



Utilization of Digital Media in Making Comics as an Effort to Improve Writing Competence

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Abstract. The purpose of this research is to improve the German language competence of high school students in East Java, especially in the field of writing. The development of media in the world of education is also developing in line with the development of the internet in the industrial revolution 4.0 and the era of Society 5.0. The era of Society 5.0 brings a lot of positive effects in life, especially in the world of education, where there are lots of media that can be used to solve various problems that arise in this New Normal. With this change, teachers are required to be able to create or use interesting media, and also in accordance with the character of students in order to increase student interest and motivation. Efforts are being made to increase students' writing creativity at the East Java area high school level by conducting training using digital media which is considered to be able to motivate students in creative writing. The collaboration established is between the Department of German Language and Literature with IGBJI and MGMP East Java. The training is carried out to encourage teachers to mastering digital technology-based media. The results of this training are new digital learning skills and media that can be applied at the high school level throughout East Java.

Keywords: Pixton · digital media · writing skill · comic

1 Introduction

Comic books use complex interactions between text and images so they have the potential to effectively convey concepts and motivate student engagement [1]. Comics have a sequence of related images (frames) that form a story and this distinguishes comics from cartoons and common cartoon illustrations that can be found in educational books [2]. Digital literacy is the knowledge and skills to use digital media or communication tools in finding, creating information, evaluating, using, and utilizing it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interaction in everyday life. -day [3]. Learning in the era of the industrial revolution 4.0 aims to increase digital literacy. One of them is writing competence in digital media or digital writing. School assignments have also begun to shift to content assignments in digital media. The problem is how to grow and develop interest and creativity as well as improve students' writing competence in writing in digital media.

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Sharpening writing competence in digital media is important for students so that they can apply it both in everyday life and in the world of work. In fact, this competence can support in completing work accompanied by mastery of foreign languages. It is undeniable that with digital media, we can access all information from all corners of the world. Along with the rapid advancement of digital media in the era of the industrial revolution 4.0, many new types of work have emerged that previously did not exist, such as content writers, bloggers, youtubers, influencers, digital marketers, and so on [4]. These professions are starting to be popular and become aspirations for millennials, especially students. Of course, this profession cannot be separated from adequate digital literacy skills.

Internet user data in Indonesia reaches 150 million people [3]. Ideally, ICT should be used to grow and develop a productive and creative attitude [5]. This shows that if these students spend their time wisely in using technology, especially in terms of reading digital sources, it is not impossible that the ability to manage information and present it in digital writing will be even more honed. If observed, today's millennial generation is more sophisticated than their teachers. Middle-aged teachers on average have difficulty operating various media included in digital media, let alone applying it in their learning. In fact, like other subjects, German language teachers must also be able to carry out assessments in learning carried out for students in senior high school or *Madrasah Aaliyah* remotely at this time, especially those who are able to increase motivation in learning, especially writing competence.

2 Implementation Method

This PKM activity is carried out using the "blended" method (a mixture of training) synchronous virtual and group work and independent as well as in-house assistance asynchronous form.

This community service activity begins with a discussion in a meeting with German Subject Teacher Consultation Forum (MGMP) online via zoom and continued by distributing questionnaires to German teachers East Java SMA/MA to obtain data on concrete problems faced teachers at the time and needed to find a solution immediately. Working closely with the MGMP chairman German language East Java and chairman of the IGBJI East Java and assisted by students so data obtained. The data is then checked and verified by the team.

The method used in this research is the training method. According to [6, 7] training is a systematic process of changing the behavior of employees in a direction to increase efforts to achieve organizational goals. Training related to skills and abilities of employees to carry out current work, have a current orientation and help employees to achieve certain skills and abilities to succeed in carry out his work. Meanwhile, according to [8, 9] training is intended to improve the mastery of certain skills and implementation techniques, detailed and routine.

This training stage begins with brain storming on understanding the use of the Pixton and the types of questions that can be developed in the G-Form. Furthermore, given training and modeling of the use of the Pixton which is integrated with GClassroom to develop questions. To solidify an understanding of using the media, the participating

teachers were divided into three groups. In every group was selected by one teacher who had a fairly good understanding of the GForm media which was integrated with G-Classroom and its processing to develop question.

This training stage begins with brain storming on the use of digital media and media that can be developed in improving writing competence. Furthermore, given training and modeling of the use of Pixton digital media that can represent classrooms and various learning models can be developed. To solidify an understanding of Using the media, the participating teachers were divided into three groups. In every group selected one teacher who has a fairly good understanding of Pixton media and its processing to develop media to improve writing competence [10].

At the mentoring stage, each group of participating teachers was made into a class and given the task of developing writing media. Teachers carry out group and independent work according to the examples given by the presenters. Type and the level of difficulty of the questions developed by each group, adjusted to the learning needs of their school. Media development is carried out based on the needs of the teacher by adjusting the competencies to be achieved. On At this stage, PKM members monitor, provide remote guidance, provide direction and provide input for revision.

The evaluation stage is the last stage of a series of PKM implementation activities. At this stage the participating teachers were asked to fill out a questionnaire related to the entire training. The results of the questionnaire were analyzed so that the results of the training could be known.

3 Results and Discussion

3.1 Data Collection Problems from the Results of Filling Out Questionnaires

The implementation of PKM activities begins with filling out the Gform distributed by the activity committee. The purpose of filling out this Gform is to understand the methods that have been used by teachers in developing writing competence in schools. From the results of this Gform, we know what is needed by teachers at the high school level in East Java.

After the brainstorming and ice breaking activities, the training participants, namely German language teachers at the high school level in East Java were introduced to the Pixton application, which can help students' creativity, especially in the field of writing in German. Teachers were also introduced to the features of this application, as well as the development of questions that can be done with the Pixton application in the field of writing skills with various themes studied in German.

Figure 1 shows that 95% of SMA/MA teachers in East Java have never used Pixton in their learning; 5% rarely use the pixton app.

With the answer to the first question, which is that almost all participants have never used the Pixton application for learning media, this training becomes an enlightenment to motivate students, especially in the field of writing competence.

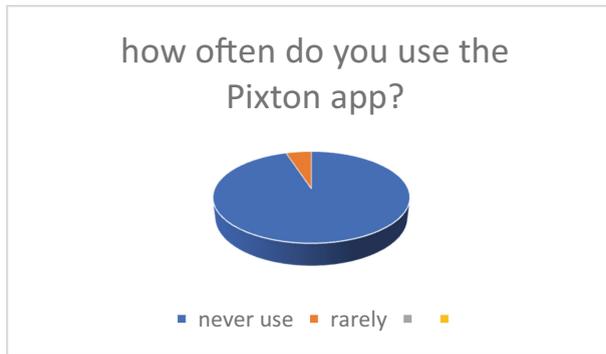


Fig. 1. Use pixton app

3.2 Writing Media Training and Modeling

After the introduction stage, the teachers were asked to group up and try to practice and develop questions for writing skills using the Pixton application and adapt them to the themes learned in school, especially at levels A1-A2.

From group practice sessions, teachers get feedback and also revisions as well as responses and input on questions that have been made using Pixton. Teachers can also ask if they find difficulties during work and use this application. From the Feedback and Revision session, at the end of the activity, the teachers were asked to fill in the Gform again which contained suggestions for the activity committee, along with impressions and messages as well as expectations for future activities.

3.3 Evaluation

Based on the evaluation questionnaire, it was obtained data that this training provided additional knowledge to the participating teachers. Most of them have been able to develop the questions they made, according to the themes that will be taught at the A1-A2 level using the Pixton application. Through this training, teachers can also share experiences, provide each other with the necessary information, especially related to distance learning and the use of Pixton media.

Of all participants, the following data were obtained. 91 percent of participants felt very capable of operating the Pixton application, while the rest felt quite capable. 95 percent of participants felt that they were very able to make questions that matched the themes discussed at levels A1-A2 using the Pixton application, while the rest felt they were quite capable. While for the last question, namely whether using Pixton media it can increase students' interest in writing skills, 84 percent answered very well, while 12 percent answered quite capable, and 4 percent answered less able.

4 Conclusion

The implementation of writing competency improvement training using the Pixton application in developing German questions resulted in a positive response from German

teachers. It is hoped that there will be a follow-up to this activity in the future because they gain knowledge that can help them be more effective and efficient in increasing students' interest and motivation, especially in the field of creative writing in German for levels A1-A2. Through this kind of training, teachers can also share experiences, provide each other with the necessary information, especially related to Hybrid learning.

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