

Analysis of the Needs for Using Digital Comics with Local Wisdom to Increase Reading Literacy in Elementary School Students

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Abstract

Reading literacy is the capacity to comprehend and make use of the written forms of communication required by society. Despite the fact that reading literacy is crucial, many individuals still disregard it and should begin in elementary school. The purpose of this study was to learn more about how local wisdom-based digital comics are used as a teaching tool for elementary school students, as well as about the challenges they face in developing their reading literacy and the learning media formulations that need to be developed. The findings of the observations were compiled into a tool for determining primary school pupils' requirements, which was then descriptively and qualitatively examined. When doing qualitative research utilizing the descriptive technique, teachers and students are observed and their data is thoroughly examined. Based on the findings of this study, it can be said that learning materials regarding digital comics that are grounded in local knowledge are crucial for fostering students' interest in reading.

Keywords: Digital Comics, Needs Analysis, Reading Literacy, Introduction

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INTRODUCTION

Learning is defined as a teaching and learning process in which there is interaction between the teacher as an educator and also students and involves other elements that are influencing to achieve learning objectives. Curriculum implementation is needed in several learning tools to achieve sustainable goals in the field of education. In curriculum, one of the things that is emphasized to students is the development of attitudes because they will become the next generation of the nation who are expected to have individuals with character [1].

This curriculum is considered appropriate for implementing character education because the curriculum has holistic, scientific, and contextual characteristics. And we also know, this curriculum is a curriculum that is packaged in thematic form. Elementary schools emphasize the value of integrative thematic learning because students there tend to still view the world holistically and cannot separate their physical growth from their cerebral, social, and emotional development. [2].

Consequently, the fundamental objective of implementing the Free Learning curriculum is character development. In order to address the ongoing learning problem brought on by the pandemic, the Ministry of Education and Culture has developed an independent curriculum that is used in the classroom today. [3]. Low student character and reading literacy, as well as low learning outcomes, define the dilemma.

With Freedom to Learn, educators are free to foster a positive learning environment and can impart morals and values derived from regional excellence. [4] The best aspects of local culture must be recognized as social heritage. The passing on of cultural values to the next generation is essential when the culture is thought to have a significant significance for the pride and greatness of the nation's dignity [5].

Language within a community is inextricably linked to that community's culture. Local wisdom is one illustration of a society's culture. Local knowledge is passed down orally from one generation to the next. Local wisdom is a country's identity or personality that may incorporate, even process, culture from other countries into its own traits and skills [6] [7]. Folklore, proverbs, ballads, and traditional games contain local wisdom. Local wisdom is information that certain local communities have learned through experimentation and integration with knowledge of the local environment and culture. Local knowledge is unique to each island group in the archipelago. Culture (values, norms, ethics, beliefs, practices, customary law, and unique regulations) can be a type of local wisdom. The expression of local wisdom takes the shape of proverbs, words of wisdom, poetry, rhymes, folklore, rules, principles, standards, and laws, customary rites or rituals, as well as social interaction and daily routines [6] [7]. Local knowledge can be used to enhance the learning of young children in primary schools, including class III's study of fairy tales.

In class III students, there is a basic competency of 3.8. Describe messages in fairy tales that are presented orally, in writing, and visually for the purpose of enjoyment. Fairy tales can be used as a means to preserve local wisdom. Each region has its own folklore. So is Bojonegoro Regency. With the existence of fairy tales, the values, norms, ethics, beliefs of a region can be inherited. However, in reality most of the students got low scores in describing the messages contained in the fairy tales. The teaching and learning process is not conducive because students are bored with teaching methods using the lecture method using fairy tale texts in thematic books as the medium. Students' boredom in learning has an impact on students' lack of understanding of the material describing messages in fairy tales. This causes student learning outcomes to be low, namely with an average value of 62. Data on learning outcomes is obtained from interviews with class teachers at the time of observation. The results of the interviews show that the absence of media that supports the learning process has an impact on students' boredom in receiving material outlining messages

in fairy tales. Based on the results of these interviews, the researchers innovated to develop appropriate learning media so that the material presented could be achieved and students would not feel bored. The media used can be in the form of visual media embodied in the form of comics. In the creation of comics, still images are arranged to provide the framework for a narrative. The creation of comic media based on local knowledge is intended to aid in teaching and learning. The benefits of comic media in educational activities, according to Trimo, "state that comics increase the reader's vocabulary, make it simpler for students to understand abstract ideas or formulations, can foster children's interest in reading and one of the other fields of study, and the entire comic story towards one thing namely goodness or another study" [8].

Saputro claims that comic books are a learning tool that supports students and can take the role of the teacher in educational activities both inside and outside of the classroom [9]. This assertion is consistent with Tafonao's contention that teachers must motivate pupils by using media outside of the classroom as well as inside the classroom in order to accomplish learning objectives [10]. From these two statements it reinforces that digital comics can be used as learning media because they can be used both inside and outside the classroom. The use of digital comics is thought to be able to attract students' desire to learn because the material is packaged in an attractive way with typical images from a comic. Of course, the comic theme that is made must be adjusted to the material provided in class. Based on the preliminary studies that have been carried out, learning activities based on local wisdom at SDN 1 Sedeng Bojonegoro often only use whiteboards and Power Point media, but to attract interest and improve student learning outcomes learning activities are more emphasized on variations in the use of interesting models and methods. The digital comic has become a potential for innovation as a learning medium because the teaching materials provided mostly require visual media so that the material can be more easily understood. The use of digital comic learning media needs to be applied to increase the variety of learning media used. It is hoped that using digital comic learning media in learning activities can improve the quality of student learning. In developing digital comic learning media products, research is needed that can examine and analyze more deeply related to the needs that are the basis for development, so the authors conducted a study entitled "A Needs Analysis for Digital Comic Learning Media based on local wisdom in elementary schools". The purpose of this research is to find out the needs as a basis for the development of digital comic learning media based on local wisdom.

Based on the solutions to the aforementioned issues, it can be deduced that the purpose of this study is to describe the need for the creation of locally-based comics with character-based content in elementary schools and analyze the initial needs for it. This will allow the findings of the study to be applied to the creation of comics that incorporate character education. Local knowledge can be preserved through the use of fairy tales. Every area has its own unique folklore

METHODS

The research method used in this study is descriptive with a quantitative approach [26]. Descriptive research is research conducted to determine the value of an independent variable, either one variable or more without comparison. The quantitative approach is an approach that uses numbers starting from how to collect data, interpreting the data [27]. The sampling technique is total sampling with a sample of 23 residents in Malo Village, Bojonegoro Regency. The technique in data collection was distributed through a questionnaire which was followed by the instrument used in this study, namely using a questionnaire on the needs of residents in using audio-visual media as their medium for learning. The developed questionnaire contains several questions regarding; 1) the

need for waste sorting information and 2) the perception of audio-visual media which adopts several questions from research conducted by [11],[28]. The results of the questionnaire data were analyzed descriptively with a percentage [29]. This was intended to make it easier to interpret the responses of residents as students [30].

RESULTS AND DISCUSSIONS

The study's findings were analyzed using data to determine the demands for creating learning media in the form of comic books for use in elementary school instruction. The first inquiry in the survey questionnaire tries to pinpoint the instructional strategies utilized by elementary school instructors in the research sample. Table 1 displays the findings of the survey of students' perceptions of learning strategies.

Table 1. Implementation of Learning

No	Learning Activities	%
1	Lecture Discussion	70
2	Etc	22
3		8

Based on Figure 1 above, in the implementation of student learning stated that the learning activities carried out by the teacher were in the form of lectures which were as much as 70%, discussions as much as 22% and others as much as 8%. The application of the lecture method to learning activities is indeed sometimes necessary to be applied to learning activities, especially it will be effective if the material that students need to master is quite a lot but on the other hand it requires a lot of time [13]. Apart from using the lecture method, teachers also use the discussion method during the implementation of their learning activities, namely as much as 22%. The use of the discussion method in learning activities can make students free to communicate in expressing ideas and opinions [14]. Implementation of learning activities should be applied in a variety of ways, this is to ensure learning activities can be carried out effectively, namely running in two directions where learning activities are student centered. Student-centered learning aims to make students more active in building their own knowledge so that knowledge is obtained actively through action [15]. The second question in the survey conducted was regarding student responses to student tendencies in understanding the delivery of material. The results of student opinions can be seen in table 2.

Table 2. Delivery of material

No	Activity	%
1	Demonstration	23
2	Question and answer	15
3	Handouts	22
4	Visualization	40

Based on table 3 above, students indicated that using material in the form of visualization would make it easier for them to understand the material (by 40%). This is in keeping with the fact that there are three different learning styles: kinesthetic, aural, and visual [16]. When information is given graphically, it might sometimes be simpler to understand [17].

Table 3. The use of media by teachers

No	Response	%
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1	Ever	27
2	Never	73

Figure 4 shows that the application of instructional media to learning activities is uncommon. According to the findings of earlier studies, media use may benefit students' cognitive development [17]. Students' comprehension of what is being communicated can be improved, particularly when using visual learning resources [18]. The usage of learning media in the form of comics based on local knowledge was the topic of the fifth survey question, which was answered by students. Table 4 displays the findings of the student responses.

Table 4. The use of media in the form of comics

No	Response	%
1	Ever	0
2	Never	100

Based on table 4 above, students state that it is still rare to use learning media in the form of comics when delivering material in class by the teacher. Whereas based on the results of previous studies stated that the use of learning media in the form of comics can create contextual learning activities so that learning activities become more interesting and meaningful . The sixth question in the survey conducted was student responses regarding students' opinions regarding the use of learning media in the form of comics based on local wisdom. The results of student opinions can be seen in table 5.

Table 5. students' need for local wisdom-based comics

No	Response	%
1	No Need	0
2	Need	100

Based on table 5 above, students believe that comic books should be used as learning media for imparting information. The usage of learning media in the form of comics can aid students in grasping the subject matter because the material is presented in a more concrete manner with engaging visualization [4] ; [16]. The selection of learning media must consider suitability with learning materials. Materials or studies that will be applied using a learning media must have a match with the character of the learning media to be used [6]. local wisdom materials in Bojonegoro City has its own uniqueness that is suitable to be used as a storyline in comic [3]. The city of Bojonegoro will directly present intriguing comic works utilizing local knowledge. People who observe Indonesian culture can be amazed. Based on study findings, the usage of comedic learning materials can enhance student motivation and learning outcomes [17]. Teachers must be concerned about students' motivation for learning because this factor affects how well students learn [18]. Comic books are a sort of innovative learning material that can be used in educational activities. Of course, it is essential to use innovative learning materials if you want to raise students' attention and assist them comprehend the topic [3]. the selection of learning media must consider suitability with learning materials. Materials or studies that will be applied using a learning media must have a match with the character of the learning media to be used [6]. local wisdom materials in Bojonegoro City has its own uniqueness that is suitable to be used as a storyline in comic [3]. The city of Bojonegoro will directly present intriguing comic works utilizing local knowledge. People who observe Indonesian culture can be amazed. Based on study findings, the usage of comedic learning materials can enhance student motivation and learning outcomes [17]. Teachers must be concerned

about students' motivation for learning because this factor affects how well students learn [18]. Comic books are a sort of innovative learning material that can be used in educational activities. Of course, it is essential to use innovative learning materials if you want to raise students' attention and assist them comprehend the topic [3].

CONCLUSION

Based on the results of research it was concluded that the results of student responses really needed the development of comic media as a means of learning media. 1. Election digital comic learning media is supported by student characters that can support the use of media learning. The use of digital comic learning media can have a good impact on results student learning in several previous studies 2. The use of comic media presented based on the local wisdom of Bojonegoro Regency is suitable for use in material describing messages in fairy tales for third grade elementary school students. 3. Based on the results of the needs analysis that has been carried out, it is known that learning media in the form of comics is necessary and important to do in order to support learning activities at the elementary school level as a basis for further research.

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