

DEVELOPING COMIC AS LEARNING MEDIA WITH SUB-THEME “THE BEAUTY OF MY COUNTRY'S CULTURAL DIVERSITY” ON SOCIAL SCIENCE IN CLASS IV OF SDN 026609 BINJAI SELATAN

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ABSTRACT: *This study aims to: (1) produce learning comic media that is appropriate to use on the sub theme of the beauty of my country's culture diversity in social science content in class IV; and (2) produce learning comic media on the sub theme of the beauty of my country's culture diversity that is effective in social science content in class IV. This research is a development research using the development model of Thiagarajan, Semmel, and Semmel, namely by designing a modified 4-D model. The instruments used in the study were feasibility validation sheets which included aspects of content/material, language and presentation/design of comics, and test of learning outcomes. The first trial was conducted on students of class IV-a as many as 24 students and the second trial was conducted on IV-b class students by 25 students at SDN 026609 Binjai Selatan. The results of this study indicated that: (1) the learning comic media developed has been used properly; and (2) learning comic media on the sub theme of the beauty of my country's culture diversity have been effective, judging from the achievement of student learning completeness. Furthermore, it is suggested that teachers can use comic learning media as an alternative learning to improve student learning outcomes.*

KEYWORDS: Development, Learning Media, Learning Outcomes

INTRODUCTION

Learning media in elementary schools certainly must be interesting and fun because in general, elementary school students prefer playing rather than learning. Therefore, the media used must be on target and effective so that the material delivered can be well received by elementary school students.

Gross in Solihatin and Raharjo (2007:14) explains that Social Sciences Education aims to prepare someone to be a good citizen in his life in society. Social Sciences Education aims to develop one's abilities, Using his reasoning in making decisions in everyday life.

Social Educational Science is less successful in rising students' desire to learn because teachers are less innovative and creative in delivering material so that it causes low student learning outcomes. Because the teaching and learning process are very influential on the students' success in receiving and understanding the material conveyed by the teacher, the media is needed as an intermediary to deliver material in the learning process.

Based on observations made in the grade IV of SDN 026609 Binjai Selatan, it was seen that the teacher had tried to use available media in schools in social studies learning including, paperboard media, infocus by displaying PowerPoint. In addition, the teachers only used the available textbooks. These conditions indicated that the use of learning media was still not optimal and also limited. This made students passive because they often listened to the teacher's explanation.

The impact of the use of not optimal and limited learning media caused low student learning outcomes. The low student learning outcomes in the class could be seen from the results of students' daily test score in score lists. Of the 24 students with the minimum completion criteria 70, 10 students (42%) got the score \geq minimum completion criteria, and 14 students (58%) got the score \leq minimum completion criteria. The highest score obtained by students was 80 while the lowest score obtained by students was 40 and the average daily test result of students was 65. From the results of the daily test, it could be seen that the learning outcomes of students in class IV had not been completed because their daily average score was under the minimum completion criteria.

Learning media in the form of comics was seen as suitable in social studies learning as an interesting learning resource. Comic is a form of cartoon that expresses characters and plays a story in a sequence that is closely connected with images to provide entertainment and knowledge to its readers (Sudjana, 2013:63).

Based on observations in the library, many students liked to read and borrow entertaining books such as comics that presented a picture of concrete stories using illustrations, comics can be read anywhere and anytime, which were generally preferred by the age of elementary school children. Therefore, research on developing appropriate media for students at SDN 026609 Binjai Selatan was very necessary. This was the reason that researcher used comic learning media in this study, which was intended to present social studies teaching more interesting for students.

Based on the background above, this study focused on learning comic media as a learning resource used in social studies learning in elementary schools

REVIEW OF LITERATURE

The Nature of Learning Media

Sutirman (2013:15) writes that media is a component of learning resources or physical vehicles that contain instructional material in students' environment that can stimulate students to learn. While Aqib (2014:50) explains that media is everything that can be used to channel messages and stimulate the occurrence of learning processes in students.

To achieve a certain goal, the message in learning must be accepted by students. However, students sometimes are less able to receive lessons given by teachers

effectively and efficiently. One way to overcome these shortcomings is depending on the use of media in learning.

Then according to Heinich (in Susilana, 2016:6), the media is a communication channel tool. Media comes from Latin and is the plural form of the word "medium" which literally means "intermediary" which is the intermediary of the source of the message (a source) with the recipient of the message (a receiver).

Based on some expert opinions above, it can be concluded that media is an intermediary used to convey information or subject matter in the learning process in order to achieve learning goals. Learning media can help teachers in explaining learning materials that are difficult to explain verbally and provide concrete experiences to students, so that learning materials will be easier and clearer.

Media Comics in Learning

Children are certainly no stranger to comic books. Comics present illustrated stories which are able to attract children to read them. However, comics on the market do not necessarily contain educational value.

The appeal of comics is on attractive image illustrations with relatively short text. The use of comics with colored illustrations, a concise storyline with realistic character figures attracts students of various ages to read them. With a teacher's guidance, comics can be a medium to increase students' interest in reading. In the beginning, comics were intended to make pictures that told semiotic (symbolic) or hermeneutics (interpretations) about funny things (Gumelar, 2011:2).

An analysis of the comic language by Thorndike (in Sudjana Rivai, 2010:67) shows that children who read a comic book every month, then almost twice the number of words that can be mastered are the same as those found in the reading books they read. From the analysis, Thorndike concluded that both numbers and characters in terms of vocabulary complement young readers.

Teachers need to direct students to choose comics as reading material which are not only fun but also contain educational value in accordance with the students' level of thinking. Comic books can be used effectively by teachers in an effort to generate interest, develop vocabulary and reading skills, and to increase students' reading interest. As a learning medium, comics have a main role to attract children to read without having to be asked or ordered.

The Nature of Social Sciences

Social science is a science that is very closely related to humans and their environment. Social Sciences is an educational program that basically concerns human beings in the physical environment and social environment (Setiawan, 2013). The social studies education framework is not emphasized in the theoretical field, but in the practical field in examining social phenomena and social problems in society.

According to Susanto (2014:1) Education in Social Sciences has a very grand and noble goal, namely to understand and develop knowledge, values, attitudes, social skills, citizenship, facts, events, concepts and generalizations and be able to reflect on people's lives, nation and country.

Then Hayati, et al (2008: 31) stated that the purpose of social studies education is to foster students to become good citizens who have good knowledge, skills, values and attitudes which are useful for themselves, society and the country.

Based on the explanation above, it can be concluded that the purpose of social studies education is to develop the students' potential to be sensitive to social problems occurring in the community, to have a positive mental attitude towards improvement in all social problems, to be skilled in overcoming every day's problems that afflict themselves and community, and to help the formation of students' character so that students are able to foster a sense of responsibility towards the development of the nation and state.

Sub-Theme Material "The Beauty of My Country's Cultural Diversity"

The learning material taken in this study was from the theme "the beauty of diversity in my country" on the sub theme "the beauty of my country's cultural diversity" which referred to the 2013 curriculum and became one of the material learned by grade IV students in the even semester. The diversity of traditional clothing and traditional houses was part of the cultural diversity in Indonesia.

A. Traditional Clothes

1. Batak Toba

As the name implies, this tribe is a tribe of Batak who inhabit the area around Lake Toba, namely the largest lake in Indonesia, even Southeast Asia. Batak Toba tribes have daily cultural clothing made of Batak woven fabric, namely *Ulos*. In general, this *Ulos* cloth is the identity and also the main characteristic of North Sumatra Province's traditional clothing on the national scene.

2. Melayu

At the ceremony, Malay women wear long kebaya or baju kurung (enclosed dress) made of high-quality fabrics such as brocade or silk with gold pins. This baju kurung is combined with songket. The head is wrapped with a shawl embroidered with golden patterns that cover the hair in a special bun style, which is *sanggul lipat padan* (folded bun) or *sanggul tegang* (tense bun). In this bun, golden ornaments are placed. As a footwear *selop bertekad* (a determined slipper) which is a kind of gold embroidered sandal.

3. Pakpak

In Pakpak traditional clothing, men's headscarves are called *bulang-bulang*, while those in women are called *Saong*. The shirt is called *baju merapi-api* which is a beaded shirt used by men and women. In men's clothing, the neck of the shirt has a black round

which is decorated with beads (*api-api*), and there are red and white on the neck and arms. Long pants are black.

While, women use veil namely *Saong*. The veil used is shaped oval with a pointed corner to the back. Then on *merapi-api* or *manik-manik* clothes, a sarong wrapped around the waist in a circle called *Oles Perdabaitak*, a woman's necklace called *Leppa-leppa*, then a belt, and holding *Papuren* in the form of woven pandanus leaves coated with beads.

4. Karo

- a. *Uis nipes* : veil, “maneh-maneh” (gifts for women), to change parents' clothes (women’s relatives) and as a base “pinggan pasu” (plate) when giving dowry during traditional ceremonies.
- b. *Uis julu* : sarong, “maneh-maneh”, to change parents' clothes (men’s relatives) and blankets.
- c. *Gatip gewang* : “abit” (sarong) for men
- d. *Gatip cukcak* : Its use is the same as gatip gewang, the difference is the gatip cukcak does not use gold thread.
- e. *Uis pementing* : belts for men
- f. *Uis beka buluh* : “bulang-bulang” tied to men's head at a traditional ceremony.

5. Mandailing

At Mandailing traditional weddings, usually Mandailing bridegrooms use traditional clothes dominated by red, golden and black. The groom uses a head covering called *ampu-mahkota* used by the Mandailing kings in the past, wearing a godang like a suit, a golden belt with two small knives called *bobat*, plain gold bracelet on the upper arm, and cloth aside from songket Tapanuli.

While the bride is wearing a woman's headgear called golden *bulang* with several levels, the cover of the chest area is a black necklace with golden ornaments and two pieces of shawls from songket, Plain bracelet on the upper arm is golden, golden color belt with two small knives inserted, and baju kurung with songket underneath.

6. Angkola

Mandailing and Angkola traditional clothes are almost the same. Mandailing traditional clothing is dominated by red with crowded ornaments. While Angkola traditional clothing is simpler and dominated by black, especially in men's clothing.

7. Simalungun

The traditional fabric of the Simalungun tribe is called *hiou*. Just like other tribes around it, the traditional clothes of the Simalungun tribe are inseparable from the use of *Ulos* cloth (called *Uis* in the Karo tribe)). The specificity of the Simalungun tribe is the typical *Ulos*-like fabric called *Hiou*.

8. Nias

Traditional Nias clothes are called *Baru Oholu* for men's clothing. These traditional clothes are usually gold or yellow, combined with other colors such as black, red and

white, using *kalabubu* to decorate the neck. *Kalabubu* is a necklace for men made of brass and coated with pieces of coconut wood. Other types of necklaces are *nifatali* and *nifato-fato*. *Nifatali* is made of gold or silver.

B. Traditional House

1. Toba

Batak Toba's house is also known as *Rumah Bolon* (Big). According to the beliefs of the Batak people, this house is divided into three parts that reflect different worlds or dimensions.

2. Pakpak

The Pakpak tribe lives in Dairi district and Pakpak Bharat Regency. Both of these districts were once one, but over time Pakpak Bharat Regency was divided. Pakpak Traditional House is named *Jerro*. Pakpak Traditional Houses are the same as other traditional houses in North Sumatra which generally use stairs and supporting poles.

3. Melayu

Malays are in Medan City, Deli Serdang Regency, Langkat Regency, Batubara Regency, Serdang Bedagai Regency and Labuhan Regency. Malay Traditional Houses are identical to the use of yellow and green. The walls and floors are made of boards while the roof uses palm fibers.

4. Karo

The Karo traditional house is also known as the Siwaluh Jabu traditional house. Siwaluh Jabu means a house inhabited by eight families. Each family has its own role in the house. This North Sumatra Karo Traditional House is different from other traditional tribal houses, with a multi-layered roof that characterizes the Karo traditional house. The shape is very majestic because it is given a horn.

5. Simalungun

Simalungun is an ethnic group that lives in Simalungun Regency and Pematang Siantar City. Simalungun Traditional House is called *Rumah Bolon*. The difference between this traditional house from Toba, Pakpak and Karo traditional houses when compared to Simalungun is the unique shape of the roof, designed as pyramid.

6. Mandailing

The name of the Mandailing traditional house is *Bagas Godang*. *Bagas* in Mandailing means house while *Godang* means a lot.

7. Angkola

Angkola is an ethnic group that stands alone, although many people equate it with Mandailing. Angkola traditional house is still named *Bagas Godang*, there are several differences between the two. Angkola Traditional Houses uses palm fiber as a roof and also boards as walls and floors. The uniqueness lies in the dominant color used, namely black.

8. Nias

Nias is a tribe that lives in Nias Islands. Nias is well-known as the best marine tourism destination in North Sumatra. As one of the tourism icons, Nias has been visited by many tourists because of its beauty, not only that, Nias megalithic culture is estimated to be the oldest in Indonesia. The name of the traditional Nias house is *Omo Sebua*.

METHODOLOGY

This type of research was Research and Development (R & D)). This type of research used the Thiagarajan 4-D development model, which consisted of four stages, namely the stage of define, design, develop and disseminate. This research was conducted in class IV SD Negeri 026609 Binjai Selatan, the address was Jalan Sei Babalan Pujidadi, South Binjai. This research was conducted in stages from July to September 2017/2018 Academic Year. The research subjects were class IV-b students of SD Negeri 026609 Binjai Selatan, totaling 25 students. The object of research was comics developed for students. The instrument of data collection in this development was an assessment instrument to assess the products which had been developed. The main instrument used to collect data in this development was a questionnaire validation of media worthiness and learning outcomes test instruments. The form of this instrument was a multiple choice test consisting of 20 items. Questionnaire data for the feasibility of experts were analyzed using the percentage score media developed. Then the scores obtained were analyzed using the percentage score with the formula:

$$Ps = \frac{f}{N} \times 100 \quad (\text{Sugiyono, 2012:141})$$

The effectiveness of learning media was determined based on the achievement of completeness of student learning outcomes in a classical manner. The score of students' knowledge and skills was determined by the formula:

$$\text{Students' score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 10$$

While the class learning completeness over the percentage of classical completeness was obtained by calculating the percentage of students who complete individually. A class was said to have completed the learning if the percentage of classical completeness was $\geq 85\%$. Percentages can be calculated using this formula:

$$\text{Percentage of classical completeness} = \frac{\text{Number of students completed the learning}}{\text{Total number of students}} \times 100\%$$

Criteria states that students have reached classical completeness if there are 85% of students taking the test, then the learning results get a minimum score of 75 (Trianto, 2009:241).

RESEARCH FINDINGS

The Worthiness of Comic Media

Comic validation by experts was carried out to assess the content/material worthiness, presenting media/image illustration worthiness, and language worthiness. This activity was carried out by submitting comic media to the three validators along with their validation sheets to be further examined and assessed by the validator. The following described the results of the validation and revisions which had been made to the comic media.

1. Validation Analysis from Material Experts

The material lecturer in validating the comic media "Cultural diversity in North Sumatra" was Dr. Samsidar Tanjung, M.Pd. who was a lecturer in the Department of History Education at State University of Medan. The assessment was carried out by giving comic media products along with the assessment sheet questionnaire which was filled by material expert lecturers. The process of validation of material experts was conducted twice, the first stage was carried out by submitting comic media along with an assessment sheet to the material expert lecturer. The results of the assessment of material stage I got an average score of 70.3 or fell into the category of "Good". Although the results of the assessment of phase I material were included in the good category, the material expert lecturer requested that the media developed must be revised, because there were still some errors in the compiling the media. The advice of the material expert lecturer on the comic media was as follows:

- a) Completeness of the material needed to be revised, please include the characteristics of Malay traditional clothing and mandailing
- b) Avoid using repeated words in the dialog
- c) Improve the sentences at the end of the story
- d) Provide a summary at the end of the story

Improvements were made based on the assessment and advice from the material expert lecturer, then the validation stage II by material expert was done. The average score was 96.87 or fell into the "Very Good" category. In this second stage, the material expert did not provide further input and suggestions for the revision of the material available on comic products, and the material expert gave a statement that the developed media products were worthy of being tested at a later stage. A clearer picture of the diagram on the results of material experts' validation in stages I and II and the acquisition of scores were presented in the following figure.

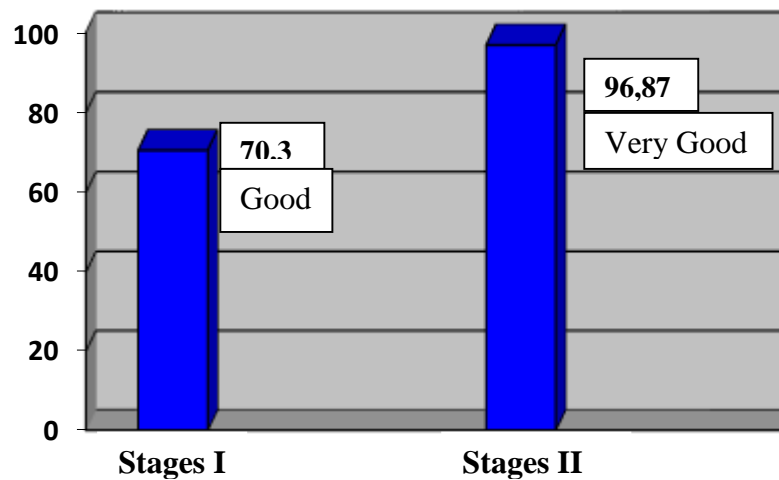


Figure 1. Bar Chart of First and Second Stage Material Expert Assessment.

2. Validation from Language Experts

Linguist lecturer in validating the comic media "Cultural diversity in North Sumatra" was Dr. Oky Fardian Gafari, M.Hum. who was a lecturer in the Indonesian Language Education Department at State University of Medan. The results of the assessment from the material expert stage I got an average score of 67.5 or in the category "Good", However, there were several things that need to be revised according to the advice of linguists to improve the language in the comic media. The input and suggestions from linguists were as follows:

- Create topic headings in the Chapter sub
- Use standard grammar according to the Enhanced Spelling in comic writing

The improvements were carried out based on assessment and advice from expert lecturers, then the second stage linguist validation was carried out, and an average score of 95 was obtained or included in the "Very Good" category.

During the linguistic validation process in two stages of assessment and two product revisions, it appeared that the average value of the media had increased from an average score of 67.5 in the first stage of the assessment to an average score of 95 in the second stage of the assessment. Media products were said to be worthy if it was at least included in the good category, then media products were worthy in terms of comic language considerations.

3. Validation from Media Experts

The media expert who became the validator (expert) in this study was Dr. Zulkifli, M.Sn. who was a lecturer in the Department of Fine Arts Education at State University of Medan. The process of validating the media expert was done three times, in stage I the average score was 48.3 or in the category "Enough". The media in this category was not suitable to be used in the field, so the improvement according to the advice of the validator and the second stage needed to be carried out. The results of the data could be seen from the table, stage II got an average score of 65 or fell into the category "Good". Although the results of stage II media assessments were in the good category, media

expert lecturers asked the media to be revised, because there were still some errors in compiling the media.

In stage I, there were four things that must be revised and phase II, there were three things that must be revised so that the media became worthy to be used in the schools. Even though the stage II assessment was in the good category, after being revised based on input and suggestions from the validator, it proceed to stage III validation. The results of the Phase III validation assessment were an average score of 95 or fell into the "Very Good" category". In this third stage, the media expert validator did not provide further input and suggestions for the language revisions that existed in comic products, and linguists gave statements that the developed media products were worthy to be used in schools.

The results of the assessment by media experts had increased. During the media expert validation process in three stages of assessment with three product revisions, it appeared that the average value of the media had increased from 48.3 in the first stage to 65 in the second stage, and increased by getting a score of 95 or very good criteria in third phase. The provision of research was that media products were said to be worthy if they were at least included in the good category, so media products were worthy in terms of the consideration of the comic media. This was reinforced by media experts that the media products developed had been worthy.

The Effectiveness of Media Comics

Product testing was conducted to determine the effectiveness of the product by looking at the differences in learning outcomes between classes that used media developed by researchers, further referred to as experimental classes and classes that did not use media, further referred to as the control class.

1. Pretest

Before starting the teaching and learning activities, it was necessary to do a pretest to find out the students' initial abilities about the material with the sub-theme "cultural diversity in my country". Pretest was done in IV-a class and in IV-b class. The results of the pretest on both classes could be seen in the following table.

Table 1. Students' Pretest Score

No.	Score Range	Category	Frequency			
			IV-a	Percent	IV-b	Percent
1	86-100	Very Good				
2	71-85	Good	2	8	3	12
3	56-70	Enough	17	71	18	72
4	≤ 55	Less	5	21	4	16
	Total		24	100	25	100

Table 4.11 in class IV-a and IV-b showed that no one got a very good category. In the IV-a experimental class, 2 students (8%) got good categories, 17 students (71%) got enough categories, and 5 students (21%) got enough categories. Whereas in control IV-b class, 3 students (12%) got good category, 18 students (72%) got enough category and 4 students (16%) got less categories. Furthermore classical completeness of student learning outcomes at the pretest could be seen in the following table.

Table 2. Level of Students' Pretest Classical Completeness

Category	Students' Learning Outcomes			
	Number of Students		Percentage	
	IV-a	IV-b	IV-a	IV-b
Completed	2	3	8	12
Not Completed	22	22	92	88
Total	24	25	100	100

Based on the data in the table above, it could be seen that student learning completeness in a classical manner from students' learning outcomes at the pretest. In the experimental class, students who achieved the learning completeness were 2 students from 24 students (8%) and students who did not achieve the learning completeness were 22 students (92%), while in the control class, students who achieved the learning completeness were 3 students (12%) and students who did not achieve learning completeness were 22 students (88%) out of 25 students who took the test. Based on students' classical learning completeness criteria, at least 85% of students who take the learning outcomes test were not able to achieve a score ≥ 75 , then the results of the pretest had not been completed classically.

2. Posttest

The posttest was carried out after the teaching and learning activities were completed, so the posttest was conducted in the last meeting to find out the students' abilities about the material that had been delivered. The description of the student's posttest results could be seen in table below.

Table 3. Student Posttest Score

No	Score Range	Category	Frequency			
			IV-a	Percent	IV-b	Percent
1	86-100	Very good	3	13	5	20
2	71-85	Good	18	75	18	72
3	56-70	Enough	1	4	2	8
4	≤ 55	Less	2	8		
Total			24	100	25	25

Based on Table above, in the experiment class, 3 students or 13% obtained the "Very Good" category in posttest. 18 or 75% got "Good" category, 1 student or 4% got

"Enough" category and 2 students or 8% got "less" category. While in the control class, 5 students or 20% got "Very Good" category, 18 students or 72% got "Good" category, and 2 students or 8% fell into "Enough" category. Then the classical completeness of student learning outcomes in the posttest could be seen in the following table.

Table 4. Levels of Students' Classical Posttest Completion

Kategori	Students' Learning Outcomes			
	Number of Students		Percentage	
	IV-a	IV-b	IV-a	IV-b
Completed	18	23	75	92
Not Completed	6	2	25	8
Total	24	25	100	100

Based on Table 4 and 2 above, it could be seen the students' learning completeness in a classical manner from the posttest. Students who achieved learning completeness in the experimental class were 18 students or 75% and students who did not achieve learning completeness were 6 students or 25% out of 24 students. While in the control class, 23 students or 92% achieved learning completeness and students who did not achieve learning completeness were 2 students or 8%. In accordance with the students' classical learning completeness criteria, at least 85% of students who took the learning outcomes test were able to achieve a score ≥ 75 , so the students' test result was completed in a classical manner.

CONCLUSION

Based on the research findings and discussion, then some conclusions were as follows:

1. The media developed had been worthy to be used in classroom learning, this could be seen from the results of media comic validation test. The content/material aspect got an average score of 96.87, the language aspect got an average score of 95, and the comic design/presentation aspect got an average score of 95 in the very good category.
2. In terms of effectiveness, comic media was categorized as effectively used in classroom learning to improve student learning outcomes, this could be seen from the results of classical students' learning completeness, the percentage was 75% in the first trial and the percentage was 92% in the second trial.

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