

Do Comics Improve Social Care Characters for Elementary School Students?

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Students look less interested in reading textbooks, but more enthusiastic when reading the available storybooks in the reading corner. One of the learning media in which the way of presentation can attract the attention of students is comics. This research aims to develop a comic in improving the character of social care. Social care characters are still least owned by students. This is a research development using ADDIE research model (Analysis, Design, Development, Implementation, and Evaluation). The subject of the research was grade 3 elementary schools. Data product assessment, observation, tests, and interviews were used. The media effectiveness was tested with One-Group Pretest and Post-test. The results showed data normally distributed with a significance value of pretest is 0.63, the post-test is 0.136. This value is greater than the significance of 0.05. In conclusion, it is feasible and effective to use a comic learning media to develop the social care characters for elementary school students.

Key words: *Comic, Social Care Characters, Elementary School Students.*

Introduction

Building character and morality of citizens become a part of one's life. Characters are performed in daily life by taking action or thinking patterns of society. Humans in nature are concerned about the physical and social environment. To magnify society, a person needs knowledge, skills, and values expressed through attitudes and behaviour (Doolittle, 2013;

Erdimez et al., 2017; Arifin et al., 2020). Through various efforts, the development of national character is not working optimally, and its influence on the formation of good character is not significant enough. As stated in the research (Chou, 2013; Rasmitadila, Widyasari, Prasetyo, et al., 2020), morality and character are among the most critical principles in education.

From this situation, teachers need a character development for students, the character of social care. In the world of education, students must have a social care character (Anam et al., 2019; Huda et al., 2019; Izzati et al., 2019). The character of social care in individuals relates to attitudes and actions that always want to assist others and the community in need (Pratama, 2018). Based on the facts on the ground, many students do not care about their friends, do not want to share with others, and often found an act of intimidation against others. This situation shows that the social care character needs to be developed and instilled in students.

Based on policies issued by the Indonesian government regarding the application of the 2013 curriculum in schools, the learning process carried out in class refers to integrative thematic learning. Thematic learning aims to study and associate the concepts they learn by using a coherent context as well as a holistic approach including examples from real-life (Min, 2012; Retnawati, 2016). Thematic learning does a learning activity that connects knowledge, facts, and ideas comprehensively to understand the world and develop attitudes, knowledge, and skill (Ain, 2017; Lewis, 2014; Ashokan, 2016; Nurtanto et al., 2020). Student involvement in thematic learning includes active, creative, exciting, and meaningful learning (Min, 2012; Elfrida Yanty Siregar et al., 2019). Integrative thematic is the development of mindset using Piaget's theory. Piaget's theory states that elementary school children enter a concrete operational stage, see objects in a concrete way as a whole or holistically (Berk, 2007; Asri Humaira et al., 2019; Rasmitadila, Widyasari, Humaira, et al., 2020). Integrative thematic also facilitates learners in learning because it combines material in one big theme and divided into sub-themes (McDevitt, 2010).

Thematic learning emphasises the development of affective aspects that are related to students' attitudes. Regarding attitude, character education is crucial to develop character in students. One of them is the character of social care. Such as facilitating students with reading books that have social care character values in them, using media or teaching materials such as facilitating students with reading books that have social care character values in them. However, the facts in the field show that the teacher in the learning process has not developed the media. Based on these problems, there needs to be a media that can help teachers in the learning process and can attract the attention of students.

Media as a learning tool can be made as attractive as possible to foster students' interest and motivation in learning. Gagne (1970) stated that the media is one of the components in the student's environment that can stimulate them to learn. To realise effectiveness in learning and

to teach it, we must pay attention to how the learning message makes students feel interested in learning. Gagne and Briggs (1979) suggested that learning is the work of teachers, material makers, curriculum experts, and others, whose aim is to develop plans to advance the learning process. In designing the learning process and making media, we must consider the characteristics of students who will use the media (Nurtanto et al., 2019; Sudira, 2019; Lestari & Mustadi, 2020; Sudira et al., 2020). Characteristics of elementary school-age students, (Kennedy, 2008) 7-12 years, are in the concrete operational stages stated in the statement: that children learn from something concrete

One of the learning media that can attract the attention of students is one of the comic. Students enjoy this comic media because the images inside can bring life to the written text (Chute, 2008; Thomas, 2012). Learning material written in a clear storyline will make the material last longer in the memories of students (Phelan, 2015; Elisa, 2015). Comics are an exciting medium that has elements of image figures, conversations, and storylines so that readers can understand a topic presented through visuals (Chase, 2014; Clark, 2013; Orban, 2014; Maryani et al., 2018). This result is supported by Crawford and Weiner's Theory (Clever, 2008; Rabiman et al., 2020) who said many educators are successful in teaching when they use comics in learning.

According to (Mc Cloud, 1993) comics are pictures placed in a planned sequence to carry information and provide an artistic response to readers. Comic content consists of authors, characters, biases, genres, themes, subject, and methods. Meanwhile, according to (Eisner, 1985), comics communicate in “languages”, which depend on visual experiences that are common to creators and listeners. According to (Hall, 2013), comics have the potential to involve students who may not be as significant in their interests in the library. (McCloud, 2001) argued that sequential comics are excellent communication tools.

Comics include words and illustrations, various genres, and various intended audiences (Griffith, 2010; Moeller, 2016). William (Marianthi, 2013) explained that comics have different visual components from film and animation. In other words, comics have the advantage of helping readers, especially students, to understand the material through illustrations and readings. Comics have the potential in educational issues that are worth researching. According to Herbst (Marianthi, 2013), comics have been created in educational classrooms by teachers to provide a symbol system for active and practical practice. Comics also have advantages in the field of education. According to Gene (Marianthi, 2013; Hurlock, 1978), the advantages of these comics are like motivating, the natural attraction of humans to images, comics can capture and maintain learning to be exciting. Comic media can develop knowledge, strengthen potential learning opportunities, and involve student discussion (Pagliaro, 2014; Sturm, 2007).

Using comic books could improve also the facilitation of literacy skills during the learning process. (Burke, 2012) showed that the use of comics books strongly supports the learning

process because it can increase interest in reading and writing among students (Mahir, 2016). Relevant research conducted (Maryani, 2018), reveals applying comic books media into education can improve students' understanding in elementary schools. This research has similarities with relevant research about comic media. Based on the facts in the relevant field and research, the writer will develop a social media-based comic character based on weather conditions for grade III elementary school students. Comics are developed with an aim to enhance students' interest during the learning process. Also, this character-based comic media aims to deepen students' understanding of the material on the weather climate sub-theme as well as to build the students' social care character towards their fellow individuals.

Research Methods

This research uses Research and Development. The research adopted the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This study used quantitative and qualitative data. Qualitative data analysis comes from interviews and quantitative data analysis comes from media experts. The author accumulated those data from the evaluation of the media experts, linguists, learning experts, teacher responses, and students. Instruments used were checklist, interview guidance, and questionnaires. The media effectiveness was tested with One-Group Pretest-Posttest. Fifty-nine students were invited in the field trial test. The number of 31 students and 28 students were used to determine the feasibility of the media. The effectiveness test applied to 28 students. This research was conducted in grade 3 Pakel State Elementary School, Yogyakarta. During effectiveness examination, students began with 1) working on pre-test questions, 2) using comic media, and 3) working on post-test questions. The questions aimed to find out the comparison of students' understanding before and after using comic media. In the implementation phase, all students got a questionnaire related to the use of comic media based on social care characters developed. Quantitative data analysis aimed to manage the results of the questionnaire assessment by media experts, linguists, learning experts, teachers, and students. The results of KOMICA (Comic Weather) media quantitative data based on social care characteristics of the weather condition sub-theme from the assessment of media experts, linguists, learning experts, feasibility trials, could be known for the average value using the formula (Arikunto, 2013: 315) as follows:

$$X = \frac{\sum x}{N}$$

Description:

X = average value

$N = \frac{\sum x}{\sum max} \times 100$ = number of values

N = number of evaluators

Results And Discussion

Analysis of Product Feasibility

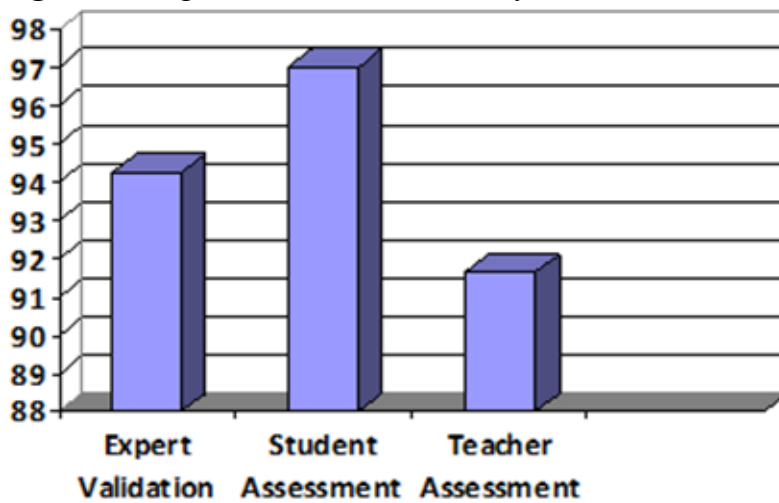
The following table is the product trial results as follows:

Table 1: Results of Product Feasibility

No	Assessment	Score	Value	Category
1	Media Expert	76	100	Very Eligible
2	Linguist	37	92.5	Very Eligible
3	Learning Expert	65	90.27	Very Eligible
4	Student Assessment Questionnaire (Class III A)	2.960	95.48	Very Eligible
5	Student Assessment Questionnaire (Class III B)	2.760	98.57	Very Eligible
6	Teacher Assessment Questionnaire (Class III A)	52	86.66	Very Eligible
7	Teacher Assessment Questionnaire (Class III B)	58	96.66	Very Eligible
Amount of Values		282.77		
Average		94.25		
Category		Very Eligible		

According to table 1, the validation assessment results by media experts, linguists, and learning experts are 94.25 as an average value by the Very Eligible category. Based on table 1, the results of the questionnaire assessment for class III-A were 95.48 with the Very Eligible category. The results of the questionnaire assessment for class III-B were 98.57 with the Very Eligible category. Then, the average student questionnaire assessment was 97.02 with the Very Eligible category. Based on table 1, the results of the class III-A teacher questionnaire assessment were 86.66 with a Very Eligible category. The results of the class III-B teacher questionnaire were 96.66 with a Very Eligible category. Then, the average teacher assessment scores are 91.66 with a very eligible category.

Figure 1. Diagram of Product Feasibility Assessment



Based on figure 1, the assessment results of the KOMICA media (Weather Comics) based on social care characters are the number of values is 282.93 and the average number is 94.31. The results show that KOMICA media (Weather Comics) categorised as Very Eligible. The following diagram assessed by media experts, linguists, learning experts, feasibility examinations by students, and teachers.

Analysis of Effectiveness

The effectiveness test analysis aims to measure the effectiveness of KOMICA (Weather Comics) media using the One-Group Pretest-Posttest design. The effectiveness test applied in class III-B of Pakel Yogyakarta Public Elementary School with 28 students as respondents. The effectiveness test was analysed using the normality test and the Paired T-test as follows: Hypothesis testing aimed to determine differences between before and after treatment given. In this study, the hypothesis test used a joined t-test at 0.05 significance level. The paired t-test outcomes are as follows.

Table 2: Results of Paired T-test

<i>Pretest and Posttest</i>	<i>t</i>	<i>df</i>	<i>P</i>	Sig. 0,05
Effectiveness of Social Care-base Character Comic Media	13.214	28	0.000	0.05

Based on the paired t-test, the 0.000 significance (p) is smaller than the 0.05 significance (0,000 < 0.05), so that the significance value is less than 0.05 and Ho is rejected because there is a great difference among the values of pretest and posttest. The common pretest score is 51.03; furthermore the common posttest score is 77.24. In conclusion, social care character-based comic media are effective to use in learning sub-themes of weather conditions for third-grade

students in elementary school. Based on previous research conducted by (Maryani, 2018) the result of Z_{value} is at -3.903 on the asimp significance of 0.000 on a two-tailed test. The test shows that the significance value is less than alpha (0.05); then in conclusion "Ho is rejected and Ha is accepted". It indicates that there are variations in students' comprehension regarding pretest and posttest within science education. Hence, the science comic is sufficient to enhance the comprehension of the elementary school students. This shows that the science comic book is fit for use in science teaching.

Results of Qualitative Data Analysis

Analysis from a Media Expert

The media assessment of KOMICA (Weather Comics) was carried out by one of the Primary School Teacher Education (PGSD) lecturers who were experts in the field of fine arts. The results of the KOMICA media assessment (Comic Weather) showed the total score obtained was 76. So, it got a score of 100 and a rating with a Very Eligible category.

Analysis from Linguists

The media assessment of KOMICA (Weather Comics) was carried out by one of the Primary School Teacher Education (PGSD) lecturers who were experts in the field of language. The results of the KOMICA media assessment (Comic Weather) showed the total score obtained was 37. So, it got a score of 92.5 and a rating with a Very Eligible category.

Analysis from Learning Experts

The media assessment of KOMICA (Weather Comics) was carried out by one of the Primary School Teacher Education (PGSD) lecturers who were experts in the field of language. The results of the KOMICA media assessment (Comic Weather) showed the total score obtained was 65. So, it got a score of 90.27 and a rating with a Very Eligible category.

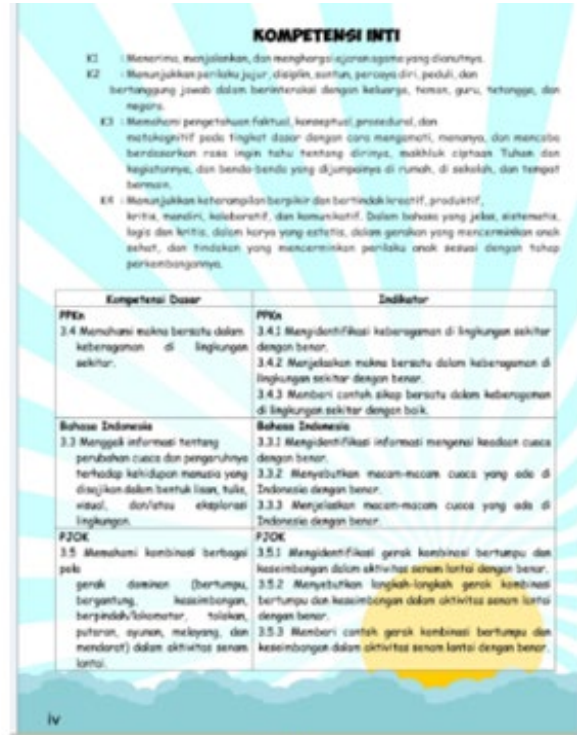
Revision of Product

Page number positions ii, iv, 2, 4 need to be justified first.

Figure 2. Position of Page iv



(1)



(2)

(1) The figure of page position iv before revision

(2) The figure of page position iv after revision

From the picture above, it can be seen that Figure (1) the position of the comic page is on the right, while in Figure 2 the position of the comic page has been revised and is on the left.

Figure 3. Position of Page 2



(1)

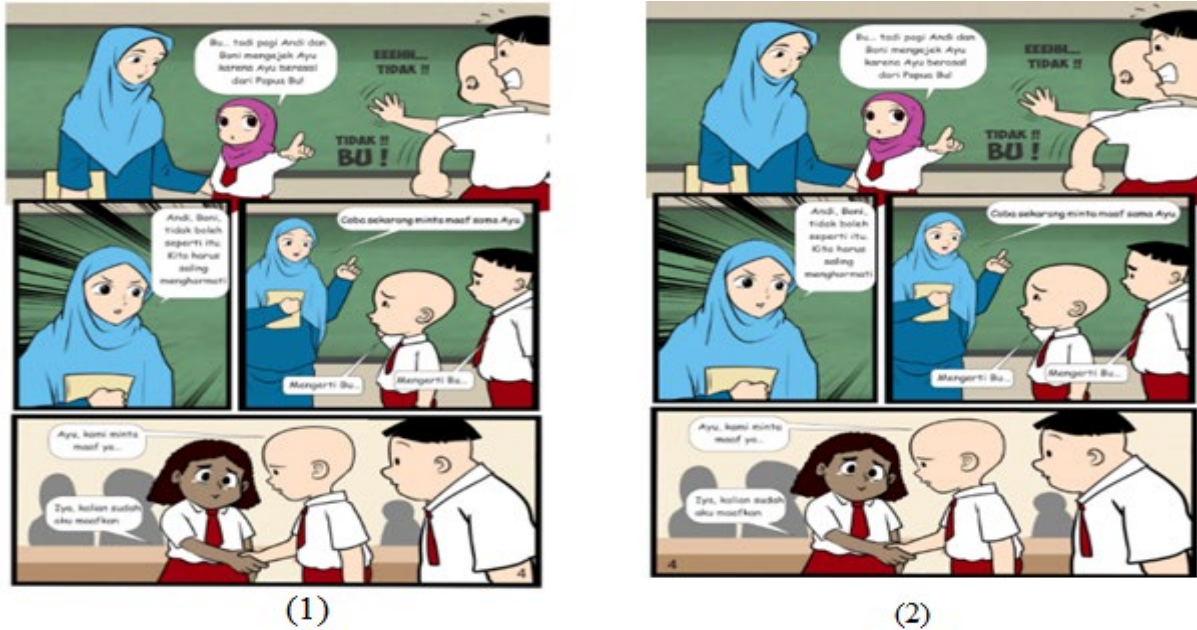


(2)

- (1) The figure of page position 2 before revision
- (2) The figure of page position 2 after revision

The difference in the picture above is in figure (1) where the position of the comic page is on the right, while in figure (2) the position of the comic page is on the left.

Figure 3. Position of Page 4



- (1) The figure of page position 4 before revision
- (2) The figure of page position 4 after revision

The difference in the picture above is in Figure (1) where the position of the comic page is on the right, while in figure (2) the position of the comic page is on the left.

- a. Change the binding from a spiral into a book shape to prevent damage.

Figure 5. Binding Form



(1)



(2)

(1) The figure of the binding form before revision

(2) The figure of the binding form after revision

From the picture above it can be seen that in figure (1) the binding of the spiral was changed as shown in figure (2) to a book shape to prevent damage.

b. On page 3, a male character as an advisor is added.

Figure 6. Figure Improvement



(1)



(2)

(1) Image of Figure improvement before revision

(2) Image of figure improvement after revision

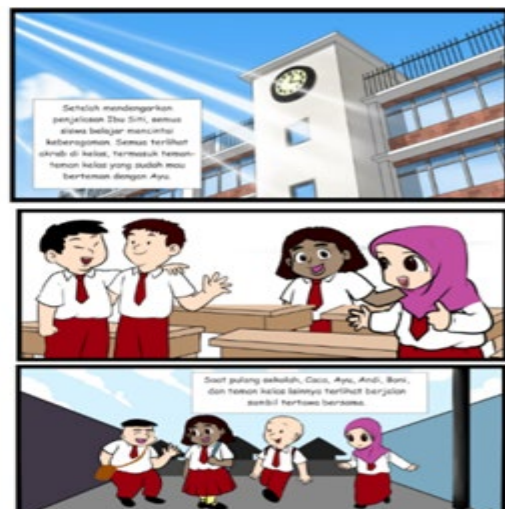
The difference in the picture above is in figure (1) on page 3, that there is no male character as an advisor where in figure (2) after the revision there is a male character as an advisor.

c. On page 9, unnecessary figures were eliminated.

Figure 7. Figure improvement



(1)



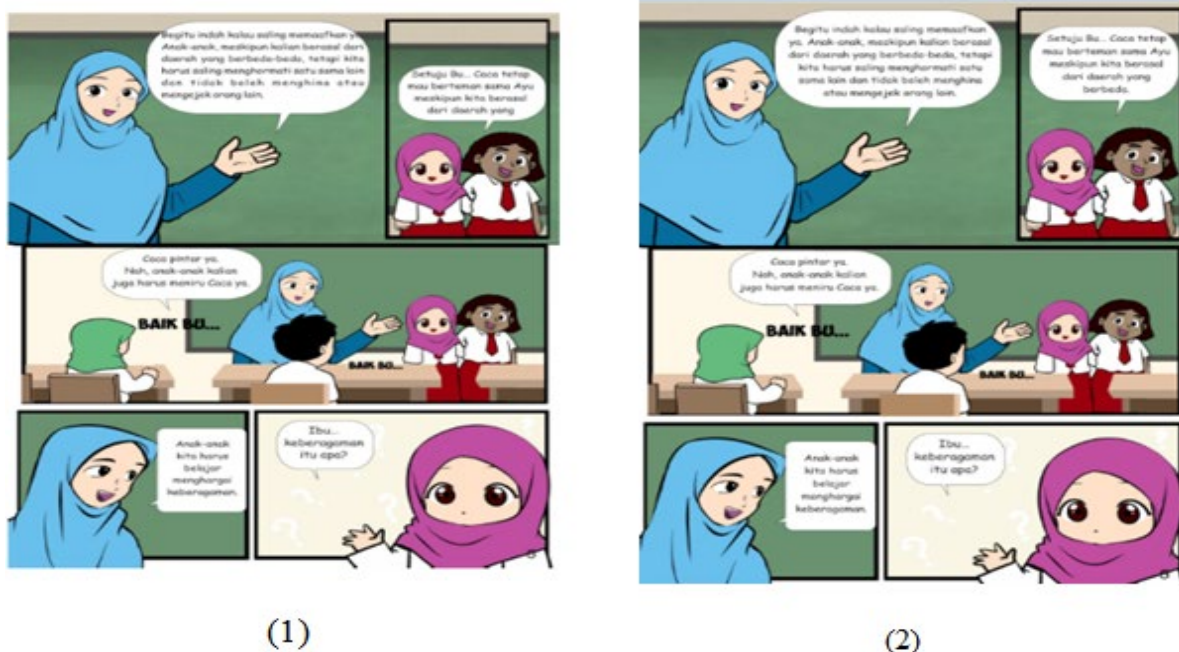
(2)

- (1) Image of figure improvement before revision
- (2) Image of figure improvement after revision

The difference in the picture above is that in figure (1) on page 9 there are still unnecessary figures while in figure (2) on page 9 after the revision there are no unnecessary figures.

- d. The language used is following the development of students, but some words need to be improved.

Figure 8. Language Improvement



- (1) Image of language improvement before revision
- (2) Image of language improvement after revision

The difference in the picture above is in figure (1) there are some words that must be improved, while in figure (2) some words have been improved.

Review of Final Product

This study proposes to develop and define the appropriateness of comic media based on social-care characters about weather conditions for the third grade of elementary school learners. This study uses the Research and Development type. The advancement of comic media or KOMICA (Weather Comics) based on social care characters uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model (Sugiyono, 2016: 38).

Stages to develop comic media based on social care characters are analysing the schools' needs, designing products, and validating with media experts, linguists, and learning experts. After declared feasible to use from experts, the comic media was applied to Pakel State Elementary School in Yogyakarta. Product examinations aimed to determine the feasibility and the effectiveness of KOMICA (Comic Weather) based on social care characters in improving students' learning outcomes on the weather conditions material.

Based on previous research conducted by (Maryani, 2018), the study outcomes proved that the quality of studying comic media was appropriate to be used to improve students' understanding in elementary schools. This shows that comic media can improve students' understanding. Besides, based on research conducted by (Burke, 2012), it showed that the use of comic books could increase literacy in learning. Research conducted by (Patrick, 2016) also showed that the use of comics is very supportive of the learning process because it can increase interest in reading and writing among students. According to (Pratama, 2018) social care characters are essential for students. The character of social care is a character found in individuals related to behaviours and attitudes that continuously crave to assist other people and associations in need.

The validation results of each expert on KOMICA media (Comic Weather) are as follows: the validation value from media expert is 100 with a very eligible category, the validation value from linguists is 92.5 with a very eligible category, and the validation value from learning experts is 90.27 with a very eligible category.

In the feasibility test of KOMICA (Weather Comics) media, students said that comics are easy to understand, good-looking, interesting, exciting, and easy to carry anywhere. Also, the contents of the story can enhance knowledge about weather conditions. The value of the student questionnaire assessment is 97.02 with a very eligible category. The value of the teacher questionnaire assessment is 91.66 with a very eligible category.

The effectiveness test aimed to determine student learning outcomes on KOMICA media (Weather Comics) using the One-Group Pretest-Posttest Design, the normality test, and the Paired T-test. The results showed that data normally distributed with a significance value of pretest is 0.63 and the posttest is 0.136. This value is greater than the significance of 0.05. Then, the data was tested by applying paired T-test hypothesis. In the Paired T-test, the average pretest score was 51.03 and the post-test score was 77.24. Besides, the 0.000 significance (p) is smaller than the 0.05 significance ($0.000 < 0.05$). Thus, there is a meaningful differentiation among pretest and posttest. In conclusion, comic media based on social care characters are workable and capable of being utilised in the education process of third-grade students.

Conclusion

Based on the study results, the development of social care character-based comic media applied the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The validation outcome from the three experts was 94.25 with a very eligible category. The results of the field examination of students were 97.02 with a very eligible category. The average value of teacher responses was 91.66 with a very eligible category. In the field test, the average pretest and posttest values were 51.03 and 77.24. 0.000 significance (p) is smaller than the 0.05 significance ($0.000 < 0.05$). Therefore, there is a great distinction within pretest and posttest. The feasibility and effectiveness assessment showed that the social care character-based comic media was feasible and effective to use in learning. There are several suggestions, namely (1) Comic media based on social care characters can be an exciting learning media about weather conditions and can instill social care characters in students. (2) Comic media can be a learning support book about weather conditions. (3) Students can use a comic media independently as a reading material in the form of exciting stories and contents, a material related to weather conditions in learning 4.0



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