# Inovasi Kurikulum

# Development of folklore teaching materials assisted by digital comics for grade 3 students

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## ABSTRACT

The learning resources teachers use are inadequate, making students bored, and the absence of innovative planning to improve teaching materials motivates researchers to develop teaching materials. This research aims to determine the validity, practicality, and effectiveness of folklore teaching materials assisted by digital comics. This type of research is research and development (Research and Development) with the ADDIE model, which consists of 5 development stages: Analyze, Design, Development, Implementation, and Evaluation. The subjects in this research were 22 students in class 3B of SD Negeri 101764 Bandar Klippa. Data collection techniques in this research used interviews, observation, questionnaires, and tests. The results of the research show 1) The development of folklore teaching materials assisted by digital comics uses the ADDIE development model, 2) The feasibility test by material experts and the design experts is at a very decent qualification, 3) The practicality test carried out by the class 4B teacher was at a very practical qualification, 4) The effectiveness test showed very effective results as seen from the pre-test results which experienced an increase in the post-test results in each lesson 1, 2 and 3 on students' writing and speaking abilities.

## ABSTRAK

*Sumber belajar yang digunakan guru kurang memadai membuat peserta didik menjadi bosan serta tidak adanya perencanaan inovasi untuk memperbaiki bahan ajar memotivasi peneliti untuk melakukan mengembangkan materi ajar. Tujuan dalam penelitian ini yaitu untuk mengetahui validitas, praktikalitas, efektivitas Materi ajar cerita rakyat berbantuan komik digital. Jenis penelitian ini adalah penelitian dan pengembangan (Research and Development) dengan model ADDIE yang terdiri dari 5 tahap pengembangan yaitu : Analyze, Design, Development, Implementation, dan Evaluation. Subjek dalam penelitian ini adalah peserta didik kelas 3B SD Negeri 101764 Bandar Klippa yang berjumlah 22 peserta didik. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara, observasi, kuesioner, dan tes. Hasil penelitian menunjukkan bahwa 1) Pengembangan Materi Ajar cerita rakyat berbantuan komik digital ini menggunakan model pengembangan ADDIE, 2) Uji kelayakan oleh ahli materi dan ahli desain berada pada kualifikasi sangat layak, 3) Uji kepraktisan yang dilakukan oleh guru kelas 4B berada pada kualifikasi sangat praktis, 4) Uji keefektifan menunjukkan hasil sangat efektif terlihat dari hasil pre-test yang mengalami peningkatan pada hasil post-test disetiap pembelajaran 1, 2 dan 3 pada kemampuan menulis dan berbicara peserta didik.*

**Kata Kunci:** *Cerita rakyat; komik digital; materi ajar; pengembangan*

# INTRODUCTION

21st century education, especially in elementary schools, there are activities in the teaching and learning process in the classroom. The success of the teaching and learning process in the classroom is generally determined by the teacher factor in acting as the leader of the activity. The teacher is a leader in direct interaction with students in the classroom (Sulaeka & Susanto, 2023; Muspawi, 2021). Therefore, teachers need skills to support learning activities, such as developing effective and innovative teaching materials to achieve learning objectives. One of the factors that plays a role in determining the achievement of learning objectives is the role of the teacher. Teachers need learning plans that contain learning activities and sequences to be implemented in the learning process. To support and facilitate teachers in teaching students, one aspect that is needed is teaching materials (Sakaria & Asia, 2021).

Developing fun teaching materials and instilling moral values for students is essential. Exploration of the development of learning resources before starting learning with the use of integrating TPACK (Technological Pedagogical Content Knowledge) media needs to be done by teachers in the form of learning videos, presentations, or AR to deliver messages about learning. This is to improve the quality of students in the realm of knowledge, skills, and attitudes, which are the core of the 2013 curriculum. In line with the reflection of 21st-century learning, learning must be designed according to 4C skills, which include 1) Critical thinking skills, 2) Creative and innovative skills, 3) Communication skills, and 4) Collaboration skills (Rosnaeni, 2021).

In the Kurikulum 2013 that is currently implemented, learning utilizes technology to stimulate students in high-level and creative thinking processes. High-level learning processes are introduced early so that students not only know, but can observe, analyze, and try or create something that can be used in their lives. The curriculum is critical in educational units because the curriculum covers all activities in education, both in the learning process and all educational programs (Martin & Simanjorang, 2022; Cholilah et al., 2023). Kurikulum 2013 In thematic learning in elementary schools, especially in Indonesian language content, learning is text-based. Text is defined as a written form that explains complex human thinking in which there are situations and contexts (Imawati, 2017; Sagala & Hutagalung, 2020). One of the texts in Kurikulum 2013 for the lower elementary school level is a fiction. Folklore text is a work of fiction; folklore has diverse contents and can talk about honesty, loyalty, heroism, etc. Folklore is one of the educational tools that greatly supports the activities of Gerakan Literasi Sekolah, especially for student reading activities (Muliawati et al., 2020; Kusumastuti et al., 2019). The habit of reading will have a positive impact on the reader. Reading will become a mandatory activity. Reading regularly will be a good and positive need for students.

The development of folklore teaching materials assisted by digital comics is one of the innovations that supports the development of teaching materials because it has advantages, namely that it is in digital form which allows students to access it in the form of an application and can be used anywhere and anytime without being limited by space and time and for the reason that it is fun (Riwanto, 2019). Before researchers conduct research, reviewing several previous research references is necessary to help researchers develop products and manage their results. The following previous research that successfully used comic-assisted teaching materials is research conducted by Darniyanti et al. (2022) titled "*Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Komik Untuk Meningkatkan Minat Baca Siswa Kelas III SDN 152 Rantau Panjang*". Based on the research, it can be concluded that developing Indonesian language teaching materials based on comics positively influences the effectiveness of students obtaining 88.9% of the final reading interest questionnaire understanding, with a very effective category. Furthermore, research conducted by Widyaningrum and Pratiwi (2019) titled "*Media Komik Pada Materi Cerita Dongeng Untuk Keterampilan Membaca Siswa Kelas III*" also illustrates the average eligibility of material experts and media experts. During the trial at school, the results of the student questionnaire,

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which obtained an eligibility rate of 83.84%, can be said to have a positive influence. Previous research can help researchers develop teaching materials to influence all parties positively.

Based on the results of observations and interviews at SD Negeri 101764 Bandar Klippa, there are still many weaknesses in the learning tools used by teachers to teach, especially in the textbook section, as a result, it indirectly affects the writing and speaking skills of students. In connection with the problems described above, researchers are trying to innovate to develop teaching materials for folk tales that are assisted by digital comics. The goal is to provide reading materials for students that are more in demand, especially teaching materials containing folk tales in the form of comics that can be accessed digitally.

## LITERATURE REVIEW

### Text-Based Learning

Learning is an activity carried out by teachers and students to achieve the expected competencies (Widiyanto & Wahyuni, 2020; Sanjani, 2021). In the learning process, of course, it involves two inseparable elements: teachers and students. Sobur in a book entitled "*Analisis Teks Media*" explains that in language theory, text has the meaning of a word and sentence consisting of a collection of letters, when read, it has a meaning contained, arranged by a sign system, and agreed upon by everyone. Indonesian is a subject that uses a learning tool in the form of a text. In line with Priyatni's opinion in the book "*Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013*," text is an important learning point in Kurikulum 2013. Texts in thematic learning use Indonesian, and this language is a means for learning, so Indonesian has priority in thematic learning, namely being used as a means of thinking for students to understand a text and communicate texts both orally and in writing. So, text-based learning is a learning process oriented towards students' understanding of a text and communicating texts orally and in writing.

In text-based learning, two major categories are literary and non-literary texts. Text-based learning is more dominant in factual genres at the elementary school level. Literary genres at the elementary level are limited to narrative and poetic texts. Dramatic texts at the elementary school level have not been discussed/taught (Rahmawati et al., 2019). Text-based learning has an advantage that can be applied in implementing learning according to Rahmawati et al. (2019) as follows, 1) Can develop writing talent and individual skills; 2) Can develop students' opinions about a learning topic; 3) The learning process situation becomes more enjoyable and fosters students' creativity; 4) Helps students connect the main ideas of the material with real life; 5) Helps explain the text as a whole; 6) Collaborates with other students in working on tasks that are considered difficult.

### Fiction Text

Fiction text is a type of narrative that contains the development of events or incidents. According to Nurgiantoro in the book "*Sastra Anak Pengantar Pemahaman Dunia Anak*", the term fiction is usually used in its opposition to reality so that its truth can be proven with empirical data. Fantasy genre fiction is an imaginary or imaginative world created by the author. In fictional texts, characters, events, and settings are also imaginative. The general characteristics of fictional texts can be identified through story ideas, settings, unique characters, traits, and language (Singa & Hasibuan, 2018; Rejo, 2020). The idea in a fantasy story is not limited to reality or real life. The story idea is open to the author's imagination. The settings used also cross space and time. Characters in fantasy stories usually have supernatural powers, characteristics, and unique traits that do not exist in everyday life. Harsiati's book "*Bahasa Indonesia Ekspresi Diri dan Akademik*" argues that language is varied, expressive, and not formal. Text-based Indonesian language learning is intended for students to produce various types of texts, so students can easily understand learning to write texts (Sakaria & Asia, 2021). So, since the implementation of Kurikulum

2013, the government has compiled mandatory textbooks (student and teacher books). In a work, there must be elements that build a story. Literary works are divided into intrinsic elements and extrinsic elements. Intrinsic elements are elements found in a story and are part of forming a story. At the same time, extrinsic elements are outside the story, but influence it.

## Folklore

Folklore is one of the genres of old literary works that must be studied because it contains 'local' values and views that can influence people's ideology. Folklore that is part of a hereditary culture becomes one source of knowledge for someone in a community (Blown & Bryce, 2020)—social values and the society that supports them. Folklore is also defined as part of a collective culture, which is passed down from generation to generation, either orally or in writing. Folklore is an oral tradition (Batubara & Nurizzati, 2020).

Folk tales are often called moral stories because they contain messages about human life, legends, origins, and sacred tales that are believed to have magic beyond human logic. Fairy tales are folk tales considered to have happened, although many also describe the truth, contain lessons (morals), or even satire (Wilyanti *et al.,* 2022; Komariah, 2018). Moral stories can be said to contain moral messages that can be applied in everyday life.

## Thematic Learning

Thematic learning, according to the Big Indonesian Dictionary (KBBI), is defined as relating to the theme, and the theme itself means the main idea of the story (which is discussed, used as a basis for composing, changing rhymes, and so on). According to Majid, in a book entitled "Pembelajaran Tematik Terpadu," thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students. A theme is the idea that becomes the topic of discussion. According to Kadir and Asrohah, in a book entitled "Pembelajaran Tematik," thematic learning combines various subjects or fields of study using a particular theme. The theme is reviewed and elaborated from various perspectives, both from the perspective of social sciences, natural sciences, humanities, and religion, to provide meaningful experiences for students.

The formation of thematic or integrated learning has goals that must be achieved. According to Prastowo in a book entitled "*Pengembangan Bahan Ajar Tematik*", There are several objectives of integrated learning, namely: 1) increasing understanding of concepts learned more meaningfully; 2) developing skills in finding, processing, and utilizing information; 3) developing positive attitudes and good habits in life; 4) developing social skills; 5) increasing enthusiasm for learning; and 6) choosing activities that are by the interests and needs of students.

Based on the descriptions above, it can be concluded that thematic learning is integrated learning that uses themes to combine and link several subjects. This makes learning more meaningful for students and helps them achieve the learning objectives.

## Teaching Materials

Learning materials are science, teaching, skills, and character building that students must learn and apply to meet the specified competency standards. Isdisusilo in a book entitled "*Panduan Lengkap Menyusun Silabus dan Rencana Pelaksanaan Pembelajaran,*" explaining that the material set in the learning process is material that supports the achievement of basic competency standards for achieving indicators, so that students do not have difficulty receiving lessons and attracting students' desire to learn more enthusiastically in the learning process. Teaching materials are developed interestingly based on the

needs to be effectively used during the learning process. Therefore, teachers must improve student competence in determining or developing teaching materials. However, this is still an obstacle in the learning process due to the teacher's inability to choose or compile teaching material. This is in line with Mudlofir's opinion in a book entitled "*Pendidik Profesional (Konsep, Strategi, dan Aplikasinya dalam Meningkatkan Mutu Pendidikan di Indonesia)*" that the current problem of teachers is still relying on one type of teaching material, which causes the learning process to be unvaried. Based on several expert opinions above, it can be concluded that teaching materials are part of the curriculum content that students must understand, with basic abilities to achieve the competency standards of each subject in a particular field in the educational unit.

## Comics

Comics are juxtaposed with other images in a deliberate sequence, intended to convey information and produce a positive response in the viewer (Azizah & Fauzi, 2023; Rifqy, 2019; Kawijaya, 2023). Comics can mean pictures. According to Rivai and Sudjana, in a book entitled "Media Pembelajaran," comics are defined as a form of cartoon that presents a story in sequence, closely related to the picture, and entertains the reader. One of the advantages of comics compared to other learning media is their presentation because it has strong visuals and their own story (Susilo, 2020). Using comics as a learning medium encourages students to read because the delivery of the material is interesting. According to Daryanto, in a book entitled "Media Pembelajaran," the advantage of comics is mainly in their presentation, which has strong elements, namely in their visuals and strong stories. Comics in learning media influence material delivery because they can interest students in reading (Amini & Damayanti, 2021; Pinatih & Putra, 2021; Willya *et al.*, 2023). Apart from the interesting pictures, the stories in the comics will increase students' curiosity and make them want to know and continue reading without having to ask for instructions from the teacher.

In the implementation of comic media in learning at school, it can not only improve students' understanding, but also improve vocabulary memorization. So when students are instructed to explain something, they can explain it in a language that is easy for themselves and their friends to understand. According to Danaswari, comics have several characteristics, namely: 1) Several characters are needed in making comic images, 2) Expressions are expressed in characters, 3) Speech balloons, 4) Vertical lines, and 5) Panels. Comics are a type of cartoon that can explain attitudes or characters and have a role in the story that is interrelated with the image and are intended for comic consumers to feel entertained, especially students (Faradiba & Budiningsih, 2020; Lestari & Projosantoso, 2016). The format of the picture story is more humorous, with various situations in the serial story. For elementary school children, approximately 7 to 12 years old, they are generally more interested in reading books with interesting and colorful pictures.

## METHODS

To achieve the objectives of this study, the researcher chose the Research and Development method. The research design used in this study is the ADDIE model development research design (Analysis, Design, Development, Implementation, and Evaluation). Explaining the research's aim is only to develop and produce a product. This research was conducted on SD Negeri 101764 Bandar Klippa, Deli Serdang Regency, grade III students. The research and development implementation time was in semester I (Odd) of the 2023/2024 Academic Year. The study subjects were expert design validators, expert material validators, grade 3 teachers, and grade 3 students. Data collection techniques in this study were interviews with grade 3 teachers, questionnaires given to expert validators and grade 3 teachers, and tests administered to students. Furthermore, the data analysis technique used in this study was a quantitative descriptive data analysis technique in the form of percentages.

## RESULTS AND DISCUSSION

### Teaching Material Development Process

The first stage involved the researcher conducting observations at SD Negeri 101764 Bandar Klippa, a place used for research in class 3. The researcher collected information to analyze performance and students' writing and speaking abilities.

The second stage is after collecting initial information through observation of the class teacher. The researcher continued to the design stage by compiling a design that will be carried out to plan the development of teaching materials by collecting materials that follow the material to be developed. Then, the researcher created a draft of teaching materials for folk tales assisted by digital comics in the form of E-Modules.

In the third stage, after collecting the materials to design the teaching materials, the researcher developed the teaching materials with specific application support. After the developed product was completed, the expert validator conducted a feasibility test. Then, the feasibility percentage was obtained after being revised through 2 stages: from the material expert, 86% with a very feasible category, and from the design expert, 87.5% with a very feasible category.

After conducting small group trials and revising the product, the fourth stage is to bring the product to the real class, namely the implementation stage. The writing ability score for learning 1 was 56.97% to 81%, learning 2 was 63.95% to 84.08%, and learning 3 was 62.98% to 87.17%. The speaking ability score for learning 1 was 61.74% to 86.74%, learning 2 was 60.98% to 84.46%, and learning 3 was 63.25% to 89.39%. After being seen in each learning, there was an increase in the results of students' writing and speaking abilities. So the product is declared effective for use in class as accompanying teaching materials or independent teaching materials that students can use.

The fifth stage, after going through the results of the product trial in the actual class, it is known that the percentage of pre-test results to post-test results in learning 1, 2, and 3 for writing and speaking skills has increased, which meets the category of very effective teaching material products. Then, to find out the teacher's opinion on the development of folklore teaching materials assisted by digital comics that have been compiled. Analysis of data obtained from teacher response questionnaires on the practicality of folklore teaching materials assisted by digital comics is in the convenient category, with a percentage value of 90.27%. This means that the folklore teaching materials assisted by digital comics that have been developed have practicality, both in terms of presentation and use.

### Eligibility of Teaching Materials

The description below describes the data collection results from the developed product's assessment. The assessment team consists of one lecturer as a material expert, one lecturer as a design expert, and one teacher for practicality. The product's assessment by the validator was carried out in two stages, with revisions for improvements in certain indicator sections until the desired product quality was achieved. The assessment recapitulation is presented in **Table 1**.

**Table 1.** Expert Assessment Recapitulation

| No | Assessor | Phase 1 | Categories | Phase 2 | Categories |
|----|----------|---------|------------|---------|------------|
| 1. | Subject Expert | 55% | Decent Enough | 86% | Very Decent |
| 2. | Design Expert | 67,8% | Decent Enough | 87,5% | Very Decent |
| 3. | Teacher Practicality | 90,27 | Very Practical | - | - |

*Source: Research Documentation 2024*

Based on the recapitulation results in Table 1, the product developed as folklore teaching materials assisted by digital comics underwent a detailed assessment process. Material experts assessed the developed product with several assessment aspects adopted by researchers from BNSP, namely: (1) Content Feasibility Aspect, with four assessment indicators; (2) Presentation Feasibility Aspect, with four assessment indicators; (3) Language Feasibility Aspect, with five assessment indicators. Through these three assessment aspects, a 55% percentage was obtained in the category of very decent in the first stage. It is necessary to revise the product based on the assessment of several indicators that need to be reviewed. After the revision, the material expert re-evaluated. 86% was obtained for the category, which was very decent, and the product was declared fit for use in the field.

The design expert conducted an assessment of the product developed by the researcher with several assessment aspects received by the researcher from BNSP, namely; (1) Size Aspect Module with two assessment indicators; (2) Content Cover Design (cover) with five assessment indicators; (3) Content Design with seven assessment indicators. Through the three assessment aspects in the first stage, 67.8% was obtained with the category of decent enough. It is necessary to revise the product based on the assessment of several indicators that need to be reviewed. After the revision, the design expert reassessed and obtained a percentage of 87.5%, with the category being very decent. The product was declared decent for use in the field.

The teacher response questionnaire was given to determine the teachers' opinions on developing digital comic-assisted folklore teaching materials that had been prepared, and an analysis of practicality data was obtained from the teacher response questionnaire. The table above shows that the average respondent's assessment of digital comic-assisted folklore teaching materials is in the convenient category, with a percentage value of 90.27%. This means that the digital comic-assisted folklore teaching materials that have been developed have practicality in terms of presentation and use.

**Effectiveness of Teaching Materials**

In the effectiveness of the product of teaching materials for folklore assisted by digital comics, researchers introduced teaching materials. The teacher assessed this effectiveness assessment sheet according to the assessment format that had been provided. Then, the developed product's effectiveness results were obtained through the pre-test and post-test results. Researchers conducted pre-tests and post-tests on three learning activities by testing writing and speaking skills. A recapitulation of the results of the pre-test and post-test for writing skills is presented in **Table 2**.

**Table 2.** Recapitulation of the results of the Pre-test and Post-test of Writing Ability

| No | Evaluation | *Pre-Test* | Categories | *Post-Test* | Categories |
|----|-----------|-----------|------------|-------------|------------|
| 1. | Lesson 1 | 56,97% | Ineffective | 81% | Very Effective |
| 2. | Lesson 2 | 63,95% | Quite Effective | 84,08% | Very Effective |
| 3. | Lesson 3 | 62,98% | Quite Effective | 87,17% | Very Effective |

*Source: Research Documentation 2024*

The researcher then conducted a pre-test and post-test on three lessons, testing writing skills. Next, the researcher conducted a test for speaking skills. Table 3 summarizes the results of the pre-test and post-test for speaking skills.

**Table 3.** Recapitulation of Pre-test and Post-test results.

| No | Evaluation | *Pre-Test* | Categories | *Post-Test* | Categories |
|----|-----------|-----------|------------|-------------|------------|
| 1. | Lesson 1 | 61,74% | Quite Effective | 86,74% | Very Effective |

| No | Evaluation | *Pre-Test* | Categories | *Post-Test* | Categories |
|----|-----------|-----------|-----------|-----------|-----------|
| 2. | Lesson 2 | 60,98% | Quite Effective | 84,46% | Very Effective |
| 3. | Lesson 3 | 63,25% | Quite Effective | 89,39% | Very Effective |

*Sumber: Dokumen Penelitian 2024*

It can be concluded that the product of folklore teaching materials assisted by digital comics that have been developed is declared effective. The percentage of pre-test results to post-test learning 1, 2, and 3 showed an increase in the writing and speaking skills of grade 3 students. The increase in the percentage score is in the very effective category.

**Discussion**

Before knowing the problems in learning in schools, it is necessary to conduct a needs analysis on the performance of teachers and students. This study identified the problem as having many weaknesses in the learning tools teachers use to teach, especially in the textbook section. As a result, it indirectly affects students' writing and speaking skills. Students with poor writing and reading skills tend to be quiet and not focused on following the learning, so the scores obtained during the exam are still below the minimum competency criteria. In a book entitled "Teori-Teori Psikologi," Jarvis argues that in Piaget's theory, the concrete operational stage, aged 7-12 years, can classify objects, commands, and solve problems with thinking skills. However, children at the concrete operational stage experience difficulties because they cannot think using symbols. After reviewing these problems, researchers developed teaching materials to improve students' writing and speaking skills and motivate teachers to innovate teaching materials.

Learning in elementary schools, especially thematic learning, uses much text. Text-based learning has advantages that can be applied in the implementation of learning, including: 1) Can develop writing talent and individual skills; 2) Can develop students' opinions about a learning topic; 3) The learning process situation becomes more enjoyable and fosters students' creativity; 4) Helps students connect the main ideas of the material with real life; 5) Helps explain the text as a whole; 6) Collaborates with other students in working on tasks that are considered difficult (Batubara & Nurizzati, 2020). In developing teaching materials, researchers chose fairy tale material. Danandjaja, in a book entitled "Folklor Indonesia," defines a fairy tale (folktale) as a collective short story of oral literature, which is not considered to have happened. Fairy tales are told to entertain, depict truth, lessons (morals) and satire and usually have opening and closing sentences that are cliché, starting with the opening and closing sentences. The use of topics that are close to students allows students to understand the meaning or moral message in the story. According to (Suwarti et al., 2020). Therefore, the folklore fairy tales developed by researchers come from the right/environment around the students, usually called Story Social. Thus, the development of folklore teaching materials assisted by digital comics was created to help students understand/as a supporting book for students' independent learning. The eligibility of this book has also been recognized by expert validators with a series of assessments, not only once.

**CONCLUSION**

This study concluded that the folklore teaching material assisted by digital comics has been developed into a valid product. The folklore teaching material assisted by digital comics is declared suitable for use, as evidenced by the assessment of the expert validator of the material and design experts, as well as the assessment of the teacher. The developed folklore teaching material assisted by digital comics meets the criteria for effectiveness, with the increase in the results of the writing and speaking skills of students, as seen from the increase in the pre-test and post-test results. It can be concluded that students' writing and

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speaking skills increased after using the folklore teaching material assisted by digital comics. It is hoped that teachers can use the folklore teaching material, assisted by digital comics as an electronic book to accompany students in learning. To other readers or researchers, it is suggested that they should also read other reference sources regarding the folklore teaching material assisted by digital comics to open broader and deeper insights, so that they can provide alternative solutions as a form of improvement and development of the learning process. To other readers or researchers, it is suggested that they should also read other reference sources regarding the folklore teaching material assisted by digital comics to open broader and deeper insights, so that they can provide alternative solutions as a form of improvement and development of the learning process.

## AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content of the article are free from plagiarism.

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