Comic Strip Media as an Innovative Media for Adab Learning

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Abstract—One picture is worth a thousand words (one picture is worth a thousand words). This sentence is very well addressed in comic media. The existence of comics which is increasing rapidly must be the center of attention for educators, especially educators at the elementary school level, in this case, tertiary institutions. Scenes shown in comic books often display behavior that students should not emulate and sometimes parents and lecturers don't pay much attention. Problems like this if left unchecked can make the next generation of the nation have dishonorable behavior. Looking at these problems, the world of education began to look at the comic media. Comic media began to be developed in the world of education, actually comics in the world of education is not a new thing, a psychologist who is well-known for behavioristic theory Edward Lee Thorndike has conducted research on comics that students who read more comics for example in a month at least one comic book, then it's the same as reading textbooks every year, this has an impact on students' reading abilities and vocabulary mastery far more than students who don't like comics. Comic strip media is different from existing comics in that the storylines in comics are made as attractive as possible by raising themes or subject matter in elementary schools. The existence of Media Comic Strip media is expected to be an innovative media that can be used as an alternative media to overcome students who have learning difficulties, especially in terms of interest and understanding of the material.

Keywords: Comic Strip Media, Innovative Media, Adab Learning

1. INTRODUCTION

The learning process is the most important part of an educational activity. The learning process is an effort to achieve educational goals. Educational goals will not be implemented without a learning process that exists in an educational institution. Lecturers and students are two important elements of a learning activity. A lecturer must have quality competencies in order to create a conducive and enjoyable learning atmosphere (Gonzales et al., 2023). One of the competencies that must be possessed by a lecturer is pedagogic, meaning that the lecturer must master all the subjects taught at the tertiary level.

There are several factors that hinder lecturers from achieving these competencies, namely the lack of interest of lecturers to combine various existing methods, lack of mastery of subject matter so that lecturers become unprepared, and lecturers are less creative in designing learning processes in the classroom. The impact of these factors is very much felt by students, namely psychological impacts, such as interests, attitudes, opinions, beliefs, intelligence, and knowledge. From these problems it is feared that the message (material) conveyed cannot be channeled optimally to students (Baharuddin & Agustang, 2022).

This is the responsibility of a lecturer. A good lecturer must be able to become a mediator and facilitator. That is, a lecturer should have sufficient knowledge and

understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective, thus educational media is an indispensable basis that is complementary and an integral part for the success of the education and teaching process in school (Pane & Darwis Dasopang, 2017). In order for the learning process to be fun and easy for students to understand, lecturers can use learning media. The purpose of using instructional media is to clarify the presentation of lecturers in conveying subject matter, overcoming students' active attitudes and overcoming space limitations so that learning becomes more effective. If the use of learning media is able to overcome problems in the learning process, especially in terms of conveying messages (material), then students will feel the positive impact and ultimately be able to improve learning outcomes in adab learning.

Learning media is really needed by lecturers so that students can receive information or messages properly (Yermiandhoko et al., 2023), because the media has an important meaning in the world of education, especially in formal education in schools, lecturers as teachers and educators who are directly involved in the world of formal school education (Zahroni, 2022), have no doubt about the efficacy of a learning media primarily in instilling attitudes and expecting changes in behavior as expected, that is in accordance with learning objectives. Learning media consists of visual media, audio visual media, graphic media etc. Comic media is one of the learning media that can be used to assist lecturers in explaining material to students.

In various ways comics can be applied to convey messages in various sciences, and because of their attractive appearance, the format in comics is often given to real explanations rather than mere entertainment. Comics are a form of reading where students read without having to be persuaded, through guidance from lecturers, comics can function as "a bridge to foster interest in reading" (Merç, 2013).

Another reason for choosing comic media is because this media is very interesting in student life and is widely available in reading shops and it is a reality that some students can recognize and remember the characters and comics they see.

2. METHODS

2.1 Research Design

This research uses a study design on the effectiveness of using comic learning media in teaching manners in schools in Ponorogo. The type of comic used is an existing comic strip form and taken from the edookanak.com website (Komikpedia, 2020).

2.2 Participants

In this study, the samples in this research were 5th-grade students at SDMT Ponorogo, focused on the Al Bayan class with a total of 28 students and Al Busro with a total of 26 students. The reason for this sampling was based on the similar characteristics of the two classes, so that action and tested how effective the use of comic media is.

2.3 Research Instruments

Method of implementation and outcome produced for this study are as follows: This study uses types field research (field research) the author tries to reveal the effectiveness of the use of media comic strips in etiquette learning for elementary school students at Muhammadiyah Integrated Elementary School Ponorogo. subject to obtain

information related to the effectiveness of using comic media strips in learning adab in elementary school students, the writer needs subjects research i.e. people related directly and/or indirectly with problems that occur in Muhammadiyah Ponorogo Elementary School Students. Among those who The related parties needed in this research are school principals, teachers, students and other sources that can assist this research.

2.3 Procedures

In general, the data that has been collected in this study consists of three things, namely: aspects of philosophical values How is the application of comic media in the experimental class on Class 4 subjects. Are there differences in the effect of the use of comic media with conventional methods on the learning outcomes of grade 4 students in subjects at SDT Ponorogo. Are there differences in learning outcomes between the application of media learning Formulate Adab Material Designing Comic Media strips Implementation Media Results Analysis Implementation Methods or ways to achieve the goals that have been set are written not to exceed 1000 words. This section is equipped with a flowchart of the research that will be carried out during the specified time proposed. The research chart must be made in its entirety with clear stages, all stages to achieve outputs along with targeted achievement indicators. In this section must also explained the duties of each proposing member according to the proposed research stages. The research schedule is prepared by filling in the following table directly with permission additional rows according to the number of activities comics on grade 4 subjects at SDMT Ponorogo. Data on the application of learning comic media in grade 4 subjects at SDMT Ponorogo was explored through interview techniques, observation and documentation. The data that has been collected is tested for its validity by technique data triangulation.

2.3 Data Analysis

The analytical method used in this research is analytical descriptive namely analysis was carried out both in the field (within site, in the field) and after leaving field (Creswell, 2018). The data that has been collected is directly analyzed in the field to develop description or provisional research results. The steps begin with questions, looking for answers by in-depth interviews and/or observation, analyzing, developing questions, to get answers and so on. Analysis after in the field is done by categorize, find the concepts of the data obtained. Data in records field, then analyzed by refining the remaining empirical material rough into the report. Furthermore, data simplification was carried out into several units detailed but focused information. Through these steps, the research report detailed fieldwork will be easy to understand and strategic steps will be found The Effectiveness of Utilizing Comic Strip Media in Learning Adab in Students Elementary school at the Integrated Muhammadiyah Elementary School in Ponorogo.

3. RESULTS

3.1 Comic Strip Media as Innovative Media

This study used research subjects in class 5 at SDMT Ponorogo including Al Bayan class and Al Furqan class with a total of 54 students, where what the researcher did was look at the adab learning activities using comic strip media.

In the early stages the researcher provided reading material in the form of comic strips about adab learning during the learning process. The comic strip consists of five series of etiquette lessons in everyday life, namely saying greetings when entering the

house, don't eat chili sauce standing up, don't laugh out loud, observe the fast, break the fast with something sweet.

The comic strip used is as follows (see Figure 1).

Figure 1. Comic Strip

The comic strip used is taken from the website ebookanak.com, where the website provides comic strips about learning manners. In the comic strip, not only moral values are instilled but also include religious values by using verses from the Koran or hadith that are relevant to the situation or title.

In the class designated by the researcher the teacher used comic strip media during the learning process, besides that the researcher made observations of students on the learning process that had taken place, at this stage the researcher saw the enthusiasm of the students in understanding the contents of the given comic strip.

This can be shown from the results of student observations of 86% which are in the very good category. This process lasts for approximately 2 weeks.

Figure 2. Students are Understanding Comic Learning Manners

Then it enters the monitoring stage and also takes the questionnaire/questionnaire data where one of the indicators used is the implications of using comic strip media that have been taught for the last 2 weeks including considering 4 indicators, namely (1) Feelings of pleasure; (2) Student interest; (3) Student attention; and (4) student involvement, each indicator has 5 statements. From the results of the questionnaire, the following data were obtained:

Table 1. Questionnaire on the Effectiveness of Using Comic Strip Media in Adab Learning

Name	N	%
Al Bayan	28	85
Al Furqan	26	82

Based on the questionnaire data above, it can be explained that the implementation of comic strips in adab learning is classified as very effective, because the percentage value is more than 80%, this is in line with Slameto's explanation that several indicators of interest in learning can be seen based on feelings of pleasure, interest, and student involvement in learning. learning process. (Slameto, 2010), then the use of media in educational development can generate enthusiasm and new aspirations, generate encouragement and stimulation in learning activities, and can affect the psychological condition of students. (Rina et al., 2020).

Based on research conducted by Subroto et al., that using comics makes learning effective, besides that some students think that using comics makes learning fun. students are also enthusiastic and interested in participating in learning and students also give their opinion that because the material is changed in the form of everyday sentences, learning becomes easier to understand and understand so that students' learning interest increases (BatuBara et al., 2021).

The demand that comics must be included in the association with the text at school, meanwhile has become a habit. Learning needs to be fact-oriented, and it is a fact that more than 90% of students are comic readers (Meier, 1986).

Comics are a powerful medium of communication. The functions that can be utilized by comic media include comics for educational information. Comics for educational information, both stories and designs are specifically designed to convey educational messages. The core of the message must be clearly received, for example 'avoid solving problems by means of violence.' However, this comic must also have an interesting storyline for the reader. If not, the comic will feel boring and boring. The educational value of comic media in the teaching and learning process is unquestionable. According to Sudjana and Rivai (Nurul Fauziah, 2017) it is certain that comic media is an alternative medium that can be used by lecturers/educators as innovative media. The development of comic media innovation has been carried out a lot and has had a tremendous impact on cognitive development.

The comic strip media developed is also adapted to the objectives and material to be taught. The images presented in educational comics are in the form of cartoons, this is because cartoon images are liked by students. The function of the picture is only as an illustration of the story presented which is in accordance with the material being discussed. While the material is presented through conversations from the characters in the comic. The story in the comic is not presented as a whole, but per sub-concept section. Even so, the characters used remain the same according to the material presented later.

4. DISCUSSION

In this discussion section, the research results that have been obtained from the research results for the experimental class and control class will be explained. Then it was discovered that there were significant differences between classes that used learning media and classes that did not use learning media in terms of the learning manners of elementary education students.

The essence of education is a conscious effort, containing the meaning of a deliberate transactional process, occurring in a structured environment called a school or similar. Education as an important part of the national development process is one of the determining sources of country growth (Kuntoro, 2019). So regarding the value of existing educational interests, a teacher must start thinking and innovating by using learning media. Education is the most important part in educating the nation's children, with education students gain knowledge directly in formal, informal and non-formal environments (Indy, 2019).

Based on the results of existing experiments, it can be said that comic media is classified as an effective communication tool for use in learning. Functions that can be utilized by comic media include comics for educational information (Rengur & Sugirin, 2019). The simple but attractive design of comic media causes students' interest in learning to increase (Widiyastuti et al., 2020). Time is used more effectively and students understand the lessons taught by the teacher more quickly (Dessiane & Hardjono, 2020). Comics for educational information, both stories and designs, are specifically designed to convey educational messages. The essence of the message must be clearly received, for example 'avoid solving problems with violence. However, this comic must also have an interesting storyline for readers (Indriasih et al., 2020). Otherwise, the comic will feel boring. The educational value of comic media in the teaching and learning process cannot be doubted. Comic media is an alternative media that can be used by lecturers/educators as innovative media. Many innovations in comic media have been developed and have had a tremendous impact on students' cognitive development (Widiyastuti et al., 2020). Besides that, the use of comics can also be used as an attraction for students to read (Rengur & Sugirin, 2019; Nuraini & Saputro, 2019), so that a critical brush will be built in the various information provided (Rohman et al., 2022).

Several studies have also shown that using educational comics appropriately can increase the ability to understand reading content easily (Rengur & Sugirin, 2019). On the other hand, Rina in her research shows that character-based comic media is produced in thematic-integrative learning, the comic media developed is effective in increasing students' character values in the learning process (Rina et al., 2020). This shows the positive side of comic learning media, which can increase students' character values (Sumaryanti et al., 2020).

This is because comics are the type of reading that is most popular, not only among students, but also among teenagers and adults who really like this type of reading, because in terms of appearance, the stories and characters presented in comics are very interesting. According to Daryanto (2010) comics can be interpreted as a form of cartoon that reveals characters and uses stories to provide entertainment to readers. The character referred to in this research is the character of adab or etiquette and behavior. Ethical education is seen as necessary to support the need for accelerated development of a country (Sumaryanti et al., 2020). In the midst of an extraordinary moral crisis (Noer & Sarumpaet, 2017), civilized education can be used as an alternative solution to the morality problems of teenagers/children. Etiquette learning that is carried out from

childhood can provide space for students to shape their personalities to become even better.

Based on existing data, it shows that the effectiveness value of using comics in learning manners has increased above 80%, this shows that the role of comic media is able to have a positive impact in terms of learning. For students who see pictures in comics displaying good attitudes, of course it will always stick with the child, because the nature of comic media is informative, interesting and motivating for students (Ariyanto & Laksana, 2019; Laksana, 2015).

5. CONCLUSION

The learning process will run smoothly and in accordance with the desired goals if the lecturer succeeds in making students understand the material. One way that can be used so that the desired goals are achieved is to use learning aids, in this case comic media, the comics used here are Comic Strip Media types, where the substance of the comics is replaced with material contained in the subject matter. Comic strip media provides many benefits, especially for students who are lazy to read and students who find it difficult to understand subject matter, especially subjects that are considered difficult. There is a saying that one picture is worth a thousand words (one picture is worth a thousand words). With the Media Comic Strip media, this can be an innovation in the world of education, especially for students at the elementary school level.

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