DEVELOPMENT OF LITERARY COMICS AS A SOURCE OF INDEPENDENT LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research aims to develop literary comic media as a source of independent learning for junior high school students, it produce decent comic products, and it find out the differences in the results of the application of comic media in the experimental class and the control class. This research used the Research and Development research design. The trials were carried out at SMPN 177 Jakarta and SMPN 235 Jakarta. This usage trial used the True Experimental Design class VII-D at SMPN 177 Jakarta and class VII-A at SMPN 235 Jakarta. The instruments provided a product requirement questionnaire with 14 questions and a test with 2 questions. Data analysis used the independent t-test which contained a different test of 2 independent and hypothetical samples using the Mann Withney test where there were differences in the results of independent learning for junior high school students between using comic media and not using comic media. This is evident from the results of the calculation of the Mann Withney test, so it can be concluded that there are differences in the results of independent learning for junior high school students, and literary comic media is suitable for use as a learning medium. The results of this study are expected for related parties who can benefit from them, such as teachers, students and further researchers.

Keywords: Junior High School Students; Literary Comics; Source of Independent Learning.

1. INTRODUCTION

Learning Indonesian for students requires interesting learning media, so that the teaching and learning process does not make students bored and sleepy. The purpose of learning media is to help students improve understanding, present data in an interesting way, facilitate interpretation of data, and condense information. An interesting form of learning media is audiovisual and visual based media. One of the visual-based media related to learning Indonesian is comics. According to Waluyanto (2005:51) comic is a form of visual communication media that has the power to convey information in a popular and easy to understand manner.

Comic media is rarely used as a learning medium in schools. Thus, it is difficult for teachers to become an interesting learning media and only use media facilitated by the school such as blackboards, projectors, and textbooks. With the limitations of learning media in schools, students tend to feel bored and insecure with independent learning activities. In general, independent study does not mean having to study alone. However, independent learning means learning according to the ability of students to learn based on their own initiative, with or without the help of other parties, both in terms of setting learning goals, learning methods, or learning evaluations. Independent learning at school can be applied to students and the concept of independent learning can be based on the 2013 curriculum.

The 2013 Indonesian Language Subjects Curriculum generally aims to enable students to be

able to listen, speak, read, and write. The basic competencies that are developed based on these four skills are interconnected and support each other in the development of the three main domains, namely language learning, literature, and literacy development. The Role of Indonesian Subjects aims to foster and develop students' self-confidence as communicators and imaginative thinkers. In the results of observations at SMPN 235 Jakarta and SMPN 177 Jakarta, especially in class VII, there are still many students who do not carry out independent learning activities for various reasons such as being bored, not confident, and busy with various other activities. Responding to these problems, literary comic media can be used as a solution to solving problems in learning Indonesian. Literary comic media is a medium that is clear and easy to understand and has informative and educative functions. In literary comics there are a series of interesting pictures and language that is easily understood by students. With the presence of literary comic media, it is hoped that students will no longer experience difficulties in the process of independent learning, be more active, and creative in determining their learning goals in accordance with the values of character and noble character. This can help students improve skills, solve problems, and think creatively in the Indonesian language learning process.

The objectives of this study are 1) general objectives, developing literary comics as a source of independent learning for junior high school students 2) specific objectives, explaining material for developing literary comic media in independent learning for seventh grade junior high school students, describing the stages of making literary comic media, and implementing the application of comic media literature in the independent learning of class VII junior high school students.

Based on the background above, researchers have conducted research with the title Development of Literary Comics as a Source of Independent Learning for Junior High School Students.

2. LITERATURE REVIEW

There are two studies that are relevant to this research. First, research conducted by Hidayah et al., (2014) entitled Development of Environmental Pollution Comics as a Learning Resource for Grade VII Junior High School Students. One of the formulations of the problem in this study is how to develop environmental pollution comics as a valid learning resource for seventh grade junior high school students. Based on the formulation of the problem, the researcher conducted a needs analysis using a questionnaire to find out the extent to which comic media is needed about environmental pollution as a learning resource for seventh grade junior high school students.

The relevance of this research to research on the development of literary comic media as a source of independent learning for junior high school students lies in the research method, namely Research & Development (R&D) research. Furthermore, this research equation produces comic media that is used in the learning process of class VII junior high school students. The difference is, although they both develop comic media, this research aims to produce a product in the form of environmental pollution comic media as a learning resource for seventh grade junior high school students, while this research aims to produce literary comic media products as a source of independent learning for junior high school students (Junaid et al., 2023; Rahman & Weda, 2018).

Second research is conducted by Rizqiah (2009) entitled Development of Children's Comic Story Media as a Media for Learning to Appreciate Children's Stories for Grade VII Junior High

School Students. One of the formulations of the problem in this research is how the characteristics of the development of children's story comics are in accordance with the needs of teachers and students to be used in learning to appreciate children's stories in class VII junior high school. Based on the formulation of the problem, the researcher conducted a needs analysis by using a questionnaire to find out the media needs of children's story comics by teachers and students in learning to appreciate children's stories in class.

The relevance of this research to research on the development of literary comic media as a source of independent learning for junior high school students lies in the research method, namely Research & Development (R&D) or development research. Furthermore, this research equation produces comic media that is used in the learning process of class VII junior high school students. Moreover, the difference is, although both develop comic media, Rizqiah's research aims to produce a product in the form of comic media for children's stories as a medium for learning to appreciate the stories of seventh grade junior high school students, while this research aims to produce literary comic media products as a source of independent learning for junior high school students.

According to Rosenblatt (2018) Literary learning is a continuous dialogue between the reader and the text. This results in a unique and insightful personal interpretation. Literature learning is a process of direct interaction between students and literary works. If this process occurs, students will experience a leap into an imaginative world (Rahman, 2018; Nahdhiyah et al., 2022). Furthermore, Learning literature is a learning activity that builds and creates knowledge based on experience (Rahman, 2017; Rahman et al., 2023; Andini, 2017).

3. METHOD

This research was conducted at SMPN 177 Jakarta,. Raya Bintaro Regional Military Command Street, Pesanggrahan, City of South Jakarta, Special Capital Region of Jakarta and SMPN 235 Jakarta, Pondok Indah Street, No. 12, RT. 12/RW. 6, Pesanggrahan, City of South Jakarta, Special Capital Region of Jakarta 12320. This research is included in the type of research and development (Research and Development/ R&D). According to Sugiyono (2016: 297) argues that, the Research and Development method is a research method used to produce certain products and test the effectiveness of these products. This research and development aims to produce comic media products as a source of independent learning for junior high school students and to determine the feasibility of learning media.

This comic media development research limits the steps in the Borg & Gall model. The steps used were 1) research and initial information data collection, 2) planning, 3) initial product format development, 4) initial trial, 5) product revision, 6) limited trial 7) product revision, 8) test field. Steps that are not used in development research include: 1) final product revision, 2) dissemination and implementation. The researcher limit the stages of research because based on the needs to be achieved, the limitations of researchers on research time and costs. This is also reinforced by the theory of Borg and Gall (2003: 572). It is the best to undertake a small-scale project that involves a limited amount of original instructionan design also, unless it has substantial financial resources, it will need to avoid expensive instructional media, such as film and synchronized slide-tape. Another way to scale down the project is to limit development to just a few steps of the R & D cycle. According to Sugiyono (2016: 297) the research procedure followed follows the workflow of the Research and Development (R&D) method, namely in stages. The phasing cycle of the research is divided into two stages,

namely the first stage of the research method in the form of development and the second stage of the research method in the form of product trials.

In this case the media expert chosen by the researcher is Mr. Agustan, S.Pd., M.Sn. as a lecturer in the visual communication design department at Mercu Buana University. The material expert chosen by the material is Mr. Nurhadi, M.Pd. as a lecturer in the Department of Education at Muhammadiyah University Jakarta.

Determination of research subjects by using purposive sampling, namely the technique of determining the sample with certain considerations. The subjects in this research was the VII class of students at SMPN 177 Jakarta consisting of 72 students and class VII students at SMPN 235 Jakarta consisting of 72 students. The total number of subjects in this study were 144 students. Assessment on comic media uses a product needs questionnaire as the basis for product development. Comic product development with comic visual design using the help of the Adobe Photoshop program. Product development design is divided into two stages, namely determining the theme and developing the comic.

In this research the data collection technique used was a test. According to Arikunto (2013: 193), a test is a collection of questions or exercises used to measure knowledge, abilities or talents possessed by individuals or groups. Usage trials use the True Experimental Design method (true experiments). According to Sugiyono (2016: 112) the true experimental method can control all external variables that affect the course of the experiment. This study used a post test-only control group design by comparing the group that was given the treatment (experimental class) and the group that was not given the treatment (the control class).

3. FINDINGS AND DISCUSSION

This development research began with the selection of Indonesian language learning materials for seventh grade junior high school students in semester I. The material used in this research was narrative (fantasy stories). The researcher took narrative text material because it used as the initial material for learning Indonesian for class VII junior high schools and media that was suitable for narrative text material was lacking. The material was implemented in a syllabus and lesson plan (RPP) based on the 2013 curriculum. After that, the researchers adapted the narrative text material to suitable learning media for class VII students, namely comic media.

This comic media is designed based on the understanding of junior high school students. The process of making comics as a learning medium for narrative text is carried out in stages. These stages are (1) first analyzing the narrative text material, (2) creating an imaginative storyline based on intrinsic elements such as theme, character, setting, plot, characterizations, and moral message, (3) drawing in comics manually using a Faber Castell 2B pencil and HVS A5 70 gram paper, (4) the finished image is bolded with a waterproof drawing pen snowman, (5) the finished image or sketch is scanned in JPEG format, (6) the images or sketches that have been scanned and then edited using Adobe Photoshop Cs6, and (7) the last step is the process of printing comics in book form.

Based on the research procedures that have been selected, the research process includes: (1) preliminary test results; (2) development results; (3) design revisions; (4) product improvement; and (5) product discussion. The results of the preliminary testing of comic products as a source of independent learning for junior high school students are the results of the product needs questionnaire analysis by students. To find out the need for comics as a learning resource and to

find out the specifications for the comics needed, the data was collected using a product needs questionnaire. Samples were taken randomly given to class VII students of SMPN 177 Jakarta and class VII students of SMPN 235 Jakarta. Class VII students are the target users of the product to be developed at SMPN 177 Jakarta and SMPN 235 Jakarta. Questionnaires were given to 10 class VII students of SMPN 177 Jakarta and 10 students of class VII SMPN 235 Jakarta. The product needs questionnaire analysis showed that the teacher had used various learning methods with one printed book as a learning resource. Comics are never used as a learning resource in schools. Students' understanding of narrative text material tends to be good, most students have made narrative texts or stories individually. Students' responses to making narrative text through comics will be very interesting. Students show an interest in comics, this interest encourages more than 90% of students to support the development of comics. This tendency arises from students' expectations that the comics developed will be as interesting as commercial comics.

Table 1. Media Validity Category

No.	Percentage	Criteria
1	86%-100%	Very Valid
2	71%-85%	Valid
3	56%-70%	Enough
4	41%-55%	Less
5	26%-40%	Invalid

The results of the assessment and scoring analysis above, obtained research products in the form of comic media as a source of independent learning for junior high school students which were stated to be very feasible and did not need to be revised.

Table 2. Results of Comic Media Feasibility Analysis by Material Experts and Media Experts

No.	Name	Validator	Score	Criteria
1	Agustan, S.Pd., M. Sn.	Media Expert	80%	Worthy
2	Nurhadi, M.Pd.	Material Expert	87,5 %	Very Worth it

The results of the analysis of the value of independent learning for SMPN 235 Jakarta students were carried out in a limited way. The students whose learning, the scores analyzed were in each of two classes, namely class VII-A as an experiment and class VII-B as a control. The class was chosen randomly based on product usage tests. Likewise with the results of the analysis of the value of independent learning for SMPN 177 Jakarta students which was carried out in a limited way. The students whose learning scores analyzed were each of two classes, namely class VII-D as an experiment and class VII-E as a control. Value analysis is done through a test instrument.

Table 3. Data on the Results of Student Independent Learning Values

Activity	N	Average	Standard Deviation	Count t value	df	P Value
Experiment 1	3 6	75.56	4.44	2.0 5	7 0	0. 15
Control 1	3 6	72.63	4.38	2.0 5	7 0	0. 15
Experiment 2	3 6	81.94	6,15	5.9 8	7 0	0. 00
Control 2	3 6	74.47	4.27	5.9 8	7 0	0. 00

Based on the difference in the calculation results, the average value of the experimental group 1 = 75.5556 and the control group 1 = 72.6389, so that the value of the experimental group is higher than the value of the control group. The second difference also shows that, the value of the experimental group is higher than the control group which does not use the product.

4. CONCLUSION

Based on the results of the research, it can be concluded that the material for developing literary comic media in student independent learning is using narrative text material. Narrative texts were chosen because this material is the starting material for learning Indonesian for class VII junior high schools and media that is suitable for narrative text material is lacking. Furthermore, the material is implemented in a syllabus and learning implementation plan based on the 2013 Curriculum. The stages of how to make comic media using of the Adobe Photoshop program, then the product development design is divided into two stages, namely determining the theme and developing the comic.

The results of the application of literary comic media in student self-learning, based on the assessment in the first test obtained a value of 75.5556 in the experimental class and 72.6389 in the class control. Assessment in the second test obtained a value of 81.9444 in the experimental class and 74.4722 in the control class. With the acquisition of accumulated values, it can be stated that independent learning has a fairly high difference and literary comic media is suitable for use as a learning medium.

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