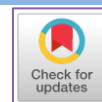


Development of the foldable comic 'Tabot Bengkulu' media to enhance cultural and civic literacy



Nady Febri Ariffiando ^{1, a *}, Atika Susanti ^{2, b}

^{1, 2} Universitas Bengkulu. Jl. WR. Supratman, Bengkulu 38371, Indonesia

¹ Indiana University Bloomington, United States

^a ariffiandonady@unib.ac.id; ^b atikasusanti@unib.ac.id;

* Corresponding Author.

Receipt: 7 October 2024; Revision: 3 December 2024; Accepted: 19 December 2024

Abstract: Literacy in education, particularly cultural and civic literacy, is a key priority in improving the learning process in schools. Despite various initiatives by the Ministry of Education and Culture, student literacy remains suboptimal, highlighting the need for innovative learning media. This study focuses on developing Folded Comic Media grounded in Bengkulu's local culture to enhance students' cultural and civic literacy. Using the Borg and Gall development model, the research incorporates both qualitative and quantitative methods to evaluate the media's effectiveness. Findings indicate that the Folded Comic Media significantly improved students' literacy, with average scores increasing from 70.37% in Cycle I to 84.09% in Cycle II. These results demonstrate the potential of locally contextualized learning tools in fostering cultural awareness and citizenship among elementary school students.

Keywords: Folded Comic Media, Tabot, Bengkulu Local Culture, cultural and civic literacy

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

Bengkulu, a region rich in cultural heritage and traditions, faces a pressing challenge: the younger generation's limited understanding and appreciation of its cultural wealth. Research by Luthfia et al. (2024) highlights the low level of cultural literacy, which includes the ability to understand and value cultural traditions. Elementary school students in Bengkulu often lack exposure to relevant educational materials that could foster such literacy (Ruswan et al., 2024).

At a national level, literacy statistics are concerning. According to PISA, Indonesia ranks 69th out of 76 countries, while the World's Most Literate Nations survey ranks Indonesia second to last among 61 countries. These figures reflect systemic literacy challenges, which are evident in Bengkulu as well. For instance, observations at Elementary School 44 in Bengkulu City reveal that students struggle with reading comprehension and critical thinking, as indicated by low scores in the Minimum Competency Assessment. These challenges are compounded by limited cultural knowledge and engagement.

Cultural and civic literacy are essential for preserving local culture and building national identity in an increasingly globalized world (Mazurkevych, 2024). The Ministry of Education and Culture (2017) defines cultural and civic literacy as the ability to understand and practice cultural values while fulfilling one's civic duties. This literacy is vital for fostering nationalism and civic responsibility. Despite government initiatives like the National Literacy Movement, gaps remain in effectively integrating local cultural

values into the curriculum, especially in Bengkulu.

Conscious and directed efforts to protect and preserve local culture are absolutely necessary. One of the efforts to protect and preserve the local culture in the Bengkulu community is by integrating it into learning activities (Badeni & Saparahayuningsih, 2021). The role that must be held by both the government and the community is to create opportunities for folklore to regain its standing and relevance alongside more modern stories (Anugrah & Indrojarwo, 2018). This aligns with Wibowo's (2019) research, which shows that the vitality of local culture is at a degree of erosion.

Literacy skills are a crucial component of learning, serving as a foundation for students to acquire and apply knowledge effectively. Foldable comics, as an innovative educational medium, offer a unique approach to enhancing reading skills while simultaneously presenting local cultural materials in an engaging format (Thompson, 2018). Designed to be visually appealing and interactive, foldable comics can effectively integrate into everyday classroom activities. For example, during language lessons, students can explore stories based on local folklore, such as Bengkulu's "Tabot" tradition, which introduces them to cultural values through relatable characters and narratives.

Elementary school, being the formative stage of education, provides an ideal opportunity to introduce local cultural content. This helps cultivate students' awareness and appreciation of their cultural heritage (Mortara et al., 2014). Incorporating foldable comics into lessons allows teachers to create immersive experiences where students not only read but also interact with cultural stories, fostering a deeper understanding of their identity and place in society. Through these experiences, students strengthen their sense of citizenship and nationalism.

Foldable comics are particularly effective because they present cultural messages in a way that is both enjoyable and memorable. Their portability and creative structure enable teachers to use them flexibly, whether as part of guided reading sessions, independent study materials, or collaborative class projects. For instance, a foldable comic based on the "Tabot" tradition could include sections where students identify cultural symbols, discuss moral lessons, or recreate parts of the story in their own words. These activities reinforce comprehension skills and cultural literacy while encouraging active participation.

Murti et al. (2020) emphasize that interactive media like foldable comics make learning more appealing to elementary school students by combining entertainment with education. Furthermore, Sudjana and Rivai (2017) highlight that comics, as a form of sequential visual storytelling, effectively engage young learners by presenting information in a structured yet entertaining manner. Research by Phoon (2020) also supports this, showing that students are more enthusiastic, engaged, and motivated when using comics in educational settings. Therefore, the development of foldable comics rooted in Bengkulu's local culture holds great potential to enhance cultural and civic literacy among elementary school students. These comics not only provide a tool for teaching cultural values but also empower students to connect with their heritage in a meaningful and enjoyable way, fostering both academic growth and cultural pride.

Comics can be a powerful medium for storytelling and an alternative approach to preserving folklore. According to research by Muktadir and Darmansyah (2021), folklore-based comics assist educators in teaching storytelling content. Similarly, Murti, Gunarhadi, and Winarno (2019) emphasized the importance of creating comics that incorporate local wisdom to support character development in elementary school students. Sulistyorini (2017) highlights that folklore serves as a medium for cultural

communication, offering valuable insights and principles that convey messages and contribute to societal guidance. Research by Ariffiando et al. (2024) demonstrates that culturally inspired comic media can serve as an innovative educational tool to improve HOTS and foster social consciousness in elementary school settings.

Based on these findings, teachers need to be more creative in presenting Indonesian language learning in the independent curriculum to enhance cultural and civic literacy by using appropriate and relevant learning media. This will make learning more engaging and enjoyable, ensuring that Indonesian language lessons are more meaningful.

METHOD

This study employs a Research and Development (R&D) approach based on the Borg and Gall model. According to Sugiyono (2018), R&D is a research method designed to create a particular product and evaluate its effectiveness. The stages involved in the research and development process are illustrated in Figure 1.

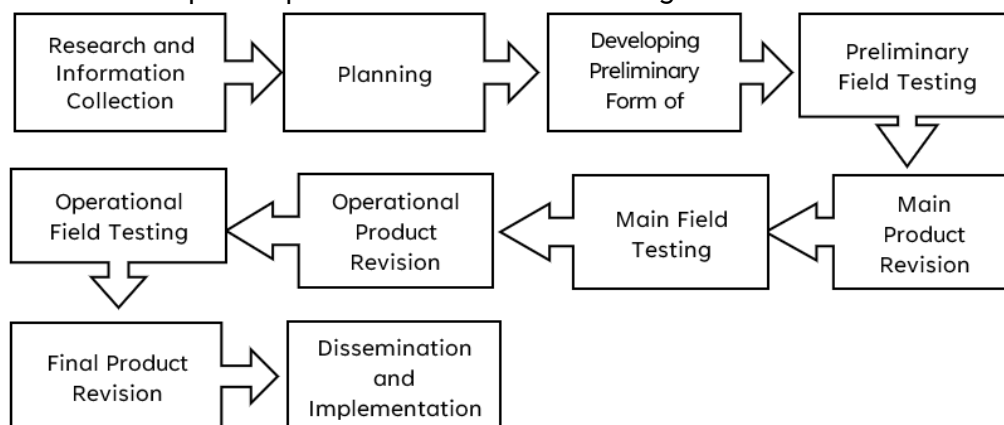


Figure 1. Stages of Development in the Borg and Gall Model

The study involved 5th Grade teachers and nine students at Elementary School 44 in Bengkulu City. Both groups were introduced to the foldable comic and provided feedback using a response scale to evaluate its effectiveness and suggest improvements. The trial aimed to determine the comic's role in enhancing students' cultural and civic literacy while gathering input from teachers for refinement.

The main field trial expanded the participant base, including two Grade 5 classes: Class VA with 22 students (10 males and 12 females) and Class VB with 22 students (9 males and 13 females), all from the same school. This larger sample size enabled a more comprehensive evaluation of the comic's impact on cultural and civic literacy and gathered insights from a broader demographic for further development.

In the operational trial, Class VA served as the Experimental Group, and Class VB as the Control Group. The intervention, using the foldable comic, was implemented in Class VA, while Class VB received standard instruction. This phase compared outcomes between the groups to assess the comic's effectiveness in improving cultural and civic literacy. By controlling external factors, this design provided stronger evidence of the intervention's impact. The data collection techniques used in the research and development of foldable comic media based on Bengkulu folklore include: (1) Observation: Observing how students interact with the foldable comic media and their responses during the learning process. (2) Interview: Conducting interviews with teachers and students to gain deeper insights into their experiences with the foldable comic media

and their feedback. (3) Questionnaire: Administering questionnaires to gather data on perceptions, opinions, and evaluations from teachers and students regarding the effectiveness and usability of the foldable comic media in learning. (4) Product Assessment Scale: Using a scale to assess the quality and success of the foldable comic media based on specific criteria, such as clarity of the story, cultural diversity conveyed, and appropriateness of language used. And (5) Test: Administering tests to measure students' understanding of the material presented through the foldable comic media.

Sugiyono (2018) defines research instruments as tools employed for data collection. For developing this media, the instruments utilized were expert validation sheets for evaluating the product and questionnaires to collect feedback from teachers and students. The research employed qualitative descriptive analysis and descriptive statistical analysis for data interpretation. Retnawati (2016) explains that Aiken's V formula is used to calculate validity, as outlined below.

$$V = \frac{\sum s}{n(C-1)} \dots\dots\dots 1]$$

Explanation:

- V = agreement index of experts (content validity)
- s = score assigned by each expert minus the lowest score
- N = number of experts
- C = number of categories chosen by experts

To determine the validity criteria, refer to Aiken's coefficient in Table 1.

Table 1. Criteria for Aiken's V Coefficient

Percentage	Description
0,8 – 1	Very Valid
0,6 – 0,79	Valid
0,40 – 0,59	Moderate
0,20 – 0,39	Low
0,00 – 0,19	Very Low

The data analyzed to understand the responses of teachers and students regarding the media were obtained from a user response questionnaire distributed to them as research subjects after they had used the media. This questionnaire utilized a Guttman scale with a checklist method. The Guttman scale is employed when seeking definitive answers to specific questions or issues (Sugiyono, 2018). This method ensures that responses are clear and aligned with the intended purpose of the research, facilitating a structured analysis of user feedback on the media's effectiveness and usability.

The questionnaire consists of statements, with each item using responses of yes and no. For positive questionnaire items, a yes answer is scored as 1, while a no answer is scored as 0. Conversely, for negative questionnaire items, a yes answer is scored as 0, and a no answer is scored as 1. The aggregated scores from the questionnaire are then calculated to obtain the percentage using the following formula:

$$P = \frac{A}{B} \times 100\% \dots\dots\dots 2]$$

Based on the information provided:

- P = represents the percentage of user responses.
- A = denotes the total score obtained
- B = indicates the ideal total score.

The level of response from teachers and students corresponds to the criteria outlined in Table 2.

Table 2. Criteria for Assessment of Teacher and Student Response Questionnaires

Percentage	Category
84%-100%	Very Good
68%-83%	Good
52%-67%	Fairly
36%-51%	Less
20%-35%	Not Good

These categories categorize the quality of responses based on the percentage of scores obtained relative to the ideal maximum score B. They serve as benchmarks for evaluating how well the users (teachers and students) responded to the questionnaire items.

RESULTS AND DISCUSSION

The findings of this research and development are examined based on the outlined stages of the development process:

Research and Information Gathering

The process of gathering information involved conducting small-scale research, assessing the needs for developing a foldable comic rooted in local culture, examining cultural and social values, and reviewing relevant literature. This step provides a foundation for understanding the context and requirements for creating a comic tailored to the needs of primary school students in Bengkulu.

Planning

The planning stage involves analyzing learning outcomes in Bahasa Indonesia, identifying goals and indicators for cultural and civic literacy, and evaluating aspects of Bengkulu's local culture suitable for fifth-grade elementary students. The researcher develops research instruments, including expert evaluation tools for content and presentation, questionnaires for teacher and student feedback, and plans for initial field trials in coordination with the principal of Elementary School 44 in Bengkulu City. This systematic planning ensures effective development and testing of the Bengkulu culture-based foldable comic.

Developing Initial Product Form

The initial product is created following the insights gained during the planning phase. This prototype is then submitted to experts for validation, focusing on both content and presentation. Feedback gathered during this validation process guides the refinement of the foldable comic, which is inspired by Bengkulu's local culture, particularly the Tabot Festival. Through this iterative approach, the product is continuously improved to align with expert recommendations and field requirements, enhancing its content, language, and presentation to ensure it meets educational and cultural standards effectively.

Content

The validation process for the content aspect was carried out by two experts specializing in local cultural knowledge, particularly focusing on the "Tabot Festival of Bengkulu." These experts assessed the cultural accuracy, relevance, and

appropriateness of the content included in the foldable comic. The detailed results of the content validation are presented in Table 3, providing insights into the strengths and areas for improvement identified during the review.

Table 3. Results of Content Aspect Validation

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Alignment of Local Tabot Culture with the Curriculum	0.63	Valid	0.80	Very Valid
Relevance of Material to Cultural and Civic Literacy Elements	0.59	Moderate	0.79	Valid
Relevance to Cultural Values	0.68	Valid	0.85	Very Valid
Development of Cultural Literacy Skills	0.75	Valid	1	Very Valid
Application of Skills Related to Local Cultural Aspects of Bengkulu	0.56	Moderate	0.75	Valid

The content aspect validation results, shown in Table 3, indicate the following: In Stage 1, four indicators were rated as "Valid," while two were categorized as "Sufficiently Valid (Moderate)." In Stage 2, there was noticeable improvement, with four indicators moving into the "Very Valid" category, and two remaining in the "Valid" category. This progression reflects an enhancement in the language quality of the product across the stages of validation.

Language

The language aspect was evaluated by two experts in the Indonesian language. Their assessment provided valuable insights into the linguistic quality of the product. The results of this validation can be found in Table 4, offering a detailed overview of the experts' evaluations and recommendations.

Table 4. Results of Language Aspect Validation

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Clear Communication	0.59	Moderate	0.79	Valid
Logical Structure	0.63	Valid	0.80	Very Valid
Correct Language Usage	0.55	Moderate	0.75	Valid
Relevant Terms and Symbols	0.67	Valid	0.85	Very Valid
Understandable Language	0.65	Valid	0.80	Very Valid
Developmentally Appropriate Language	0.73	Valid	1	Very Valid

The validation results for the language aspect, presented in Table 4, reveal the following: In Stage 1, there was one indicator rated as "Less Valid," three indicators in the "Sufficiently Valid" category, and two in the "Valid" category. In Stage 2, the evaluation showed significant improvement, with only one indicator remaining in the "Valid" category, while the remaining indicators were classified as "Very Valid." This shift highlights a positive enhancement in the language quality of the product over the course of the validation process.

Presentation

The presentation aspect was assessed by two experts: one specializing in fine arts and the other in instructional technology. Their evaluations provided valuable insights

into the design and effectiveness of the presentation. The findings from this validation process are detailed in Table 5.

Table 5. Results of Presentation Aspect Validation

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
The type and size of font used in the comic are easy to read	0.55	Moderate	0.75	Valid
The content layout in the comic is organized systematically and logically	0.67	Valid	0.80	Very Valid
The visual design of the comic, including the use of colors, images, and engaging graphic elements, is appealing	0.60	Valid	0.79	Valid
Additional elements such as images or illustrations support the narrative and explain concepts	0.53	Moderate	0.75	Valid
The presentation effectively facilitates learning	0.79	Valid	1	Very Valid

According to the validation results from presentation experts (Table 5), Stage 1 evaluations revealed that two indicators were rated as "Sufficiently Valid (Moderate)," while three indicators were deemed "Valid." In Stage 2, the evaluation showed improvement, with two indicators classified as "Very Valid" and three others as "Valid." This progression reflects an enhancement in the presentation quality between the two stages of assessment.

Preliminary Field Testing

This stage involves a limited trial of the foldable comic design, which incorporates the local Tabot culture of Bengkulu. The trial is conducted with a fifth-grade class at Elementary School 44 in Bengkulu City. Following the trial, students offer feedback on the media. Response testing is then carried out to assess the product's appeal and usability, focusing on how attractive and practical the foldable comic is for its intended users, specifically teachers and students.

Teacher Response

The initial feedback was collected through questionnaires distributed to three fifth-grade teachers at Elementary School 44 Bengkulu City. The findings from the teacher response test are presented in Table 6.

Table 6. Teacher Response Results

Indicators	Teacher A	Criteria
The foldable comic media captures students' attention during the learning process.	0.67	Good
The suitability and relevance of the material presented in the comic align with the curriculum and meet students' needs.	0.70	
The language used in the comic is easy to understand.	0.79	
The comic fosters appreciation for culture and citizenship.	1	
Average Score	0.79	

The response test conducted with three teachers (Table 6) yielded positive results, with all indicators receiving high scores. All responses were categorized as "Good," indicating favorable feedback. Following this, the next round of response testing

involved distributing questionnaires to 84 students from classes VA, VB, and VC at Elementary School 44 Bengkulu City. The results from the student response test are presented in Table 7.

Table 7. Student Response Results

Indicator	Average Score	Criteria
Level of Attention to the Foldable Comic	0.76	Good
Interest in the Content Presented in the Comic	0.67	
Confidence in Understanding and Discussing Local Culture	0.58	
Satisfaction with the Learning Experience Provided by the Foldable Comic	0.79	
Average Score	0.70	

As shown in Table 7, the results of the product response test from the student participants revealed an average score of 0.70, placing it within the "Good" category.

Revision of Main Products

In this stage, the foldable comic, which incorporates Bengkulu folklore, is revised to better support cultural and civic literacy among students at elementary school 44 Bengkulu City. The revision process is guided by the feedback and data collected from the initial limited field trials. The goal is to refine the comic and prepare it for broader field testing. This phase focuses on addressing any identified issues, integrating feedback, and ensuring the comic meets both educational objectives and the specific needs of the students. The outcomes of these revisions are illustrated in Figure 2.

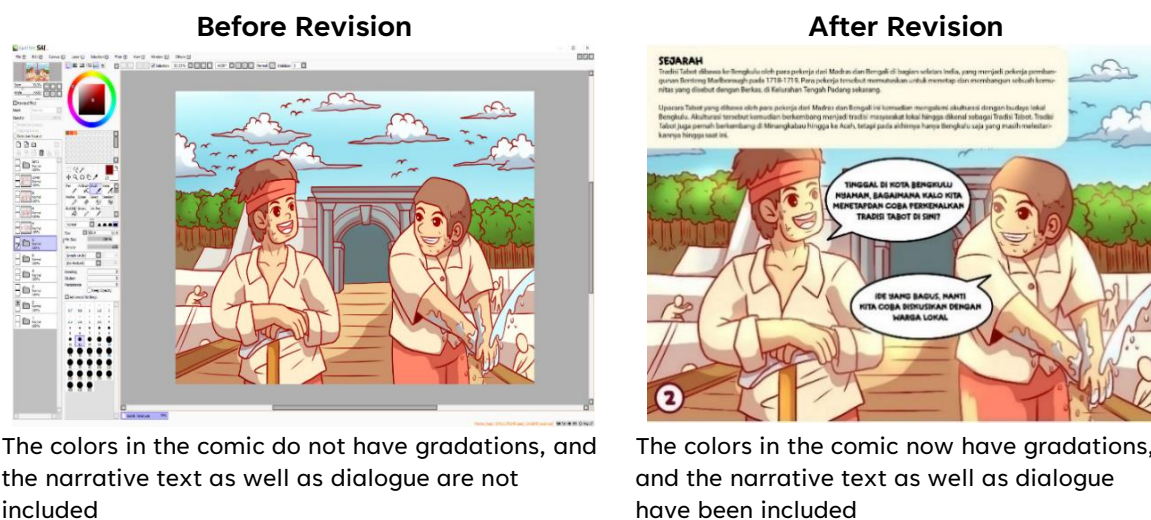


Figure 2. Main Product Revision Results

Main Field Trial

Students and teachers were given a straightforward response questionnaire to provide feedback based on their observations of the comic. The main field trial involved participants from two different elementary schools, with students and teachers from classes not previously included in the limited trial phase. The purpose of this expanded trial was to collect more detailed feedback from a larger and more diverse group of participants. This broader testing ensures the product's effectiveness in different environments and among a variety of users. The response test aimed to evaluate the product's appeal and usability for both teachers and students.

Teacher Response

The initial response was gathered by distributing questionnaires to Grade V teachers B and C. The results of the teacher response test are presented in Table 8.

Table 8. Results of Teacher Responses in the Main Field Trial

Indicators	Teacher B	Teacher C	Criteria
The foldable comic media captures students' attention during the learning process.	0.88	0.89	Very good
The suitability and relevance of the material presented in the comic align with the curriculum and meet students' needs.	1.00	1.00	
The language used in the comic is easy to understand.	0.89	0.91	
The comic fosters appreciation for culture and citizenship.	0.95	1.00	
Average Score	0.93	0.95	

The response test results from the teachers (Table 8) showed outstanding scores across all indicators, with all responses falling into the "Very Good" category.

Student Response

The next round of feedback was collected by distributing questionnaires to 84 Fifth-Grade students. The results of the student response test are shown in Table 9.

Table 9. Results of Student Responses to the Main Field Trial

Indicator	Class B Average	Class C Average	Criteria
Level of Attention to the Foldable Comic	0.95	0.95	Very good
Interest in the Content Presented in the Comic	0.89	0.90	
Confidence in Understanding and Discussing Local Culture	1.00	1.00	
Satisfaction with the Learning Experience Provided by the Foldable Comic	0.91	0.93	
Average Score	0.94	0.95	

As shown in Table 9, the product response test results from the student participants yielded an average score of 0.95, placing it in the "Very Good" category.

Operational Product Testing

The operational testing phase concentrates on refining the product before its full implementation, ensuring it meets the desired learning objectives and fulfills user requirements. The outcomes of the product revisions are illustrated in Figure 3.



Figure 3. Revision Results for Product Improvement

Baga et al. (2021) and Mamolo (2022) argue that visual learning media, such as comic-based resources, can enhance students' comprehension and improve memory retention by linking content with images. Research by Damopolii et al. (2022) and Linardatos & Apostolou (2023) indicates that digital comics can increase motivation, improve cognitive learning outcomes, boost affective learning, and develop critical thinking skills in students. Furthermore, Senen et al. (2021) demonstrated that classes utilizing comic media performed better than those that did not include comics in their teaching.

Field Operational Test

The field operational testing phase included a series of activities aimed at evaluating the effectiveness of foldable comics inspired by the Tabot Festival in Bengkulu. This evaluation involved fourth-grade elementary school students as the primary users and employed a Classroom Action Research (CAR) approach conducted over two cycles. At the conclusion of each cycle, students completed tests to assess their cultural and civic literacy, as well as questionnaires to gather additional feedback and insights for further refinement of the product.

Table 10. Results of the Self-Assessment Questionnaire on Cultural and Civic Literacy

Social Concern Attitude	Test Results	
	Cycle 1	Cycle 2
Understanding the complexities of culture and citizenship	70.43%	85.50%
Knowledge of one's own culture	69.50%	78.30%
Awareness of civic responsibilities	67.00%	84.00%
Concern for cultural heritage	74.56%	88.59%
Average	70.37%	84.09%

Table 10 shows a significant improvement in students' cultural and civic literacy between cycles. From Cycle 1 to Cycle 2, there was an average increase of 13.72% in literacy levels. In Cycle 1, students' literacy was classified as "Beginning to Develop," whereas in Cycle 2, it progressed to the "Consistently Cultivating" category. For a visual representation of these improvements, refer to Figure 4.

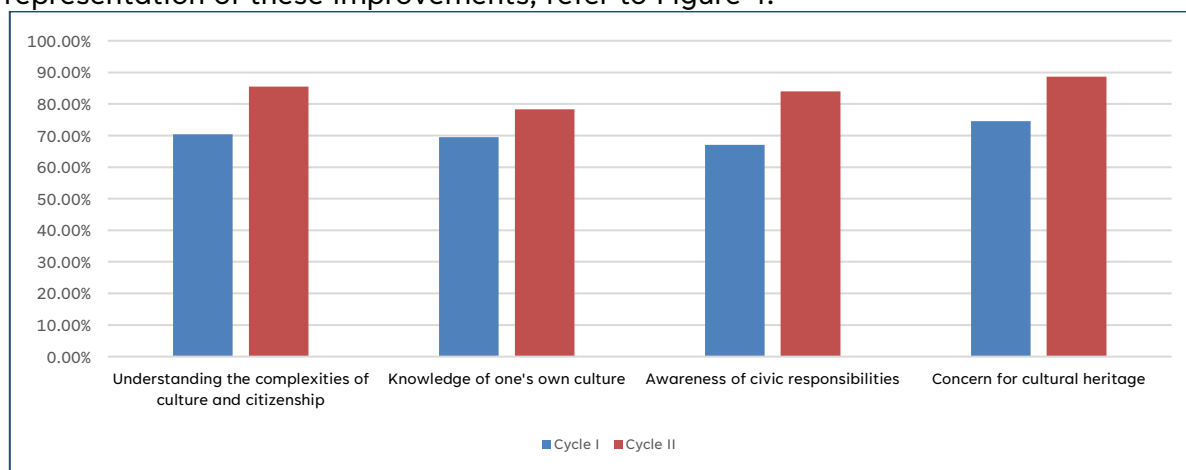


Figure 4. Graph of Improvement in Students' Cultural Literacy and Civic Literacy

Figure 4 illustrates a noticeable improvement in students' cultural literacy and civic understanding. This suggests that the foldable comic media rooted in Bengkulu's local culture, titled *Festival Tabot Bengkulu*, effectively enhances the cultural and civic literacy of elementary school students.

Final Product Revision

The final revisions to the product were completed after the field operational testing phase, incorporating feedback and addressing areas for improvement identified during its use in elementary schools. The updated product is now optimized and proven effective in enhancing cultural and civic literacy among fifth-grade students. The final version of the foldable comic media is depicted in Figure 5.



Figure 5. Outcomes of the Folded Comic Media Development

Susanti et al. (2023) highlight that integrating illustrated learning materials with narrative storytelling offers a versatile framework for developing diverse educational resources across various themes. This method also supports the cultivation of higher-order cognitive skills. According to Sabri et al. (2024), comics enhance the impact of textual narratives by incorporating visually engaging illustrations that capture readers' attention. Similarly, Akcanca (2020) emphasizes that comics serve as an effective

educational tool, offering students an alternative way to comprehend and retain the material presented, thereby enriching their understanding. Furthermore, Zarvianti and Sahida (2020) assert that comic-based learning materials are particularly well-suited for fostering critical thinking skills in educational settings.

Dissemination and Implementation

The dissemination phase represents the final step in the development process, focusing on distributing the foldable comic to schools. The target schools for this stage include those involved in the research: elementary school 44, elementary school 55, Elementary School 41, and Elementary School 05 in Bengkulu City. This phase ensures that the locally inspired cultural comic, *Festival Tabot Bengkulu*, is effectively introduced and utilized within the intended educational settings. By doing so, it enables students to gain an enriched learning experience while enhancing their cultural and civic literacy.

CONCLUSION

The development of Folded Comic Media based on Bengkulu's local culture, specifically the "Festival Tabot Bengkulu," has demonstrated its effectiveness in enhancing cultural and civic literacy among elementary school students. Feedback from content, language, and media experts validated the comic's alignment with educational standards, with scores categorized as "highly valid." Teachers and students also provided positive responses, emphasizing the comic's engaging format, relevance to local culture, and its ability to capture students' interest. These findings underscore the value of integrating local traditions, such as Bengkulu's "Tabot" culture, into interactive learning media to create meaningful educational experiences.

The research findings showed significant improvement, with students' average literacy scores increasing from 70.37% in Cycle I to 84.09% in Cycle II. This indicates the potential of culturally contextualized educational tools in fostering cultural awareness, civic responsibility, and literacy skills in young learners.

Future research should explore the adaptation and application of Folded Comic Media in different regions and student groups to broaden its impact. Additionally, incorporating diverse evaluation criteria and feedback from a wider range of stakeholders, such as parents and educational policymakers, could further refine and expand its use.

The findings highlight the broader implications for cultural and civic education in Indonesia. By leveraging local cultural narratives within innovative educational media, educators can promote cultural pride, strengthen national identity, and enhance literacy skills across diverse contexts. Teachers and educational institutions are encouraged to adopt and adapt this approach to create more engaging and culturally enriched learning environments.

ACKNOWLEDGMENT

We sincerely thank the Faculty of Teacher Training and Education at Bengkulu University for their financial support provided through the IPTEKS grant scheme (SK Number: 3689/UN30.7/PP/2024). Our gratitude also extends to the principal, teachers, and fifth-grade students of elementary school 44 Bengkulu City for their active participation and invaluable support during the implementation of this research.

REFERENCES

- Akcanca, N. (2020). An alternative teaching tool in science education: Educational comics. *International Online Journal of Education and Teaching*, 7(4), 1550-1570.
- Anugrah, S.P., & Indrojarwo, B.T. (2018). Perancangan komik digital Legenda Singo Ulung sebagai media pelestarian cerita rakyat Kabupaten Bondowoso. *Jurnal Sains dan Seni ITS*. 7 (1), 30-34.
- Ariffiando, N. A., Susanti, A., Darmansyah, A., Wulandari, S., & Rahman, A. A. (2024). The foldable comic based on Bengkulu folktales to enhance elementary students' HOTS and social awareness. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 4373-4391. <https://doi.org/10.23969/jp.v9i1.12988>
- Badeni, B., & Saparahayuningsih, S. (2021). Character education based on local wisdom for the Bengkulu Serawai tribe community. *In Proceedings of the 5th International Conference on Learning Innovation and Quality Education*, 1-6. <https://doi.org/10.1145/3516875.351694>
- Baga, S., Hendriyani, M. E., Suratmi, S., & Rosaline, M. M. (2021). Students' interest and cognitive ability through the implementation of comic media. *International Journal of Biology Education Towards Sustainable Development*, 1(1), 17-26
- Damopolii, I., Paiki, F. F., & Nunaki, J. H. (2022). The development of comic book as marker of augmented reality to raise students' critical thinking. *Tem Journal*, 11(1), 348.
- Kemendikbud. (2017). *Gerakan literasi nasional materi pendukung literasi budaya dan kewargaan*. Kemendikbud: Jakarta.
- Linardatos, G., & Apostolou, D. (2023). Investigating high school students' perception about digital comics creation in the classroom. *Education and Information Technologies*, 28(8), 10079-10101.
- Luthfia, R. A., Dewi, D. A., & Hayat, R. S. (2024). Urgensi Projek Berbasis Kearifan Lokal dalam Meningkatkan Literasi Budaya dan Kewarganegaraan Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 8(1), 1419-1426. <https://doi.org/10.31004/jptam.v8i1.12590>
- Mamolo, L. A. (2022). Students' evaluation and learning experience on the utilization of Digital Interactive Math Comics (DIMaC) mobile app. *Advances in Mobile Learning Educational Research*, 2(2), 375-388.
- Mazurkevych, O., Skoryk, A., Antipina, I., Goncharova, O., & Kondratenko, I. (2024). The specifics of preserving cultural identity in the context of globalization processes. *Mankind Quarterly*, 64(4), 1-14
- Mortara, M., Catalano, C. E., Bellotti, F., Fiucci, G., Houry-Panchetti, M., & Petridis, P. (2014). Learning cultural heritage by serious games. *Journal of Cultural Heritage*, 15(3), 318-325.
- Murti, D. K. Gunarhadi, & Winarno.s (2020). *Development of educational comic with local wisdom to foster morality of elementary school students: A need analysis*. *International Journal of Educational Methodology*. 6 (2). 337-343.
- Muktadir, A. & Darmansyah, A. (2021). Pengembangan bahan ajar komik berbasis cerita rakyat Bengkulu di SD. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*. 14 (2), 153-159.

- Murti, D. K., Gunarhadi, & Winarno (2020). Development of educational comic with local wisdom to foster morality of elementary school students: A need analysis. *International Journal of Educational Methodology*, 6(2), 337-343. <https://doi.org/10.12973/ijem.6.2.337>
- Phoon, H. Y. Roslan, R. & Shahrill, M. (2020). The role of comics in elementary school science education. *Jurnal Ilmiah Pendidikan MIPA*. 10 (2). 67-76.
- Retnawati, H. (2016). *Analisis Kuantitatif Instrumen Penelitian (Panduan Peneliti, Mahasiswa, dan Psikometrian)*. Yogyakarta: Parama Publishing.
- Ruswan, A., Rosmana, P. S., Nafira, A., Khaerunnisa, H., Habibina, I. Z., Alqindy, K. K., Amanaturrizqi, K., & Syavaqilah, W. (2024). Pengaruh penggunaan media pembelajaran berbasis teknologi dalam meningkatkan kemampuan literasi digital siswa sekolah dasar. *Jurnal Pendidikan Tambusai*, 8(1), 4007-4016. <https://doi.org/10.31004/jptam.v8i1.13009>
- Sabri, S., Adiprabowo, V. D., Sumarlan, I., & Mohamad, R. (2024). Visual narratives in health communication: Evaluating comics as tools for health literacy by the Indonesian Ministry of Health. *CHANNEL: Jurnal Komunikasi*, 12(1), 26-36.
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, 16(5), 2300-2312.
- Sudjana. N & Rivai, A. (2017). *Media pengajaran*. Bandung: Sinar Baru Algesindo.
- Sulistiyorini, D. & Andalas, E. F. (2017). *Sastra lisan: Kajian teori dan penerapannya dalam penelitian*. Malang: Madani.
- Sugiyono, (2018). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Susanti, A., Darmansyah, A., Pujiastuti, P. (2023). The hand puppet book: The multicultural-based media developed as literacy materials for 4th grade students. *Jurnal Inovasi Pendidikan dan Pembelajaran Sekolah Dasar (JIPPSD)*, 7(2), 346-360. <https://doi.org/10.24036/jippsd.v7i2.124212>
- Thompson, R. (2018). Writing through comics. *Teaching graphic novels in the English classroom: Pedagogical possibilities of multimodal literacy engagement*, 43-65. https://doi.org/10.1007/978-3-319-63459-3_4
- Wibowo, S.F. (2019). *Vitalitas Sekujang di Kabupaten Seluma*. (Laporan Penelitian). Kantor Bahasa Bengkulu Kementerian Pendidikan Dan Kebudayaan (2019).
- Zarvianti, E., & Sahida, D. (2020). Designing comics by using Problem Based Learning (PBL) to improve student's creative thinking skills. *International Journal of Social Learning (IJSLS)*, 1(1), 75-88.