

Development of Comic as a Media in Fiction Text Lesson in Fourth Grade of Elementary School

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ABSTRACT

The use of media in learning can make learning more interesting. This research aims to develop comic as a media which is appropriate and effective in learning. The research design used is the Borg and Gall design. The trial subjects in this development research were fourth grade students at Public Elementary School 101903 Bakaranbatu, Lubukpakam District. The product of this development research is a comic as a learning media that is declared feasible and effective for use. The instruments used in this study were: 1) validation sheet of media eligibility by the validator; 2) observation sheet; 3) questionnaire responses from teachers to learning media; 4) questionnaire responses from students to learning media; 5) tests to know the effectiveness of comic media. The results of the process of developing this comic are (1) comic declared to be suitable for use in learning fiction texts with very good categories from the results of the evaluation of media validators, language validators, material validators, assessments from teachers and students. 2) comic are declared effective in improving student learning outcomes in fictional text material as evidenced by the average grade of students who use comic at the time of the pretest is 35.17 then the average posttest result changes to 85.8.

Keywords: *development research, learning media, comic, fiction texts*

1. INTRODUCTION

Education is something that cannot be separated from human needs. Education that is always experiencing development causes changes to one's life. "Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to him because only humans can be educated and educated" [1]. Mudyahardjo revealed that the purpose of education is the same as the purpose of life [2].

Learning in accordance with the statements of Siregar and Hartini Nara that learning (instruction) is broader than teaching (teaching) [3]. Learning must produce "learning" for students and a systematic planning must be done, while teaching is only one application of learning strategies among other learning strategies with the main objective being to convey information to students.

Today learning in schools must be well designed by teachers to create classes that demand student activity as a process in developing students' potential. This is in

accordance with Government Regulation of the Republic of Indonesia number 32 of 2013 concerning National Education Standards in article 19 paragraph (1) that the learning process in education units is carried out interactively, inspiratively, fun, challenging, motivates students to participate actively, as well as provide space enough for the initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students [4].

The curriculum of 2013 is the latest curriculum applied in Indonesian education after KTSP. In learning, the curriculum of 2013 has two manuals, namely the teacher's handbook and the student's handbook. It is often found that many teachers do not understand well how to implement the 2013 curriculum. This is evidenced by the many schools that still apply KTSP rather than the curriculum of 2013. Kristiantarisaid that teachers are still having difficulty in implementing the curriculum of 2013 due to lack of facilities or infrastructure [5].

In the initial research activity in the form of an interview between the researcher and the Class

Guardian IV at Public Elementary School 101903 Bakaranbatu, it was found that in the learning activities, the teacher only uses teaching materials from the teacher's handbook provided by the government.

The lack of breadth of the material in this handbook requires teachers to have teaching materials from other references because the competencies to be achieved by students include several subjects such as mathematics, Indonesian, PPKN, sports, art, science and also social studies.

Subjects that must be accepted by elementary students in accordance with the 2013 curriculum one of which is Indonesian. Indonesian language has four aspects of language skills namely listening, reading, speaking and writing. Basically reading activities have benefits in improving one's oral ability, such as awareness of new terms, increasing effectiveness and better use of sentences, and increasing the ability to use the right words [6].

The low interest in reading can be found in Public Elementary School 101903 Bakaranbatu, Lubukpakam. This is due to the lack of interesting reading for students. In addition, reading activities are not proclaimed so that reading is not the main interest of students. This lack of interest in reading students can be known because this school has not implemented "literacy movements in schools" to students and also the lack of visitors to school turnover.

The results of the interview with the fourth grade Homeroom Teacher found that the ability of students to understand fiction texts was still relatively low. The main factor is the lack of students in listening to reading fiction texts well. According to the students, based on the question and answer activity, reading fiction texts that are only in the form of sentence lines are boring to read.

The shortcomings of these school textbooks then require teachers to prepare learning media. It's just that in Public Elementary School 101903 Bakaranbatu found a lack of facilities in designing instructional media, such as infocus provided by the school, only one, while the school has twelve classes.

The word "media" comes from Latin which is a plural form of medium which means intermediary or introduction. The medium can be defined as an intermediary or introduction to communication from the sender to the recipient [7]. The media are intermediaries or deliverers of messages from the sender to the recipient of the message [8].

Learning media is something that can be used to channel messages or content, stimulate thoughts, feelings of concern and abilities of students [9]. Meanwhile, the Association of Education and Communication Technology (AECT) in America, states

that learning media are all forms and channels that people use to channel messages / information [8]. Gagne defines the media as a type of component in the student environment that can stimulate them to learn [10]. References [11] stated that the media are any tools that can be used as a channel of messages to achieve learning objectives.

There are many types of learning media. The types of learning media are actual objects, still images, moving images, and also based on computers [12]. Several types of media that are often used into several groups, namely: (1) Print media, (2) Exhibition media; a) Reality is real objects that can be presented in the lecture hall for the purpose of the learning process. b) Models are imitation objects used to present reality, (3) Projected media, (4) Audio recordings, (5) Video and VCDs, and (6) Computers [13].

Based on the many types of learning media, a teacher must pay attention to the appropriate learning media used properly. For example, if the teacher wants to use computer media, then the teacher must ensure that the school can provide adequate facilities for computers. Mc. Connelsaid, "If The Medium Fits, Use It!" [8].

Before choosing a learning media, it's good to pay attention to its accuracy with the stated learning objectives, the content of the learning material does require the existence of a learning medium, and also make sure that the learning media is easy to obtain and the teacher can use it. Availability of time is also taken into consideration in the use of learning media so that the media can function optimally. In addition, the level of thinking of students must also be considered, lest the learning media given can not even be understood by students [14].

In accordance with the learning of fiction texts on theme 8 in fourth grade, namely the area where I live, students should be given knowledge about fiction in the surrounding environment. It's just that the student handbook does not provide a fictional story that suits students' needs, which are fictional stories from the people of North Sumatra. Reference [15] which states that fiction is a fictitious or imaginary story. This is because fiction is a narrative work whose contents are not based on historical truth. Thus, it leads to a work that tells something that is fictional, imaginary, something that does not exist and does not really happen so that it is not necessary to look for the truth in the real world.

Players and characterizations in a story basically have properties that are not too far outside the limits of human thought. In this case, a player in the story at least has a character that might be found in real life. Waluyo explained that as a figure that may be found in the world of reality, the figure depicted is a figure who behaves

totally, complete with behavior, dialogue, habits, specific characters, emotions, psychological development, and so on [16].

A character with good character is a reading that is suitable for children. The role models of these characters can be imitated by children. Mustofasaid that children will learn from the values of attitudes in fairy tales that they hear without feeling patronized [17]. Children are governed not by direct speech, but with words and a good flow through fairy tales, indirectly the child will get a truth values. It should be noted that the material content and flow of the tale must also be correct.

One of the efforts in increasing students' interest in reading is by providing interesting reading material, in accordance with the needs and interests of each age group [18]. Comics are one of the print media that is very interested in its readers, especially at the elementary school level [19]. The grouping of learning media is known in the form of print media, for example images. The picture has its own advantages as Rahadi has revealed that the picture is universal, easy to understand, and not bound by language limitations [20]. In addition, pictures are the most common media used in learning because the price is relatively cheap and easy to make and use in learning.

The pictures contained in the comics for learning media should have the right criteria. The criteria in choosing pictures include supporting the learning goals and needs, having quality artistic values, having a clear role in achieving learning objectives, drawing has been validated, and images can attract the attention of children [14].

Characteristics of comics include: (a) comics consisting of a variety of situations that are mutually sustainable, (b) comics are humorous, (c) other characteristics of comics must be known so that the power of this medium can be lived out, (d) comics focus attention around folk, (e) the story in the comic concerns personal so that a reader can immediately identify himself through the feelings and actions of the character's main character, (f) the story is concise and attracting attention, (g) supplemented by action even in newspapers and books books, (h) comics are made more alive and are processed by using the main colors freely [21].

Some steps in making comics are: (1) choosing a concept; (2) write a story and its thumbnails; (3) determine the characters, locations, and objects that will be in the story; (4) determine the story line and place the text in each panel; (5) double-check the location of the text in thumbnails; (6) draw a panel outline; (7) preparing space for text balloons, (8) sketching images; (9) clarifying drawings in pencil; (10) sharpen the image

with ink if desired; (11) determine the type of text; (12) do this for each page until the comic is finished [22].

Every learning media has its advantages and disadvantages depending on the criteria in the selection of the media. As a media, messages conveyed by comics are usually clear, coherent, and pleasant [23].

Comic media have advantages, namely: motivating, visually appealing, permanent, intermediary, and popular [24]. Media images have advantages including those commonly used, easy to understand, enjoyable, easy and cheap to obtain or create, and many provide explanations rather than using verbal media [25].

While the weaknesses of the comic media include: 1) the size is not large enough if used for the purpose of teaching large groups, 2) the picture is two-dimensional so it is difficult to describe the actual shape with three dimensions. 3) the picture however beautiful still does not show movement as well as live images [26].

Comic media makes students more fond of reading, in accordance with the objectives of literacy activities. Comics can increase students' interest in reading because of the funny combination of colors and stories can also change the character of children later, because the characters in comics can make children to imagine deeper [27]. Based on this, the authors are interested in researching a "Development of Comic Media in Learning Fiction Text in the fourth grade of Public Elementary School 101903 Bakaranbatu, Lubukpakam District".

2. METHOD

2.1 Research Type

This research uses a research and development (R&D) model. Development research is a process used to develop and validate educational products [27]. In this research, the product to be developed is a learning media.

The stages in Borg & Gall's research can be seen in the following Fig. 1.

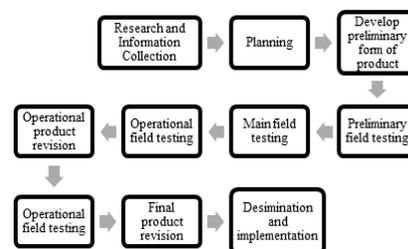


Figure 1 Stages of Borg & Gall Development Research

The Borg & Gall research phases above are then adjusted to this study. The following is a draft research procedure in developing comic media for fiction texts.

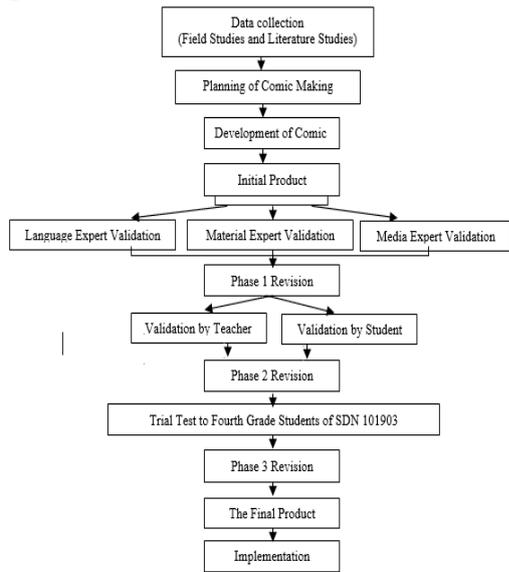


Figure 2 Chart of Comic Media Development Procedures

The following is an explanation of the steps in developing comic media.

1) Research and Information Collection

The activities carried out at this stage are doing observation activities to schools and asking about learning, especially problems in learning. In this case, the data will be obtained in the form of a description of the learning atmosphere, completeness of the administration of learning, learning resources, and the use of instructional media.

After the data has been collected successfully, the problem is examined in the field of theory through previous studies and through the study of literature on theories or concepts about good development research models.

2) Planning

Researchers will make a plan about what products will be developed, what equipment must be prepared, and how to spread it.

The first step that must be taken in planning is identifying the learning objectives. Identification of the problem is carried out referring to the needs of students in fourth grade elementary school and adjusted to the demands of the 2013 curriculum.

Furthermore, comics are made based on basic competencies. In this case, the comics that will be made include fairy tales with the storyline and character of each character not in conflict with character education. Comics are designed by adjusting the characteristics of students in fourth grade. So the drawing technique and the clarity of the story are not too complicated but also not too simple.

3) Initial Product Format Development

A rough draft (draft) of the comic media that wants to be disseminated beforehand is tested for validation by media experts and material experts. In this step, comics that are designed in line with character education, namely the character of the main character can be an example to students and the language used is also a good language. As is known, the character, character, or person can be identified from the words (language) spoken [28].

Validation testing by comic media experts and material experts is based on a questionnaire. If there are deficiencies, the comics are revised again until satisfactory results are obtained from the validators. In addition, comics are also given to teachers to find out the compatibility of comics with the material and characteristics of students. Similar to the validator, the teacher is also given a questionnaire to then be used as material to analyze the feasibility of comics.

4) One-on-one Trials

After the comic was validated by media and material experts, the comic was then tested on three students to get a response. These three students were randomly selected from fourth-A class. Each student was given a comic and then asked for opinions about the shortcomings of the comic. Students are given a questionnaire to find out how they evaluate the comics provided.

5) Product Revision

The responses received from five students then became reference material to revise the comics. The comic was again refined in accordance with the opinion given by five students.

6) Small Group Trial

The revised comic was then given back to students with a greater number of about 10 students and then asked for responses and responses using a questionnaire. During the research, observation activities were carried out on the students' reading activities. also ensured that each student filled out the questionnaire correctly.

7) Product Revision

Inputs and responses from a limited group of students are then used to revise the comics that will be distributed. The comics that will be disseminated are certain to include students' previous input.

8) Field Trial

The revised comic was then given to all students in grade IV of Public Elementary School number 101903 BakaranBatu and then gave an assessment on the questionnaire that had been given. Researchers also conducted pre-test and post-test assessments of 30 students in class four-A who used comic media, and 30

students in grade four-B who studied without using comic media. The test results from both classes were then compared with paired sample t tests.

9) Final Product Revision

This activity is to revise comics that have been disseminated. From the results of student tests and questionnaires, it can be seen how the effectiveness and feasibility of comic media is. If there are deficiencies, the comic can still be revised again. After that, the comics were printed properly to be used in learning.

10) Dissemination and Implementation

In this activity, the results of the research will be compiled to be published in a national or international journal. Research will become more valid when it is recognized both nationally and internationally.

2.2 Product Feasibility Analysis

The data analysis technique used in this research is quantitative descriptive analysis technique. The questionnaire will be divided into 5 types of statements then converted into numbers, as shown below.

Table 1. Scoring Guildelines

Information	Score
SS (SangatSetuju/Strongly Agree)	5
S (Setuju/Agree)	4
R (Ragu-ragu/Hesitating)	3
TS (TidakSetuju/Disagree)	2
STS (SangatTidakSetuju/Strongly Disagree)	1

The scores that have been obtained are then added up to get the average. The formula used to find the average score, which is as follows like this [29]

$$\bar{x} = \frac{\sum Xi}{n}$$

Informations:

X = average score

$\sum Xi$ = total score

n = total number of questions

After the average score is obtained, then the classification of categories is qualitatively adjusted to the formula from Widoyokom [30].

Table 2. Conversion of Quantitative Data to Five-Scale Qualitative Data

No.	Score Range	Score Range	Category
1.	$X > Mi + 1,8 S_{Bi}$	$X > 4,2$	Very Good
2.	$Mi + 0,6 S_{Bi} < X \leq Mi + 1,8 S_{Bi}$	$3,4 < X \leq 4,2$	Good
3.	$Mi - 0,6 S_{Bi} < X \leq Mi + 0,6 S_{Bi}$	$2,6 < X \leq 3,4$	Enough
4.	$Mi - 1,8 S_{Bi} < X \leq Mi - 0,6 S_{Bi}$	$1,8 < X \leq 2,6$	Less
5.	$X \leq Mi - 1,8 S_{Bi}$	$X \leq 1,8$	Very Less

Information:

X = actual score (score achieved)

Mi = ideal average

= $(1/2)$ (highest ideal score + lowest ideal score)

S_{Bi} = ideal standard deviation

= $(1/6)$ (highest ideal score - lowest ideal score)

Based on Table 2, comic media development products can be categorized according to the following assessment.

Table 3. Product Categorization

No.	Interval Score	Value	Category
1.	$X > 4,2$	A	Very Good
2.	$3,4 < X \leq 4,2$	B	Good
3.	$2,6 < X \leq 3,4$	C	Enough
4.	$1,8 < X \leq 2,6$	D	Less
5.	$X \leq 1,8$	E	Very Less

A product developed can be said to be suitable for use as a learning medium if the results of the assessment from material experts, media experts, teachers, and students are included in the value. good criteria [31].

2.3 Analysis of Product Effectiveness

Data analysis in testing the effectiveness of the product using statistical analysis. To analyze the difference between the pretest and posttest scores of the two classes, the one sample t test was used. Data analysis was performed using the SPSS application with the consideration that the data provided was sharper and more accurate.

Before carrying out the t test, the data was confirmed to be homogeneous and normally distributed. To test for normality, the data obtained are in

accordance with the results of the Shapiro and Liliefors tests in SPSS. Data is said to be normal if the statistical results show a number > 0.05. Meanwhile, to test homogeneity, data was taken based on the Levene's Test method. If the value obtained is > 0.05, the data is said to be homogeneous.

After the normality and homogeneity tests were carried out, the test scores of the two classes were tested by SPSS. If the significance value < 0.05 means that Ho is rejected (there is a significant difference between the pretest and posttest scores) [32]

The results obtained from the sample t test are then used to determine the increase in student understanding by using data analysis techniques gain-test in calculating the gain value (g).

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{score pretest}} \quad [33]$$

The gain values that have been obtained are then categorized according to the assessment in the following table (Jumiati, et al., 2011: 170).

Table 4. Criteria for Gain Value

g Value	Criteria
$g > 0,7$	High
$0,7 \geq g > 0,3$	Medium
$g \leq 0,3$	Low

The increase in student understanding is categorized as high if the gain value obtained is more than 0.7, it is categorized as moderate if the gain value is between 0.7 and does not reach a value of 0.3. If the value obtained is 0.3 or less, then the increase in student understanding is categorized as low.

3. RESULT AND DISCUSSIONS

3.1 Research Results

3.1.1 Comic Development

The following is a comic picture from the initial draft, first revision, and last revision.

a. Comic cover

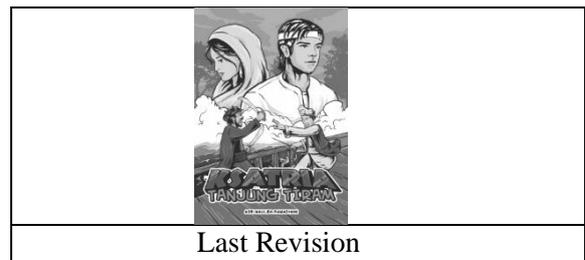


Figure 3 Changes to the Comic Front Cover Design
b. Type of writing

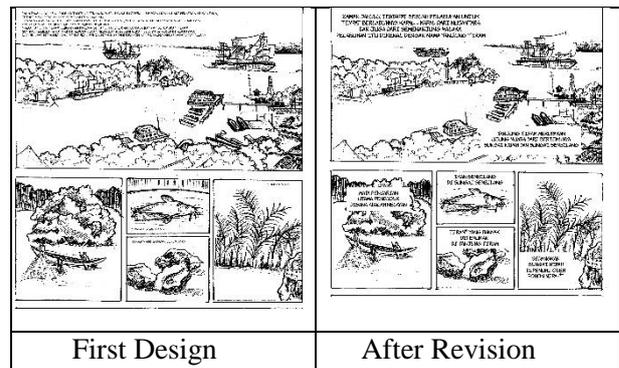
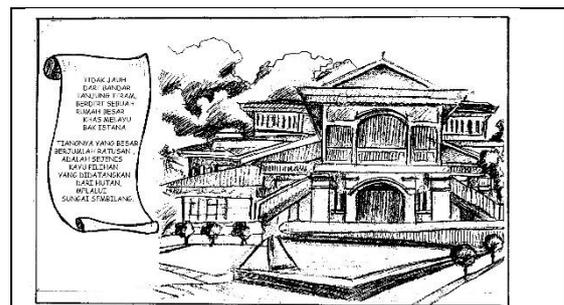
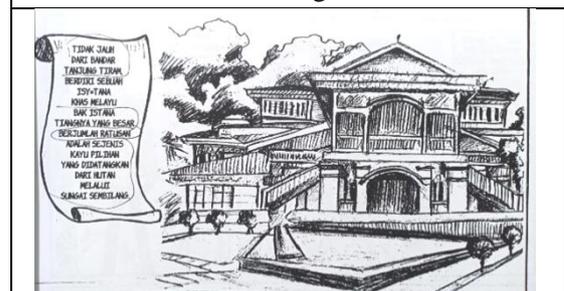


Figure 4 Changes in Writing in Comics

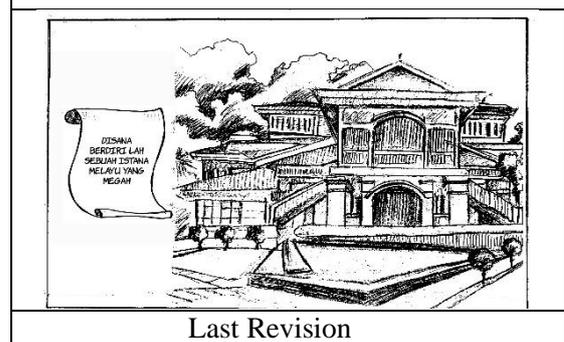
c. Sentence Selection



First Design



First Revision



Last Revision

Figure 5 Changes in Sentence Use in Comics

Comics are deemed appropriate to be given to elementary students after the final revision is approved by the validator. The comic was then given to the teacher and three students as a one-on-one trial form to assess its feasibility. The results of the teacher and student questionnaires along with the suggestions given serve as references for revising comics for the better.

After a one-on-one trial was carried out, the comic was then given to 10 students as a form of a small group trial. The results of their assessment of the comics are also needed before the comics are tested in the field. In accordance with the input from the teacher and students, the final form of the comic, which was previously black and white, becomes a color comic. The comic with colored pages was deemed suitable for use by teachers and students so that after the small group trial, the comic was no longer revised and was immediately tested in the field. The following is the final form of the comic that was developed.



Figure 6 Cover Comic



Figure 7 The Beginning of Comic



Figure 8 Content and The Ending

3.1.2 Comic Media Feasibility

The feasibility of the product of a learning media can be assessed through the results of a questionnaire that has been distributed to the validator. The validators in this study were divided into media validators, language validators, material validators, two teachers from fourth grade elementary school, and also a questionnaire assessment from students.

The following is a graph of the final results of the assessment of the media validator, language validator and material validator after the comic has been revised.

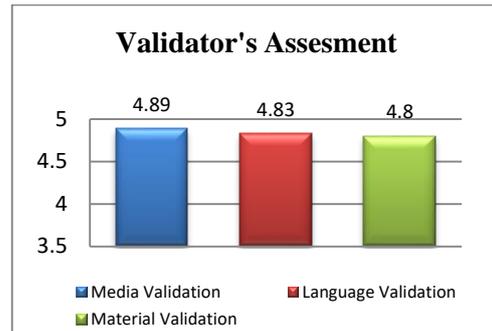


Figure 9 Comic Feasibility Assessment by the Validator

In accordance with the presentation in the graph above, it is known that comics get a score of 4.89 from media experts and are in the very good category, a score of 4.83 from linguists is in the very good category, and a score of 4.8 from material experts is in the very good category. Based on this acquisition, the comic was declared fit for use.

After the comics were declared appropriate by media experts, linguists, and material experts, comics were also given to two teachers, they were the homeroom teacher of the research subject, Fourth-A Class and Fourth-B. The following are the results of the comic feasibility assessment of the two teachers.

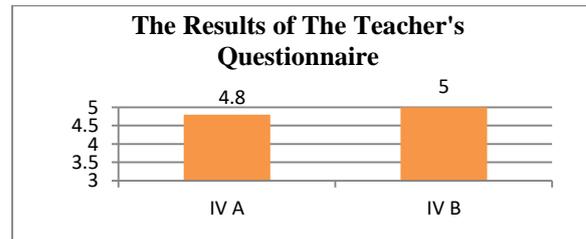


Figure 10 Average Comic Feasibility Assessment by Teachers

The feasibility of the comic got a result of 4.8 in the very good category from the Fourth-A Class homeroom teacher and getting a 5 result from the Fourth-B Class homeroom teacher who was also in the very good category.

The feasibility of the next comic was also obtained based on the student's assessment. There is an assessment of 3 people that students used in one-on-one

trials. Whereas in the small group trial, the assessment was obtained from 10 students. The data obtained are as follows.

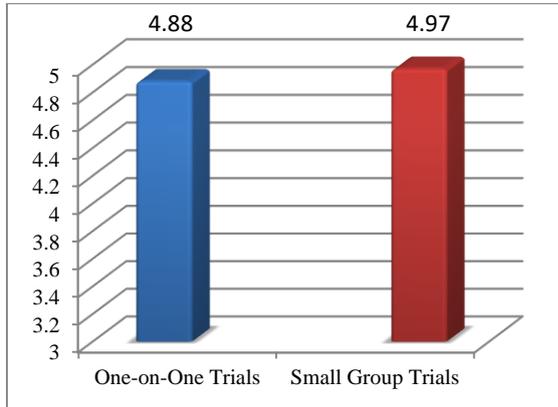


Figure 11 Average Comic Feasibility Assessment by Students

The graph above shows that the feasibility of comics falls into the very good category based on the average score obtained in one-on-one trials and from small group trials.

3.1.3 Comic Media Effectiveness

The next research step is to see how the effectiveness of the developed comics on student learning outcomes. The effectiveness of comics is seen by comparing the differences in student learning outcomes before and after learning using comic media. In this study, two tests were carried out, namely the pretest and posttest in two classes. The control class is a class that learns as usual with existing media from the teacher, and the experimental class is a class that learns to use comic media.

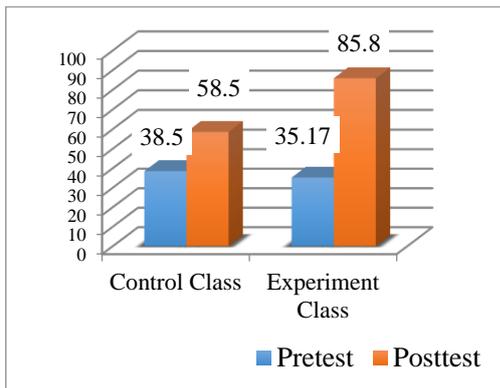


Figure 12 Student Learning Outcomes

Figure 12 is the average score of students from the control class and from the experimental class on fiction text material. The average score of the two classes has increased, it's just that there is a very significant difference in the increase in the average score of the two classes. The control class at the time of the pretest got an average value of 38.5 then increased by 20 points to 58.5 at the time of the post-test. It's just that the increase

in the average score has not reached the Minimum Completeness Criteria, which is 70.

In contrast to the acquisition of an average value in the control class. Previously, when the pretest got an average value of 35.17 then it increased by 50.63 points to 85.8 at the time of the post-test. This increase has passed the Minimum Completeness Criteria, namely 70.

Determination of the effectiveness of this learning media for each student is then calculated by the n-gain formula. In the following, a graphic is presented regarding the effectiveness of the use of learning media for students from the control class and the experimental class.

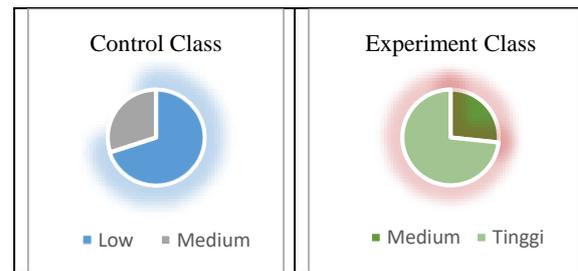


Figure 13 Students' Average N-Gain

In accordance with Fig. 13 above, it is known that the effectiveness of using conventional learning media for the learning process in the control class falls into the low and medium category with 21 students in the low category, and 9 students with the medium category in the effectiveness of conventional learning media.

Whereas for the experimental class, comic instructional media had high effectiveness for 22 students while comic media for 8 students had moderate effectiveness. The average gain value in percent obtained for the experimental class is 80%. In accordance with the category of interpretation of the effectiveness of N-Gain, it can be concluded that comic media is effective on the learning outcomes of fourth grade students of 101903 Public Elementary School, Bakaranbatu, Lubukpakam District on fictional text material.

3.2 Research Discussion

This research is a type of development research with the aim of knowing the feasibility and effectiveness of comics as a learning medium in fictional texts. The following is a discussion of the feasibility and effectiveness of comic media in this study.

3.2.1 Feasibility of Comics as Learning Media

The development of comic learning media in grade IV of elementary school refers to the research and development (R&D) research design of the Borg and Gall model. The process of determining the feasibility of comics is carried out by distributing questionnaires to validators, teachers, and students. Suggestions and

inputs are used to revise the comics until a satisfactory score is obtained in the level of comic feasibility.

After validating the media, material, and language, the scores were 4.89 from the media expert, 4.83 from the linguist, and 4.8 from the material expert, with the categories of the three results being very good. The next feasibility assessment is given to the homeroom teacher of the research subject. Guardian Class IV A gives an average score of 4.8 and homeroom teacher of Class IV B with an average score of 5, also falls into the very good category. The average comic feasibility assessment of 10 students in the small group trial obtained a score of 4.97 in the very good category. Therefore, comic learning media is very good for use in fiction text material. So the final results of comic media include the following:

1. The front cover of the comic includes the title of the story and the face of the main character as well as a description of the important scenes in the story. The back cover of the comic consists of synopses and faces of important characters in the story.
2. Comics are equipped with a description of the basic competencies of learning Indonesian, social studies, and PPKN to make it easier for teachers to direct students to understand the contents of comics and relate them to learning competencies.
3. Each comic sheet contains pictures with colorful pages to attract students' reading interest to focus more on following the story from beginning to end.

The results of this study are in line with research conducted by Ambaryani with the results of comic feasibility research showing that the results of media validation are 88% in the very good category, the results of material validation are 76% in the very good category, the results of the student response questionnaire are 90% in the very good category, and the results of the teacher's questionnaire response were 82% in the very good category [34].

Comics are a suitable learning medium because comics are closely related to students' level of understanding. Comics have the advantage of being considered as reading that can hypnotize students, especially at the elementary school level because they contain unique pages such as pictures, colors, good designs, simple language, and stories related to everyday life [19].

The application of comics as a learning medium does not only help students in learning existing material, but can also shape student character including character education such as concern for the environment, honesty, responsibility, love of reading, and curiosity [35].

3.2.2 The Effectiveness of Comics as Learning Media

The effectiveness of comics as a learning medium can be seen from the acquisition of pretest and posttest results from the experimental and control classes. The effectiveness of using comic media is done by testing the gain value. Based on the results of the calculation of N gain, it can be seen that the average percentage gain value for the experimental class is 80, while the average percentage gain value for the control class is 33. In accordance with the interpretation table of the average percentage gain value, then It can be concluded that the use of comics as a learning medium in the experimental class is effective in improving student learning outcomes in fictional text material.

Research Kurniati, et al. (2017) also shows the effectiveness of the use of comic media. Before using comic media, out of 30 students, the completeness level of students was only 66% with the criteria of completing 70%. After learning to use comic media, the level of completeness of student learning classically increased to 76,67% or there are 23 students who passed the KKM.

Meanwhile, the significant value of the t test in Figure 4.23 is equal to $0.000 < 0.05$. Therefore, it can be concluded that there are significant differences in student learning outcomes in the experimental class compared with student learning outcomes in the control class. In this case, the class using comics as a learning medium obtained a higher average score of 85.8 with a KKM of 70.

The use of media as learning comics makes students more interested in participating in class learning. Learning comics can increase students' interest in reading so that in the end they can improve student learning outcomes [36]. Thorndike states that children who read a comic book every month, almost twice the number of words that can be read are the same as those found in reading books they read every year continuously [35]. This means that students' reading skills and vocabulary mastery are far more than students who dislike comics [36]. The 2013 curriculum contains philosophical content, it teaches the child critical thinking, and values the creativity of the child's answers [37]. So this comic as learning media can make student to be more kreatif and thinking critically.

Comics as a learning medium have proven to be effective. Comics have qualities that encourage students' understanding in mastering the material [19]. Learning using comics at elementary level students is in accordance with Piaget's cognitive learning theory that elementary school children (aged 7-11 years) are at the concrete operational stage, namely children are still unable to think formally and rationally so they still need media capable of describing the situation to be more concrete such as images, videos, or three-dimensional objects [38]. So big is the role of comics for the community, especially in the school environment, so that October 7 is designated as World Comics [19].

Elementary School 101903 Bakaranbatu, Lubukpakam is effective.

4. CONCLUSIONS

In accordance with the formulation of the problem, research objectives, results and discussion of research regarding the development of comics as a learning medium for fiction text in fourth grade students at Public Elementary School 101903 Bakaranbatu Lubukpakam, the following conclusions are obtained.

1. The result of this research is a learning media product in the form of comics in fourth grade at Public Elementary School 101903 Bakaranbatu. This learning media was developed with R&D (Research and Development) research by Borg and Gall with the research and information gathering process, initial product format development planning, one-on-one trials, small group trial product revisions, product revisions, field trials, revisions. final product, dissemination and implementation. The initial product format development planning activity is the initial comic planning activity that will be used and then given to three validators to assess their feasibility. The proper comics were then given to students and teachers in one-on-one trials, if there was a need for improvement, revisions were made to then be given to small group trials and then in field trials. The pretest and posttest implementation is given to classes that use comics to assess the effectiveness of comics as a learning medium on fiction text material in fourth grade of Public Elementary School 101903 Bakaranbatu.
2. Feasibility of comic learning media based on the assessment obtained, namely 4.89 from media experts, 4.83 from linguists, and 4.8 from material experts with very good categories. Homeroom teacher of Fourth-A Class gave an average score of 4.8 and homeroom teacher of Fourth-B Class with an average score of 5, also entered the very good category. The average comic feasibility assessment of 10 students in the small group trial obtained a score of 4.97 in the very good category. Therefore, comic learning media is very good for use in fiction text material.
3. Student learning outcomes have increased significantly using comic book media which previously had an average of 35.17, then increased with an average value of 85.8. This is different from the learning outcomes of students in classes using ordinary learning media with previously obtaining an average value of 38.5 to 58.5. The average percentage of the N-Gain score in a class that uses comics as a learning medium is 80% and it is categorized that the use of comic media for fictional text material in fourth grade students at Public

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