THE DEVELOPMENT OF CONTEXTUAL LEARNING-BASED COMIC MEDIA TO IMPROVE READING INTEREST IN 3RD GRADE STUDENTS OF SD NEGERI KARUNDANG 2

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Article Info	**Abstract**
	The development research is carried out in accordance with the needs analysis of the problem in the form of the development of contextual learning-based comic media with the aim to analyze and describe: (1) The development of contextual learning-based comic media to improve students' reading interest of 3rd grade, (2) Feasibility of contextual learning-based comic media in increasing students' reading interest of 3rd grade (3) Responses and interest in reading of students to contextual learning-based comics media in increasing students' reading interest of 3rd grade. This research is in the form of development research (R&D) with the ADDIE model through interview and questionnaire techniques in the 3rd grade of SDN Karundang 2 Academic Year of 2020/2021 with a total of 22 students. The feasibility test by validators of media experts and material experts obtained a score of 85% on the very feasible category. The results of the use of comic media in learning obtained a student response score of 88.5% in the very good category, in the reading interest test was 88% in the very high category. **Keywords:** Contextual Learning-Based Comic Media; Reading Interest

A. Introduction

Effective learning is able to actively involve students in all scopes, both mental, physical, and social (Susanto, 2016:53). Conducting quality learning will present meaningful and impressive learning for students so the learning objectives can be achieved properly. To facilitate in providing an overview of learning and to realize the achievement of learning objectives, the use of media is one positive alternative that can be done. Bujuri, (2018: 39) explained that in general, the cognitive abilities of elementary school-aged children are still limited in terms of concrete and have limitations in terms of abstracts because students cannot explain more complex things.

During online learning in a pandemic like this, many educators are still unable to bring learning in a fun way, especially in attracting students' interest in reading, making it an obstacle for students to be motivated or have an interest in reading. As an example that the authors found in the preliminary research conducted by interviewing educators and students about learning and students' reading interest, it is known that there are still many students in 3rd grade of SDN Karundang 2 who are less to had an interest in reading textbooks.

This is also based on the lack of learning media development in schools that motivate students' reading interest, especially in reading the subject materials. In addition, the use of learning resources is very lacking for every student, so it is found that the media used relies more on student textbooks and student worksheets which are monotonous and contain lots of reading text without accompanied by visuals that can help and attract students' learning interest. The impact is the lack of students' learning interest in reading the subject materials in books. Interest in reading is the desire or tendency to read so they want to do reading activities based on their own desires. Safitri, Muslim, & Hawanti (2019: 54) states that reading is one of the skills that is needed in our daily lives because something that we often encounter cannot be separated from

the reading elements, and through reading a person can gain a variety of knowledge and information that is not known yet.

Lubis (2018: 153) revealed that in fact, the reading interest of the Indonesian people, especially among the students, was still low as students and left behind compared to other countries. Kasiyun (2015: 85) explained that there are several factors that caused the low interest in reading, one of which is the lack of book media that provide attractive visuals.

Regarding this, one of the media developments that can be used is in the form of comic media which assisted with visualization of images and conversational dialogues containing the subject materials clearly with the combination of colorful picture illustrations and interesting story readings. The use of comics as the learning has a very important role, namely having the ability to create students' learning interest and helping students to facilitate to remember the learned subject materials (Sari, 2017:130).

Image media in the form of comics can provide energy because it attracts attention, adds new variety, involves students with the experience gained when reading the comics with interesting storylines, and is able to support the imagination development in students by using illustrations (Wicaksono, Jumanto, & Irmade, 2020: 217). According to (Buchori & Setyawati, 2015: 374) The use of comics media is able to generate new interests and desires in students and provide stimulus and motivation in learning.

The role of comics in learning is to be able to create reading interest and develop students' reading habits as an advantage of applying comic media in learning (Dwi, 2015: 3).

According to Hendracipta (2020: 136), Comics as the teaching materials are possible to be arranged coherently and have a clear plot. Besides that, comics are interesting and fun so it will generate students' interest and motivation to learn. It can be concluded that comics are arranged coherently and have a clear plot, as well as a very interesting and

fun media so it can generate students' interest and motivation to learn.

The children's ages tend to be full of imagination and creation, this is one of the reasons why most children like drawings, sketches, and comics (Handayani, 2020: 398).

Santoso (2017: 20) states that contextual learning (CTL) is a learning concept that links the learning materials with real-world situations of students so the knowledge from student learning outcomes will have a relationship and be related to the application and activities of daily life. Rahmawati (2018: 14) states that contextual learning makes students involved in important activities in everyday life and able to relate the faced real-life with the academic learning at school. Effective learning activities are able to lead students to recognize their own feelings, values, and attitudes (Silberman, 2013: 209).

Shoimin (2014: 44) explain that the learning developed with contextual model makes it more meaningful and real because it is accompanied by giving examples that are often found in life, emphasizing fully thinking activities, and correlating the material found with real-life.

The author also obtained data that students experienced a decreased interest in reading. The development of contextual learning-based comic media to improve students' reading interest is focused on the food technology material.

Based on the problems that have been described, the researchers decided to conduct research on "The Development of Contextual Learning-Based Comic Media to Improve Reading Interest of 3rd Grade Students of SD Negeri Karundang 2".

B. Research Methodology

This research is a research with the type of development (R&D) because this research develops a product in the form of comic media that contains subject materials that packaged in an interesting way based on contextual learning (CTL) and also tests the effectiveness and attractiveness of the product in increasing students' reading interest.

Astuti, et al

For product trials, the results of development were carried out in the 3rd grade of SD Negeri Karundang 2 located on Jl. Raya Serang Pandeglang, Karundang, Cipocok Jaya sub-district, Serang City, Banten, 42126. This research was conducted in the second semester of the 3rd grade Elementary School academic year of 2020/2021 in thematic learning with the material of food production technology.

The product development model used in this contextual learning-based comic media is the ADDIE model. (Cahyadi, 2019: 39) explained that the ADDIE model has a simple design stage in its implementation so it is easy to learn and implement. ADDIE stands for each step, namely Analysis, Design, Development, Implementation, and Evaluation.

The data collection instruments used in this research were interviews, questionnaires (consisting of 4 questionnaires, namely material experts test questionnaires, media experts test questionnaires, students' response test questionnaires, and students' reading interest test questionnaires). The data analysis techniques used in this research are 1) qualitative descriptive data analysis in the form of interviews from educators and students and the analysis of input suggestions from media and material experts regarding the comic media product developed. After being analyzed, the data was obtained for further product revision; and 2) quantitative descriptive data analysis to analyze the results of validation questionnaires of media experts, material experts, students' responses, and students' reading interest on the use of contextual learning-based comic media.

The processing of validation questionnaires of media experts, material experts, students' responses, and students' reading interests are using a Likert scale. The questionnaire measured using a Likert scale includes indicators of each variable being measured.

D. Result and Discussion

The development of this comic media uses the stages in the ADDIE development model.

In the first stage (analysis), a preliminary study is conducted to identify and analyze problems in the field. This preliminary study was conducted by interviewing the homeroom teacher referring to the structured interview guidelines. Interviews were conducted by filling out an interview guide sheet that had been prepared with the aim of knowing the existing conditions and problems. Interviews were conducted with 3rd grade homeroom teachers. It is known that students are less enthusiastic in reading the textbooks because the delivery contents of the books used are too standard and less interesting for students to read. The interview results show that the problems experienced by students in learning are that students rarely read books at home, students who have difficulty understanding the subject materials in books and sometimes get bored of learning, especially reading the books, less understand the subject materials only by using the textbooks and worksheets so they need parents' help to understand the meaning or purpose of the learning material.

This problem is known because the learning resources they have are in the form of textbooks which are difficult to understand and monotonous as well as the opinions of students about the textbooks are boring and ordinary. The researchers developed an interesting learning media that is in accordance with learning needs in the form of contextual learning-based comic media.

After knowing the needs analysis, then the design as the second stage is carried out with the data collection, making product designs, and making sketches. Data collection by collecting information and subject material from various reference sources of teaching materials or thematic textbooks of theme 7 in 3rd grade, then the subject material is developed into comic media which contains dialogue and contextual storylines.

The researchers make a storyboard that contains a general

picture that describes the whole storyline in the comic. After making a storyboard, the researchers continued to make the comic script that contained a sequence of conversational dialogue scripts played by the characters in the comics. The storyboards and comics developed in this research consist of several parts or elements which include: (1) cover page, (2) table of contents, (3) introduction which consists of Basic Competencies (KD) and Indicators, (4) character introduction, (5) contents of food technology concept learning material consisting of chapter 1 = tofu, chapter 2 = meatball, chapter 3= milkfish satay, (6) evaluation of exercise, (7) author's biography, (8) end cover.

Making a sketch so at the time of finishing it does not deviate from the story. The first thing to do is determine the character and make a sketch of the characters that will be used in the comic.

Figure 1 Character Creation in Comics
(Source: Private Documentation)

The third stage is the development stage which is carried out as follows.

a. Making drawing sketches of the overall storyline.

b. Coloring the drawing sketches. Giving bright colors to the sketches made so the sketches become more alive and attract students to see and read.

c. Determining the speech bubble or filling in the dialogue text. Create a speech bubble and fill it with dialogues between characters according to the comic script.

d. The product is reviewed and then saved as a PNG file

e. The comic pictures are arranged on Google slides to form a complete story structure and after being

compiled then it saved in the form of a PDF file (soft file).

f. Comics are validated by experts to find out the validity and feasibility of comic media made before being implemented to students. The product assessment by the validator is carried out using the questionnaire test of material and media experts contained the assessed aspects of material feasibility, display and presentation, and language and information. The feasibility aspect of the material is intended for material experts, while the display and presentation aspect and language and information aspects are intended for media experts. This research was tested by two validator experts of material and media experts.

g. The results of product validation and revision by material experts consist of several suggestions for improvement which are then revised by the researcher. The final results obtained from the material experts with an average score of 89.2% are included in the very feasible or very good category.

This score indicates that the material on comic media is feasible to be given to students.

h. Then the validation results from the media experts validator of the display and presentation indicators obtained a score of 91 and the language and information indicators obtained a score of 27, then the obtained score is 81% which is included in the very feasible category.

The obtained feasibility score of comic media products from the two experts was 85%, which explained that the score was in the very feasible category. This statement is in line with the results of research about the feasibility use of comics media in learning conducted by Rosyida (2018), from those results, it is stated that contextual-based comics media are feasible to use according to the percentage in individual trials and small group trials which get scores of 84.52 and 97.02 with very good categories. This explains that comic media have been used before by other researchers and shows that the use of comic media is very suitable to use as the teaching materials in learning.

Astuti, et al

The fourth stage is the implementation stage, which is the process of implementing learning using contextual learning-based comic media and carrying out the response test and improvement test to the students' reading interest in the comic media used in 3rd grade. The results of the students' response test showed an average score of 88.5 with a very good category, which can be described as follows.

Table 1
Hasil Perhitungan Uji Respon Siswa

Assessment Aspects	Total Item	No. Item	Maximum Score	Total Score After Assessment	Percentage
Usefulness Aspect	2	1	110	110	100%
		12		108	98%
Display and Presentation Aspect	3	2	110	99	90%
		3		102	93%
		9		102	93%
Language Aspect	5	5	110	106	96%
		6		74	67%
		7		100	91%
		8		80	73%
		10		97	88%
Motivation in Reading Aspect	5	4	110	102	93%
		11		99	90%
		13		99	90%
		14		105	95%
		15		78	71%
Total				1461	
Average				88,5%	

Students are interested in learning media that have unique and interesting visuals. The use of comics in learning in increasing students' responses is also strengthened by the results of previous research conducted by (Kurniati, Rahimah, & Rusdi, 2017:16) which showed the average total of students' activity during the learning process using comics obtained a score categorized as "active".

Furthermore, the test for increasing students' reading interest was conducted using a questionnaire on increasing reading interest after reading and using contextual-based comic media in learning. The data are described as follows:

Table 2
**Calculation Results of Reading Interest Improvement**

Assessment Aspects	Total Item	No. Item	Maximum Score	Total Score After Assessment	Percentage	Average
The Feeling when Reading Comic Media	3	3	110	104	95%	87%
		13		102	93%	
		4		80	73%	
Interest in Reading	5	1	110	110	100%	85%
		5		102	93%	
		7		81	74%	
		14		102	93%	
		2		74	67%	
Desire to Read a Reading	3	8	110	105	95%	86%
		9		78	70%	
		6		100	90%	
Need for Reading	4	10	110	98	89%	94%
		15		106	96%	
		11		102	93%	
		12		107	97%	
Total				1451		
Average				88%		

In the students' reading interest test using comic media, the average score was 88%. This shows that comics are included as the very high criteria in increasing students' reading interest. Prihanto & Yunianta (2018: 80) states that the use of comics is very effective in learning as one of the media innovations.

Tabel 3
Assessment Results of Student Reading Interest Improvement

No	Aspects	NP (%)
1	The Feeling when Reading Comic Media	87%
2	Interest in Reading	85%
3	Desire to Read Reading	86%
4	The Need for Reading	94%
	Average	88%
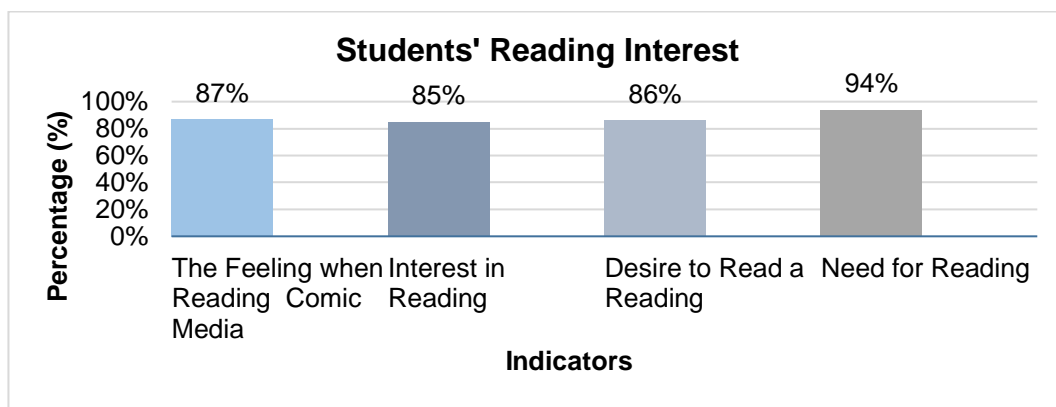
Figure 2 Percentage of Students' Reading Interest Using Comic Media

The improvement obtained from comic media is very interesting for students. Students are very enthusiastic to read the reading material in the form of comics because previously students have never received the reading material in the form of comics. Then the results of research from other journals also show that the use of digital comic media has an influence on learning which reveals that there is improvement in students' learning interest using digital comic media on the material of the Events Around the Proclamation in social studies subjects for 5th grade elementary school (Sukmanasa, dkk, 2017:171).

The last stage is evaluation. The evaluation in this research was the feasibility of the product by experts and evaluation on students' response test questionnaires and students' reading interest test questionnaires on the use of comic media in learning which were then analyzed by researchers.

E. Conclusion

The development of this comic media uses the stages of the ADDIE development model, namely analysis, design, development, implementation, and evaluation. At the analysis stage, a preliminary study was conducted with structured interviews with educators to analyze the problems and then identify the needs of the problem and data collection. The second stage is design, namely designing comic

media that will be developed by determining the comic material, making storyboards, making comic scripts, and designing characters. The third stage is development, making comics by drawing backgrounds and inserting the characters along with dialogue between characters, coloring and finally arranging each finished panel or image. After the comic has been finished, then carried out the material and media experts test on the developed comic media and develop the media based on input from experts. The fourth stage is implementation by conducting learning using comic media to students and collecting data by providing students' response test sheets and students' reading interest test sheets. The last stage is the evaluation by analyzing each result of the tests carried out.

The final result of this comic media is in the form of media that has been validated by the validator with material and media experts test, so the developed comic media obtains a score with a very feasible category in terms of material, appearance, and presentation to use in classroom learning.

The response of students to the comic media based on contextual learning is in the very good category. This means that contextual learning-based comic media has been able to provide a great influence on student responses.

The results of students' reading interest improvement in contextual learning-based comic media are also included in the very high category. This explains that the comic media given to students in learning can improve students' reading interest.

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Astuti, et al

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