



## Development of Indonesian comic-based teaching materials to improve students' creativity

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### ABSTRACT

This research is motivated by the decline in student creativity in participating in learning and, therefore, the need for appropriate media for students. After being given comic-based teaching materials, the activities aimed to increase students' creativity in grade IV. The research method used is research and development (Research and Development) using the ADDIE development model (Analysis, Design, Development, Implementations, Evaluation). This comic-based teaching material has undergone validation tests by experts. The percentage of results from experts on this comic-based teaching material is very valid and practical, based on criteria from media experts and material experts. In addition, the student and teacher response questionnaires also show very valid and practical criteria. From the N-gain results, a score is obtained in the high category. Therefore, this study shows the influence of using comic teaching materials to increase creativity in learning fictional story texts. It can be proven that the results show an increase from the ineffective category to the effective category. The conclusion is that this comic-based teaching material is very suitable, practical, and effective for use in learning Indonesian in fictional story texts to improve the creativity of elementary school students.

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### ABSTRAK

Penelitian ini dilatar belakangi oleh adanya penurunan kreativitas peserta didik dalam mengikuti pembelajaran, maka dari itu perlunya media yang tepat untuk peserta didik. Adapun kegiatan yang dilakukan ini bertujuan untuk meningkatkan kreativitas peserta didik di kelas IV setelah diberi bahan ajar berbasis komik. Metode penelitian yang digunakan adalah penelitian pengembangan (Research and Development) dengan menggunakan model pengembangan ADDIE (Analisis, Design, Development, Implementations, Evaluation). Bahan ajar berbasis komik ini telah melakukan uji validasi oleh ahli. Persentase hasil dari para ahli terhadap bahan ajar berbasis komik ini mendapatkan kriteria sangat valid dan sangat praktis dari ahli media dan ahli materi. Selain itu angket respons peserta didik dan angket respons guru juga menunjukkan kriteria sangat valid dan sangat praktis. Dari hasil N-gain diperoleh skor pada kategori tinggi, oleh karena itu penelitian ini menunjukkan bahwa terdapat pengaruh penggunaan bahan ajar komik untuk meningkatkan kreativitas pada pembelajaran teks cerita fiksi. Hal ini dapat dibuktikan bahwa hasil menunjukkan peningkatan dari kategori tidak efektif menjadi efektif. Adapun kesimpulannya bahwa bahan ajar berbasis komik ini sangat layak, praktis, dan efektif untuk di gunakan di dalam pembelajaran Bahasa Indonesia pada materi Teks cerita fiksi untuk meningkatkan kreativitas peserta didik sekolah dasar.

**Kata Kunci:** bahan ajar; bahasa Indonesia; komik; kreativitas peserta didik; media pembelajaran

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## INTRODUCTION

Teaching materials have a strategic function for the teaching and learning process. Teaching materials can help students and educators in learning activities so that educators do not present too much material. In addition, teaching materials can replace the role of the teacher and support individualized learning, which will have a positive impact on educators because most of their time can be devoted to guiding students' learning. The positive impact is that it can reduce dependence on educators and help users get used to independent learning (Azizul et al., 2020). The teaching materials used so far can be said to be very minimal. The teaching materials cannot be said to be context-based, so students have difficulty understanding the contents of the teaching materials (Rahim et al., 2022). In addition, the books used also lack interest because they are mostly full of text, making students lazy to read and think creatively.

Reading and writing skills must be possessed by students, especially at the elementary school level, because having reading and writing skills can make it easier for students at the next grade level (Amelia, 2018). Students' dependence on educators can be overcome by providing teaching materials so they can learn the material to be delivered by educators themselves (Azizul et al., 2020). Learning is a system that is arranged in such a way as to influence and support the learning process of students and vice versa (Wandini et al., 2023). In the learning process, educators have determined different competency outcomes for each meeting (Fahmi et al., 2021). Using teaching materials in the learning process requires teachers as educators to be able to make innovations in the learning process. This aims to create an active, innovative, creative, practical, productive, and fun learning process. One of the efforts to create this atmosphere should be for teachers to make teaching materials that students can be interested in reading. One of these teaching materials is comics (Lubis, 2018).

Comics are one of the media that convey stories with visualization or image illustrations, also called picture stories. The picture serves as a story description, coupled with word balloons in each picture, making it easier for readers to understand its contents. Comics are very diverse, both in the style of depiction and how to convey the story, and in the form of comics (Dita et al., 2021). The purpose of this comic is to contain elements of criticism, satire, and humor. Strip comics are fragments combined into one part or a short storyline.

Comic media is an interesting material to use during the learning process; the use of comic media can facilitate every learning process of students in improving their reading skills (Rohani & Anas, 2022). Creating something new and not necessarily the same as before can involve a combination of pre-existing elements (Rambe et al., 2023). Comic media is closely related to creativity. Creativity is complex because it involves new ideas and conceptualizations that everyone can use (Anika & Riastini, 2022; Ardiansah et al., 2022). In the life of education, creativity is essential because creativity is an ability that is very meaningful in the process of human life (Purwaningsih & Supriyono, 2020). Creativity is also closely related to students' cognitive abilities. Previous research revealed a positive relationship between students' cognitive learning outcomes and teacher creativity, which means that the higher the creativity of a teacher in the learning process, the higher the learning outcomes of students (Jouwe et al., 2018). In the age of elementary school children, cognitive aspects are important for educators to understand (Bujuri, 2018).

This cognitive development is a comprehensive development related to thinking abilities, such as the ability to reason, remember, memorize, solve real problems, have ideas, and creativity (Safriyanti & Ibrahim, 2022). The indicators to improve children's cognition were taken in this study, which are: a) explorative children's activities; b) simple problem solving in everyday life; c) applying knowledge and experience; and d) creative attitude in problem solving: a) explorative child activities; b) simple problem solving in everyday life; c) applying knowledge and experience; and d) creative attitude in problem solving. The existence of an attitude of creativity embedded from an early age will create creative students who are driven to organize activities that can foster their desire to try something new (Arya et al., 2022). Based on some of

the opinions above, it can be concluded that the purpose of creativity is to help students think creatively in learning and be able to tell experiences and create new things.

In the initial observations that researchers at YPI Syifaurrehman have made, there are two main problems in learning the Indonesian language, as seen from students' behavior, including students feeling bored because learning Indonesian involves too much reading. Learning looks monotonous because no teaching material attracts students' attention, making them bored, and the atmosphere is not conducive. On the other hand, the problem found by the teacher is that during learning, the teacher only tends to use packaged books and LKS, which makes students easily bored and less motivated in learning. Therefore, researchers want to develop teacher teaching materials into comic media so that teachers have teaching materials that are fun for students, so that students are not easily bored with learning.

There have been many studies related to comic teaching materials. However, a few still focus on discussing the development of Indonesian language comic teaching materials to increase students' creativity. The previous research discussed comics using Indonesian language subjects (Daulay & Nurminalina, 2021). The novelty of this study is that it will increase interest in reading. At the same time, the research is carried out, and teaching materials are developed, which helps improve students' creativity. Other studies also use comic teaching materials, but there are differences in research that only focus on developing and knowing the feasibility of media (Yustiorini et al., 2020). The difference in the model in the RND method is that it uses the Borg and Gall model. In addition, the difference in this study can be seen in that it only focuses on knowing the feasibility of the developed media. Based on the above review, it can be determined that this research aims to study and develop comic teaching materials suitable for field conditions.

## LITERATURE REVIEW

### Teaching Materials

Teaching materials contain explanations of the subject matter needed by students and educators. Educators need teaching materials to complement teaching, while students need teaching materials as an added insight into understanding the subject matter. Teaching materials are arranged systematically or sequentially so that the teacher uses them during the learning process to make it easier for students to learn (Magdalena et al., 2020). The definition of teaching materials is all materials that include content and materials that are used as a reference by students and educators in learning activities, both in the form of print and non-print technology, such as audiovisual, and technology-based forms (Wahyudi, 2022). Teaching materials are a set of facilities in the form of books that contain material in the form of information that is arranged systematically and aims to make it easier for students to learn or find information, so that they can achieve learning objectives and competencies, and can implement the information obtained in life (Ritonga et al., 2022; Rosyiddin et al., 2023). From this description, it can be concluded that teaching materials are supporting materials in the learning process that contain information and materials used by educators and students to achieve learning objectives, so that students can increase their understanding and implement it in their daily lives.

Teaching materials are important for students. The benefits of teaching materials in the learning process for students can be used as a tool for more interesting learning activities, independent learning opportunities can increase and reduce dependence on the presence of teachers, and convenience in learning each competency that must be mastered (Lubis et al., 2018; Talaksoru et al., 2024). Teaching materials can also help students improve their thinking skills, provide students with direct experience, and develop continuously (Handayani et al., 2023). The types of teaching materials can be divided into two, namely printed and non-printed teaching materials. Print teaching materials in the form of books, modules, and student worksheets. Meanwhile, non-print teaching materials are in the form of radios, tapes, and

audio teaching materials (Yustiorini et al., 2020). Teaching materials have various forms, including textbooks, modules, magazines, and leaflets. In addition, teaching materials that often attract the attention of readers, both children and adults, are comics. This comic is termed a collection of words and images that are close to each other; the image here is to clarify the content of the text and provide children's imagination for the text, which is still limited (Daulay & Nurmnalina, 2021).

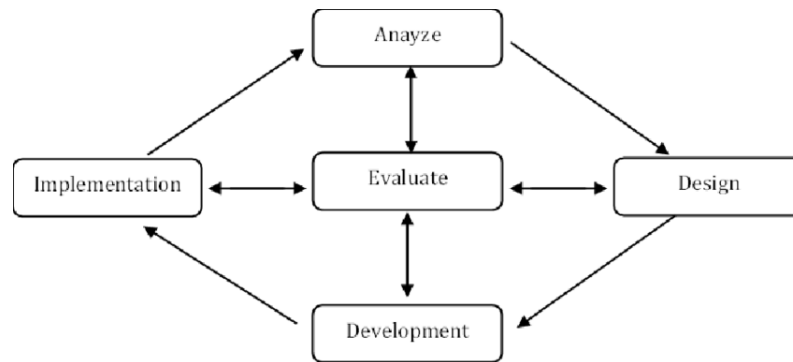
Comics in learning can attract students who lack understanding of a subject matter, so these comics will help them like to read and write. The use of comics can also motivate students and help develop the potential that exists in students (Kusumadewi et al., 2020). It can be concluded that comic teaching materials are reading materials in which there is a story in the form of pictures and text equipped with positive characters, and the text in this comic is easy for readers to understand so this will help students in increasing students' interest in reading in stimulating their understanding while learning.

### **Learner Creativity**

Creativity is a person's ability to produce something new, both in the form of ideas and real work that is relatively different from what has existed before. This creativity can also combine data, information, or existing elements, usually called experience and knowledge that a person gets from family, school, and community environments (Muqodas et al., 2015). Therefore, creativity is the competence to combine something with something new based on existing components to form something worthwhile. Creative potential in students includes high curiosity, a willingness to ask questions, high imagination, and courage in facing risks, and so on so that the use of comic-based teaching materials is an activity that stimulates the development of children's creativity as children will make it easier in the process of stimulating creativity by using learning media and props such as coloring, combining image patterns and colors so that they can work beautifully, as well as creating their creations in pictures according to their imagination (Syahfitri et al., 2023).

## **METHODS**

This study's research type used the Research and Development (R&D) method. Research and Development is one of the research methods used to produce a product and test the validity, practicality, and effectiveness of the resulting product so that it is suitable for use. In the research and development carried out, researchers applied the ADDIE development model, which involves developing a learning design consisting of 5 stages, namely (Almelhi, 2021): 1) Analysis, 2) Design, 3) Develop, 4) Implementation, and 5) Evaluation. Sugiyono, in his book entitled "Metode Penelitian Kuantitatif, Kualitatif, R&D," states that the ADDIE development model aims to produce a product that has a high validity value, which is carried out through a series of research/research. In this study, the product designed and produced is a comic teaching material suitable for learning. The following (**Figure 1**) is a scheme of the ADDIE development model.



**Figure 1.** ADDIE Model Stage

Source: Sugiyono in *"Metode Penelitian Kuantitatif, Kualitatif, R&D"*

#### 1. Analysis

In this first stage, initial observations were made of the learning by grade IV students at YPI SYIFAURRAHMAH. The needs and problems during the learning process were analyzed, and homeroom teachers were interviewed.

#### 2. Design

The second stage, namely Design or planning, involves designing the initial Indonesian language learning teaching materials tailored to the results of the analysis of the needs of students.

In the Design stage of this teaching material, there are the following details:

- Determine the theme for the comic story.
- Determine the plot or storyline and create characters or story characters in the comic;
- Browse and determine the template design in Canva. Starting with a blank page, then sketching panel positions, illustrations, and text balloons;
- Outlining the illustrations and providing colors; and
- Inserting text balloons and creating an attractive cover.

#### 3. Development

At this stage, the comic teaching materials are validated. The validation test, conducted by experts, including material and media experts, was carried out to determine the feasibility of the product developed. This test aims to obtain support for the feasibility of a product that has been developed.

#### 4. Implementation

The Implementation stage is carried out in the learning process for students after the validator says the teaching materials are feasible. In holding the assessment, a pre-test and a post-test will be carried out, which is expected that the learning carried out by researchers can affect students' learning and increase creativity and good learning outcomes.

#### 5. Evaluation

The evaluation stage is carried out by looking at feedback from students after using teaching materials based on Indonesian language comics, so that at this evaluation stage, an assessment of the effectiveness of Indonesian language comic teaching materials is carried out, based on the results of formative tests conducted on students.

Data collection techniques included questionnaires, interviews, and tests. Questionnaires were given to validators, consisting of media experts, material, and users, to measure the flexibility of the draft teaching



material developed. Interviews were conducted with the grade IV teacher of YPI Syifaurrehman Elementary School, using a test sheet conducted before and after the study.

Data analysis techniques in this study were qualitative and quantitative. Four choices on a Likert scale follow the response statement—the validation sheet criteria used from the Likert scale, with modifications presented in **Table 1**.

**Table 1.** Likert Scale Validation Sheet Criteria

Criteria	Validation Level
Very Feasible	4
Feasible	3
Less Feasible	2
Not Feasible	1

*Source: Research 2024*

The expert validation instrument contains statements with responses based on a Likert scale. The results of this test are used to calculate the questionnaire's feasibility value for data analysis. The comic teaching materials tested through the responses of educators and students are calculated using the practicality test percentage formula equation (Aulia, 2023).

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Description:

- P = Percentage of practicality score  
 $\sum x$  = Total score from respondents' answers  
 $\sum xi$  = Total ideal/maximum score

## RESULTS AND DISCUSSION

The product of this research is in the form of Indonesian Language comic-based teaching materials on Grade IV Fiction Text Material. The results of developing teaching materials at each stage in this study are as follows.

### Analysis

#### 1. Needs analysis

In the needs analysis, it was found that teachers only use textbooks as teaching materials. This affects students who still have little to think creatively about language learning. The existence of limited teaching materials in learning is also one of the obstacles, where the dominant use of printed book media occurs when learning takes place. This causes the process of teaching and learning activities to be monotonous because it is only based on textbooks. The existence of variations in delivering the content of teaching materials is essential for every learner. Teachers should be able to use teaching materials that are more varied and interesting so that students are not bored when learning and learning objectives can be achieved more optimally (Aeni et al., 2023). Therefore, it is necessary to develop teaching materials based on Indonesian language comics so that learning is more varied and provides a better understanding of the material.

## 2. Material Analysis

The material analysis found several topics of Indonesian language material that students must understand, namely the fictional story text material. This material topic is the basis for understanding each chapter of the Indonesian language material in grade IV.

## Design

This stage is resistant to planning and designing the framework of the teaching materials developed. Indonesian comic teaching materials are designed with a full display of images and colors. Previous research supports this, stating that teaching materials that have varied images and colors help students remember better because students will be more interested in teaching materials that are full color and illustrated (Rahim et al., 2022). There are stages in the design process of Indonesian language comic teaching materials, including the following.

### 1. Organize the flow of material

The material is analyzed thoroughly and clearly, and is then arranged according to the flow of material based on learning resources from the teacher's book and grade IV Indonesian students of the Merdeka learning curriculum. Mapping the material flow aims to make the material included in Indonesian comics clear and contain only the main points.

### 2. Designing Evaluation questions and Practice questions

The exercise questions consist of 3 questions based on the material topic, connecting and sorting. In contrast, the evaluation questions are essays with several answer criteria from the three material topics in the Indonesian language comic teaching materials.

### 3. Draft Script

The stages in the script preparation are determining the story, making the storyline, determining the characters, determining the story's editor, making story pictures for each panel, and determining the images used.

### 4. Composing Pictures

In this stage, relevant images are collected and prepared, from making layouts to coloring. The images used in Indonesian language comic teaching materials are taken from the source Istockphoto.com and images contained in the Canva application (see **Figure 2**).



**Figure 2.** Product Design Process  
*Source: Author's Documentation 2024*

## 5. Inserting Text

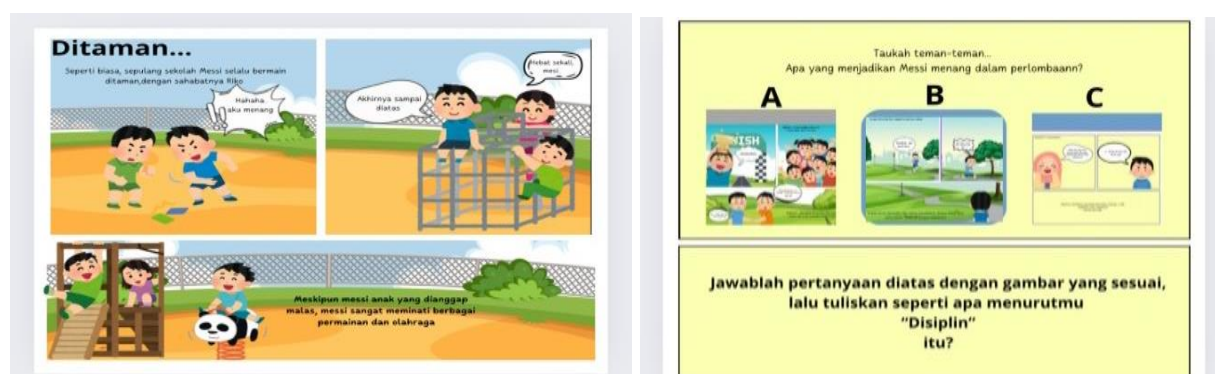
The font used in the Indonesian Language Comic teaching materials is Baby Jones Soft Font for the title and subtitles, size 63-54 (Cover) and size 24 on other pages, and comic font for the contents, size 12-150.

## 6. Forming the Overall Product Design (Prototype)

Product design is made starting from the cover to the source. Here are some views of the overall design of the Indonesian Language Comic Teaching Material Product (see **Figure 3** and **Figure 4**).



**Figure 3.** Cover and Introduction  
*Source: Author's Documentation 2024*



**Figure 4.** Materials and Evaluation  
*Source: Author's Documentation 2024*

## Development

At this stage of development, the previously designed products are realized by printing. Teaching materials are printed in A5 size using art paper for the cover and HVS for content. The teaching material page is eight pages thick and bound using a wire binding technique/center staple (saddle stitching). At this stage, teaching materials are validated to test their feasibility by media expert validators, material experts, small group trials, and teacher responses.

Comic teaching material products have been validated by two lecturers, material experts, and media experts. The lecturer is at Universitas Islam Negeri Sumatra Utara and has been verified as an expert in their respective fields. Both lecturers came from the Faculty of Tarbiyah Science. In the material expert validation process, the aspects assessed included material content, material presentation, language, and the usefulness of the material. In the media expert validation process, the aspects assessed are the material's coverage and the quality of the media display, including media design, the images included, and



the combination of use in the developed media. The product assessment results based on the study's validators are **shown in Table 2**.

**Table 2.** Media Expert Validation Results

Assessment	Material Expert Validator	Media Expert Validator
Total	65	52
Maximum Score	68	52
Percentage	95%	100%
Criteria	Very Valid	Very Valid

*Source: Research 2024*

It was concluded that the level of media feasibility was 100% with the category "Very Valid". Suggestions for improving teaching materials from media expert validators, namely, adding pictures with more explicit story content, and word selection with good and correct Indonesian spelling. The assessment aspect for material validation concluded that the material feasibility level was 95% with the category "Very Feasible". Suggestions for improving teaching materials from material expert validators, namely, not using ambiguous sentences or sentences that elementary school students do not understand. Furthermore, the assessment aspects for small group trials and teacher responses include two aspects of assessment: aspects of teaching materials and materials. The results of small group trials and teacher responses are presented in the following table.

**Table 3.** Teacher and Student Responses

Assessment	Material Expert Validator	Media Expert Validator
Total score	280	64
Maximum Score	300	65
Percentage	93%	97%
Criteria	Very Feasible	Very Feasible

*Source: Research 2024*

Based on **Table 3**, it is obtained that the response of the students' questionnaire results amounted to 280 with a maximum score of 300, so it can be said that it reached a percentage of 93%, which got the criteria "Very Feasible" after conducting a trial by giving a questionnaire to 30 students of grade IV YPI Syifaurrehman to find out the students' responses regarding the teaching materials that have been developed. The results obtained from the teacher's response, namely Mrs. Diah Mitha Viranis S.Pd, the homeroom teacher of grade IV, got the results totaling 64 with a score of 65, so that it reached a percentage of 97%, which is the criteria "Very Feasible". Based on the response results obtained from the teacher questionnaire and grade IV students, it can be said that comic teaching materials are stated in the practical category to be used in the learning process.

## Implementation

At the implementation stage, comic-based teaching material products are applied to real classes, namely in grade IV. In the implementation stage, Indonesian comic-based teaching material products are applied to real classes in grade IV. The implementation stage is the activity of using development products in learning activities. Teachers and students carry out implementation by referring to the teaching module. Teachers are given teaching modules before the meeting to prepare for learning well. Learning activities at the implementation stage are divided into three main activities: introductory, core, and closing.

In the preliminary activities, several activities were carried out including: 1) One of the learners leads the prayer and gives greetings to the teacher (Orientation), 2) Learners are checked for attendance, readiness, and completeness of stationery by the teacher, 3) Learners and teachers together review the previous learning material to be connected to today's material (Apperception), 4) Learners listen to the teacher's

explanation of the learning objectives that will be achieved in today's activities (Motivation). In the core activities, several activities are carried out including: 1) Learners are given comic teaching materials, 2) Learners are allowed to read comic teaching materials, 3) Learners read and understand the story in comic teaching materials, 4) Learners are allowed to ask questions, 5) Learners work on practice questions contained in teaching materials by discussing them with their respective groups, 6) Learners assemble the story of their journey from home to school according to directions, 7) Learners read the story in front of the class, 8) The teacher assesses learners according to the assessment instrument. In closing activities, several activities are carried out, including: 1) Learners, together with the teacher, summarize the learning material, 2) Learners, together with the teacher, reflect on the learning that has taken place, and 3) Learners and teachers close learning activities with prayer and greetings.

Based on previous research, the approach used is contextual. Researchers only use book media containing text, which makes students less interested in reading (Rahim et al., 2022). In contrast, this study uses comic media based on images and writing so that students become enthusiastic about reading and creativity.

### Evaluation and Effectiveness Level

The evaluation stage is the final stage of development. The evaluation stage is carried out by looking at feedback from students after using Indonesian comic-based teaching materials, so that at this evaluation stage, an assessment of the effectiveness of Indonesian comic teaching materials is carried out, based on the results of formative tests conducted by students. Formative tests are in the form of essay questions. They are given to grade IV students to know the value of student learning outcomes using teaching materials based on Indonesian language comics. The results of the evaluation test assessment of students are shown in **Table 4** as follows.

**Table 4.** Comparison of Pre-test and Post-test scores and N-Gain test scores

Test Type	Average
Pre-test	47,36
Post-test	95,46
N-Gain Score	0,91
Criteria	Very Effective

*Source: Research 2024*

In this effectiveness test, it can be stated in the table above that the results obtained by students experienced a significant increase in data compared to the average pre-test value of 47.36 t before using comic teaching materials and the average post-test value of 95.46 after using comic teaching materials with a presentation of the N-Gain value of 0.91 which is included in the High criteria. From the results obtained, it can be concluded that the comic teaching materials developed can be categorized as **very effective** in increasing students' creativity in fictional story text material.

Based on the results of the validity data obtained, it is known that the comic teaching materials developed and validated by two expert validators, namely media experts and material experts, obtained results in a very valid category. This is seen based on the results assessed from 13 statements for media experts who obtained a score of 52 out of a maximum score of 52, to obtain a value presentation of 100% and to achieve very valid criteria. Then, based on 17 statements in the material section, the results obtained a total score of 65 out of a maximum score of 68, which represents 95%, placing it in a very valid category. So, based on the two experts, it can be concluded that comic teaching materials are feasible according to the indicators and learning objectives of fictional story texts.

Based on the product practicality trial results on this comic teaching material conducted in grade IV with 30 students from 10 statements, the results obtained 280 position responses from a maximum score of

300, resulting in a value presentation of 93% and efficient criteria. Then the results of the teacher's questionnaire response obtained a score of 64 out of 65 maximum scores to achieve a value presentation of 97% and meet the criteria. So based on these two responses, this teaching material is said to be practical to be carried out in learning.

The effectiveness of this media, which has been tested on students in grade IV, shows a significant difference in the change in results, which shows the value of the Pre-Test 47.36 and the Post-Test value 95.46, then in the N-Gain analysis with an average acquisition of 0.91, in the high category. This condition explains that the post-test value is higher than the pre-test value, so that it can be concluded based on the results obtained in student learning after using comic teaching materials and before the existence of media.

## **Discussion**

The results of this study show that Indonesian language comic teaching materials have undergone a validation test by two experts, namely media experts and material experts, resulting in a percentage of 95% by material experts and 100% by media experts. The results of these data show whether comic-based teaching materials can be used in grade IV students, with a "very feasible" category. The purpose of this study is to overcome the problems found by researchers during the learning process, namely the unavailability of comic teaching materials that represent the various learning modalities of students.

Based on the results of the problems found that the learning that takes place is still monotonous because the dominant teacher still applies the lecture method and uses printed book media as a means of conducting learning, this results in most grade IV students having difficulty in understanding specific learning material, especially in learning Indonesian language material on fictional story texts. Therefore, developing this learning media aims to increase students' creativity and make learning more effective and meaningful. This is based on previous research, which states that learning media are used to facilitate teachers in delivering effective learning materials so that students do not feel bored (Ritonga & Aufa, 2023).

This Indonesian comic learning media is made according to the needs of students in learning, namely, fictional story text material about "Disiplin adalah Kunci Suksesku". The display design is modified to suit the following form, then the comic is made through the Canva application the initial stage is to determine the theme or story of the Comic illustration to be made, after that Determine the storyline and create characters or story characters in the comic, then browse the templates in Canva starting with a blank page, then sketch the position of the panels, illustrations and text balloons. Then outline the illustration and provide color, insert a text balloon, and make an attractive cover. The correct use of comic teaching materials has made learning more fun, creating a more conducive classroom atmosphere (Syahfitri et al., 2023). This is because teacher activities in the classroom play a fundamental role in improving the quality of learning. The teacher's ability to use the comic media developed affects learning success.

The developed Indonesian language comic teaching materials are a type of media included in the visual media category. Visual media is a means of communication with the five senses of vision, with the composition of colors and images packaged creatively to attract students' attention and facilitate interaction between students and teachers so that learning becomes effective (Purnawan & Hidayati, 2021). This can be proven from the effectiveness test results, which had a percentage of the N-gain value of 0.91 with high criteria. These results show that comic teaching materials can be categorized as effective in increasing students' creativity in fictional story text material at elementary school. Then this opinion is supported by previous research, which states that visual media can help increase interest in learning and increase students' creativity in learning materials (Mayasari et al., 2021).

## **CONCLUSION**

Through the research activities, a conclusion can be drawn that the product that has been developed is very valid, efficient, and effective in improving students' understanding. The validity data obtained from media experts is 100%, which is categorized as very valid; then, material experts obtained a value of 95%, which is categorized as very valid. So it can be concluded based on the results obtained from the two validators that comic teaching materials are suitable for implementation in learning. Then, from the practicality trial, the response obtained from the teacher received a score of 97%, which was categorized as very practical. The trial obtained from the students' response was 93%, which was categorized as very practical. Based on the results obtained from the teacher and learner questionnaire responses, it is concluded that comic teaching materials are efficient for learning. After that, the effectiveness trial obtained from the learning outcomes obtained an average pre-test score of 47.36 and an average post-test score of 95.46, to obtain an N-Gain increase of 0.91 with a high category. So it is concluded that comic teaching materials are effective for use in the learning process.

Researchers can suggest to future educators how to use this comic teaching material effectively as a learning medium, develop this learning medium with broader material, or develop this medium with different materials.

## **AUTHOR'S NOTE**

The authors declare that there is no conflict of interest related to the publication of this article. The authors confirm that the data and content of the article are free from plagiarism.

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