
Comics as an Interesting Indonesian Language Learning Media for Elementary Students (SD/MI)

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Abstract

Comics are a series of images created as a learning medium to convey information. Comic teaching materials are tools used by teachers or instructors in the teaching and learning process to convey information through pictures accompanied by stories. The main purpose of this study is to analyze comics as an interesting Indonesian learning medium for elementary students (SD/MI). The research method used is library research. The source of data in this study is journals of previous research results, both national and international journals. The literature review is based on existing literature and documentation data. Data analysis from the results of reviewing research journals using qualitative analysis ranging from data reduction, data display, conclusions, and data verification. The results showed that the use of comics as a learning medium is very suitable to help students, especially elementary students (SD/MI) in understanding and achieving Indonesian learning goals. However, it is necessary to pay attention to the preparation of teaching materials in the form of comics. The pictures in comics must be carefully arranged so as not to overload information that can burden the imagination of students. Various images contained in comics help students gain an understanding of the goals to be achieved in the subject matter. Thus, learning media in the form of comics can be used as an alternative in the Indonesian learning process for elementary students (SD/MI).

Keywords

Comics, Learning Media, Indonesian Language

INTRODUCTION

Language plays a very important role in human life as a means of communication. Language teaching in the school environment is considered the most basic and essential element in the learning process. In addition to functioning as a communication tool, language also allows a person to convey ideas, ideas, thoughts, and opinions during the learning process (Rahayu, Muttaqij, & Magdalena, 2022). Moreover, through reading activities, one can access knowledge and information from various global sources, which will ultimately contribute to forming the next generation of the nation who are intelligent, creative, and critical (Daulay & Nurmalina, 2021). Language learning involves four main aspects that are interconnected and obtained sequentially, namely listening, speaking, reading, and writing, and plays an important role as a means of communication, both through oral and written expression (Aziezah, 2021).

Teachers must have the ability to motivate students to learn Indonesian languages so that they can improve their reasoning and logical abilities (Rismawati, 2022). Apart from being a conveyor of knowledge, teachers also act as facilitators who help students apply logic and provide guidance. Teachers should also support the development of positive attitudes, such as group cooperation, confidence, courage, independence, responsibility,

discipline, and other positive traits. Teachers can also use interesting pedagogical approaches and variations in student learning outcomes, create a supportive educational environment, and utilize innovative learning technologies (Astuti & Bhakti, 2018).

In order to produce quality learning media, teachers need to have expertise in making them. The presence of media in the learning process has important significance because it can help overcome vagueness in material delivery (Rejeki, Adnan, & Siregar, 2020). The ability of teachers to create learning media is the key to achieving quality learning. Interesting learning media can be a positive stimulus for students in the learning process, so the management of learning aids is very important in the context of formal educational institutions. As a teacher, the ability to choose appropriate and effective learning media is the key to achieving the teaching goals set by the school (Nurrita, 2018). In summary, learning media refers to tools or means used to convey messages or information in the context of teaching and learning, its function is to attract students' attention and interest during the learning process (Seran, 2022).

One form of media that can increase student interest and motivation in learning Indonesian, especially at the elementary level is comics. Comics are literary works that combine stories and illustrations with an emphasized central character. Stories in comics are generally fictional, similar to other literary works. Comics are not only a form of entertainment such as general perception, but more than that, namely comics are a form of visual communication that has the power to convey information popularly and easily understood (Rusmana & Kurniawarsih, 2020). Comics are an arrangement of images with interesting stories that are easy to understand and act as a tool to make it easier for students to understand complex material (Maryani, 2022). Comics serve as a learning medium and can be well integrated into language teaching in primary and secondary schools in Indonesia.

Several studies have shown that comics can be a useful tool to promote literacy in Indonesian learning, for example, to develop an appreciation of children's stories among elementary school students (Fahyuni & Fauji, 2017). Comics can also help answer children's speaking skills problems (Ruiyat, Yufiarti, & Karnadi, 2019), and have the potential to attract students, increase their understanding, and develop their ability and skills to answer questions (Nurhayati, Aswar, & Arifin, 2018). The use of comic media can stimulate students' interest and increase their involvement in the learning process (Saputra & Pasha, 2021; Saputri, Jazim, & Vahlia, 2020), however, the successful use of comics as a learning tool still requires a deep understanding of their impact on students' language understanding, so this study aims to explore the contribution and effectiveness of using comics as a medium for Indonesian learning at the elementary (SD/MI) level.

METHOD

The main purpose of this study is to analyze comics as an interesting Indonesian learning tool for students in elementary school (SD/MI). Following the aims and objectives of this study, the research method applied is literature review research. Data analysis from the results of reviewing research journals using qualitative analysis, ranging from data reduction, data display, conclusion drawing, and data verification. The source of data in this study is journals from previous research, both national journals and international journals. The literature review is based on existing literature and documentation data. This literature

review not only covers concepts but also evaluates existing theories to strengthen the findings of this literature. The review of several journals was taken in the last year from 2015-2022, which analyzed starting from the definition of comics, learning media, Indonesian, and things about comics that are interesting for children.

RESULT AND DISCUSSION

Results

Researchers decided to use comics as a means of teaching Indonesian because it is considered a fun medium and can be an educational learning tool during the learning process. Although there is still a view in society that considers comics as light and entertaining illustrated stories, this study emphasizes the potential of comics as a more serious and immersive learning tool. Comics can increase motivation, especially color comics. A word, expression, or concept accompanied by a picture creates visual understanding in the student's mind. This makes them more likely to remember and understand better (Ramliyana, 2016). Comics offer many illustrated stories that can interest children to read, but not all comics available to children have educational value. Given the popularity of comics, this medium can be improved by using print technology to create books with interesting stories that also contain learning material, indirectly making it easier for students to understand. The main role of comics in Indonesian learning is their ability to interest students. The use of comics in teaching should be integrated with learning methods so that comics can function as an effective teaching tool (Novitasari, 2021).

Indonesian learning generally presents a long narrative, which creates a stigma that this learning is boring among students, so educators need to explore the possibility of using media more effectively by considering the context of the material being taught. For example, when teaching facts and opinions, educators not only need to explain definitions of facts and opinions but also must pay attention to student understanding in order to have an impact on learning outcomes (Devista & Kadafi, 2021). Comics are a form of learning resource that can provide support to students in the learning process, both through online *platforms* and in the context of face-to-face learning. The role of comics in learning is dual, which functions as a teaching aid by teachers and as a learning medium that can be used independently by students. The use of comics to convey educational messages can trigger students' interest in learning.

Comic media is one type of learning resource that can provide assistance to students and has the potential to replace the role of teachers in learning activities, both in the classroom and outside the classroom. As part of print media, comics can be developed as an alternative option in providing learning materials. Given the large role of comic media in conveying information that educates, entertains, and influences, this reflects the essence of the communication function (Saputro, 2016). Comics are a form of narrative presented through a series of images with elements of humor. Comic books present stories that are simple, easy to digest, and understandable, so they are in demand by various groups, ranging from children to adults. As a learning medium, comics serve as a tool to convey learning messages. Based on this context, learning refers to the communication interaction between students and learning resources (comics). Comic media is included in the category of printed material that requires an editing process before printing. Judging from its nature, learning comic media tends to be simple, clear, and easy to understand by students. The role

of comics as a learning medium is considered effective in teaching and stimulating student creativity. Overall, comics play a role in conveying information and evoking aesthetic responses from their readers (Muhaimin, Ni'mah, & Listryanto, 2023).

The use of comics is proven to help improve students' reading skills, this is supported by the results of previous research that was used as a reference for this study. For example, research conducted by Meidyawati, Rustono, & Hodidjah (2018) shows that the use of comics in learning can increase students' abilities, motivation, and interest in learning. This is evidenced by the average posttest score *higher than the* pretest score (17.65 > 14.65). Another study conducted by Rofek & Febrianto (2018) concluded that the use of comics as a learning medium can improve students' reading skills. This research was motivated by the low reading ability of grade 1, 2, and 3 students at SD Desa Duwet because teachers still apply classical methods in the learning process. According to Danaswari in Telaumbanua & Harefa (2023), the advantages of comics are as follows: 1) using everyday language, allowing students to quickly understand the content of comics, 2) utilizing images that can illustrate the words of the story in the comic, 3) using interesting and bright colors, to increase student motivation to read comics, and 4) stories in comics are closely related to daily events experienced by students, So they will better understand the problems they face.

Tsuroyya, Yunita, & Ramli (2022) also note that the weakness of comic media lies in the fact that comics as a visual or graphic tool may not be effective for students who are not responsive to visual or graphic media, considering that each student has a unique learning style. Conversely, the majority of comics circulating today tend to focus more on entertainment, with content that is not always appropriate for use in learning contexts, so the use of comic media in the learning process allows students to develop their learning style through reading and understanding the material presented in comics. This is because students are more interested in reading when there are interesting illustrations, thus strengthening the effectiveness of the learning carried out (Telaumbanua & Harefa, 2023).

Discussion

According to Naila, Winarti, & Mahdian (2022), comics as a learning medium act as a tool to convey learning messages so that students understand the concept of the material. In this context, learning refers to a process of communication between students and learning resources, namely comics. Some of the advantages of comics described involve their ability to motivate students during the teaching and learning process, namely, comics contain images that can improve the quality of learning. The permanent nature of comics is also expressed as its advantages, as well as its ability to arouse interest in reading and encourage students to discipline in reading, especially for those who are less interested in reading activities. Comics are also recognized as part of popular culture (Ambaryani & Airlanda, 2017).

Based on a review of several reviews, it was found that developing comics can have a positive influence on students' learning interests and stimulate critical thinking. The selection of media that suits the characteristics of students in the context of learning can help them understand abstract material and can improve student learning outcomes and achievements. Comics are considered effective as a means of delivering learning knowledge through a combination of illustrated story texts presented by comic characters

interestingly. Comics are concerned with aspects of material/content, language or communication, presentation, text, imagery, characterization, and overall appearance, which can make this medium more interesting. The benefits of humor media are also shown in attractive visual elements so that they can increase students' interest and enthusiasm for learning (Zakiyah, Arisandi, Oktora, Hidayat, Karlimah, & Saputra, 2022). According to research by Darllis, Farida, & Miaz (2020), comics with a combination of plot, image, and writing style can encourage the development of logic and imagination from the experience of collaborating in students' daily lives, so that information is conveyed effectively. Based on the findings of Ulfa, Cahyautami, & Faujiah (2022) concluded that comics can act as a means of improving literacy skills in elementary schools. The use of images in comics can arouse students' interest in reading comics which has an impact on improving reading skills (Lestari, Shinta, Susilo, & Khoirulloh, 2022).

The potential for developing comic-based learning media shows success, especially because the majority of teachers Indonesian still rarely use this method. The responses from respondents reflect this situation, with 85% or 51 people stating that Indonesian teachers in their schools have never adopted comics as a learning medium in classroom teaching. Only 15% of respondents or 9 people revealed that Indonesian teachers in their schools have used comics as a learning tool. This figure shows a great opportunity to utilize comic-based learning media and it is advisable to disseminate information on how to create it so that more educators in Indonesia can integrate comics in the learning process in the classroom. Factors such as a lack of information and understanding about applications that can facilitate the creation of comics are the reasons why many educators have not adopted this learning medium (Devista & Kadafi, 2021).

The characteristics of comics involve the following elements: 1) the creation of comics involves the character, which is a description of the object or subject to be described in the comic, 2) the character's facial expression is an important aspect, which determines the expression of the character's feelings, such as happy, sad, angry, upset, or shocked, 3) word balloons are a key element in any comic that contains images and words. Both complement each other, creating dialogue between characters, 4) motion lines are used so that the objects drawn look alive in the reader's imagination, 5) the setting can provide context for the material conveyed in the comic to the reader, and 6) the panel serves as a sequence of images or material to maintain the continuation of the ongoing story (Nurlatipah, Juanda, & Maryuningsih, 2015).

CONCLUSION

Based on the research results, learning media in the form of comics can be used as an alternative in the Indonesian language learning process because it can increase student motivation and interest in learning, facilitate material understanding, and improve reading skills, especially elementary / MI students, but the use of comics needs to be integrated with the right learning methods. The advantages of comics as a learning medium, include their ability to motivate students, arouse interest in reading, and convey learning messages in an interesting way. The weakness of comics as a learning medium is that they are less effective for students who are not responsive to visual or graphic media. The use of comic media in the learning process allows students to develop their learning style through reading and understanding the material presented in comics.

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