnaire to get students' opinions about comic learning media on Social Science learning and analyze pretest and posttest learning outcomes by setting minimum score of achievement of competence of > 70. Here is the posttest result obtained an average value

Table 7 The Results of the Effectiveness Test Assessment

	Pretest	Posttest
Minimum Value	4.7	7.0
Maximum Value	9.0	10
Average Value	62.19	82.56
Enhancement	20.37	

At the value of pretest, there is an average value of 62.19 after the use of comic learning media on Social Science learning an average value of 82.56 an increase of 20.37. The minimum pretest value of 4.7 rises to 7.0 and the maximum posttest value of 9.00 rises to 10. This indicates a significant increase in students' ability to understand Social Science materials. Learning activities using media assistance can facilitate teachers to deliver learning materials so that the achievement of learning objectives Sumantri, [3]; Sumantri & Rachmadtullah, [9]

Conclusions

Based on the stages of research and development passed, the conclusions of this study are as follows:

- 1) The comic learning media developed in this study proves to be valid, practical and has a potential effect on student learning outcomes in Social Science lessons in Elementary School.
- 2) The use of comic learning media developed to improve students' understanding because the content of the material on the comic easily understood.

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