

Development of Comic Learning Media in Class XI SMK Negeri 2 Botomuzoi

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Abstract- Teachers should demonstrate greater creativity in creating and enhancing instructional materials. But because SMK Negeri 2 Botomuzoi lacks the infrastructure and equipment expressly meant to promote Indonesian language instruction, teachers there continue to employ a restricted and repetitious amount of media. In order to ensure that the learning materials are reliable, useful, and efficient, this project will create comic-based learning materials for assessing the language and content of theater in the eleventh grade at SMK Negeri 2 Botomuzoi. This study uses the ADDIE model, which comprises the phases of analysis, design, development, implementation, and evaluation, as part of its research and development (R&D) methodology. Three specialists in material, language, and design evaluated the comic-based learning materials, which were then put to the test through product testing with TKJ students in the 11th grade at SMK Negeri 2 Botomuzoi. Thanks to validation scores of 97.5% from material experts, 100% from language experts, and 95% from design experts, the results show that the comic learning medium is both viable and legitimate. The learning media was rated as being very practical when it came to practicality; it received scores of 86.7% in solo testing, 94.2% in small group tests, and 93.9% in field tests. With a classical completion percentage of 96.3%, it was also proved that the learning media's effectiveness was very high. In conclusion, the ADDIE model was used to generate comic-based learning materials that analyze the language and content of drama in the 11th grade at SMK Negeri 2 Botomuzoi. These materials satisfy the required standards and may be used in the classroom.

Keywords: Comic Learning Media, ADDIE, Feasible, Practical, Effective

I. INTRODUCTION

Good teaching quality can determine the quality of education carried out in each school. The quality of teaching is influenced by class characteristics which include class size, learning atmosphere, and available learning facilities and resources (Sabri in Musfiqon, 2020). In line with this, the implementation of the curriculum in learning is also strongly influenced by the learning resources used and adequate facilities and infrastructure (Asri, 2017). The availability of suitable learning facilities and resources can improve the expected results of any learning

activities. To support the learning process, however, different facilities and learning materials are not always available in every school.

During instructional activities, educators are supposed to employ a range of instructional resources, including learning videos, teaching modules, textbooks, and other materials. Teachers can develop creativity and improve academic abilities; teachers can also apply various learning methods and media as needed so that learning is more enjoyable.

In order to promote a deliberate and regulated

learning process, Suryani et al. (2018) describe learning media as everything that is utilized to transmit messages and excite students' thoughts, feelings, attention, and willingness. In addition to being a valuable learning resource, learning media play a crucial role in connecting and distributing the instructional materials used in instruction (Ciptaning, 2016). In order to facilitate student comprehension of the subject being presented, educational media is necessary for both teaching and learning activities. According to Harefa & Hayati (2021), learning media include tangible resources such as books, slide films, cassette players, video cameras, tape recorders, photos, graphics, televisions, and computers that are used to teach content. The aforementioned explanation leads to the conclusion that learning media are defined as the instruments utilized in the educational process to clarify, transmit, and disseminate educational messages as well as to encourage students to be motivated to learn.

Daradjat (Hasan et al., 2021) explains that the function of educational media is divided into several types, including 1) Educational function, is a function that affects education. 2) Social function, is a function that facilitates the observation of students and will encourage students to interact with each other with peers, society and the natural world. 3) Economic function, meaning that learning media can be used intensively or continuously. 4) Political function, meaning that learning media can be used by educational authorities to express views and teaching between the center and regions in the implementation of teaching. 5) The function of cultural arts, namely through educational media students can obtain and recognize various results of human cultural art. The function of learning media above can be said to be an intermediary for information, preventing obstacles in the learning process, stimulating student and teacher motivation in the learning process, and maximizing the learning process.

In addition to various functions, learning media also has various benefits. The benefits of learning media for teachers and students according to Suryani et al. (2018), namely 1) The benefits of learning media for teachers are to help attract attention and motivate students to learn; have guidelines, directions, and systematic teaching sequences; help accuracy and accuracy in the presentation of subject matter; help present material more concretely, especially abstract subject matter, such as mathematics, physics, and

others; have a variety of methods and media used so that learning is not boring; create a pleasant and stress-free learning atmosphere; help time efficiency by presenting the core information systematically and easily conveyed; arouse the confidence of a teacher. 2) The advantages of learning media for students include piqueing their curiosity about the subject matter, encouraging them to learn both in and outside of the classroom, simplifying the process of understanding the material presented in a methodical manner through the media, creating a fun and engaging environment so that they are more focused on learning, and educating them about how to select the best learning media from the variety that is offered.

Since there are many different kinds of learning media, selecting the best one requires foundational knowledge. In order for the appropriate and intentional use of learning media. Kristanto (2016) explains the principles of learning media are as follows.

- a. The teacher's use of media must be acceptable and focused on achieving learning objectives.
- b. The media that is utilized ought to match the course materials.
- c. Educational materials ought to be tailored to the needs, interests, and circumstances of the learners.
- d. The media that is to be employed ought to be efficient and effective.
- e. The media utilized must be appropriate for the teacher's level of proficiency with it.

According to Ramli (2012), there are at least five different kinds of learning media. These include: 1) Media that just have length and width and don't contain two-dimensional projections, like photographs, charts, graphs, posters, and simple maps; 2) Two-dimensional media (items that are real, models, dolls, and so forth) that do not have three-dimensional projections; 3) Audio-based media (listening media), like radios and tape recorders; 4) Projected media (media that have projections), like slides, filmstrips, overhead projectors, films, and so forth; and 5) Television and Video Tape Recorders.

The media developed in the form of learning comics. According to Nurdyansyah (2019) explains the definition of comics, namely a cartoon image with characters and implementing a sequential story and has the aim of providing entertainment for readers. According to Wafa' & Tjahyadi, comics are literary works made up of

an assortment of images combined to tell a story. (Umiyati & Susanthi, 2020). Kristanto (2016) explains that comics are graphic media that reveal various characters and present continuous stories and are accompanied by images to provide entertainment to the readers". Based on this explanation, in terms of presenting comics which contain a sequence of interconnected images, comics can also be said to be serialized stories that are humorous both in terms of characters, images, and storylines. The presentation of stories in comics is arranged concisely as explained by Sudjana & Rivai (2020), that the stories in comics are concise and attract attention and are complemented by action both in newspapers and books that are made more alive and processed with the main colors freely. To be more interesting, educational comics are formed by seven elements, namely panels, trenches, image illustrations, characterizations, word balloons, narratives, and sound effects (Batubara, 2020).

Maharsi (Kustandi & Darmawan, 2020) divides comics based on the form and type of story. Based on the form, it consists of comic strips, comic books, graphic novels, comic complications, and online comics. Meanwhile, based on the type of story, it consists of promotional comics (advertising comics), wayang comics, martial arts comics, and educational comics. Based on the types of comics above, the comic learning media developed are comic books. The advantages of comic learning media are expressed by Nurdyansyah (2019), namely that it can improve students' reading skills so that mastery of vocabulary is far more than students who do not like comics, then comics present strong visual and story elements so that readers are interested in reading to completion. Meanwhile, the weaknesses of comics described by Dinasti (2020) are first, not everyone can learn effectively with a visual style, because everyone has their own learning style. Second, comics can make students lazy because they will be more likely to want to see pictures that are interesting to them, even reluctant to read the whole story so that students' absorption of the material is low. Taking into account these benefits and drawbacks, comics are deemed appropriate for use in this research because their visual and narrative elements have the potential to enhance students' engagement and comprehension in evaluating the language and content of the drama, which is the main subject of study in grade XI.

This comic learning media's Indonesian language content focuses on examining the language and substance of drama. The language skill used is reading. Dalman (2014) states that reading is an activity that involves deciphering and interpreting written words, signs, and other written materials to help the reader comprehend the author's message. Reading exercises help readers comprehend the reading's content in addition to helping them memorize written symbols. Halawa (2019) provides a definition of reading as pronunciation, identifying words and looking for meaning or meaning in a text that is read. Other sources also reveal that reading is an activity of obtaining and understanding the author's ideas or ideas accompanied by an outpouring of soul in appreciating a reading text (Fatmasari & Fitriyah, 2018). It can be concluded that reading is an activity or a process carried out to memorize symbols or written language with the aim of understanding the ideas or ideas conveyed by the author in the reading text.

According to Rivers and Temperly (Pandawa et al., 2009), there are seven primary goals of reading, including: 1) Learning something new or piqueing your curiosity in a subject. 2) Getting different directions on how to carry out a task for daily life or business (e.g., understanding the operation of household appliances). 3) Taking part in a game, putting on a performance, or finishing a riddle. 4) Reading and comprehending business letters or staying in touch with pals via correspondence. 5) Being aware of what is accessible or when and where something will occur. 6) Being aware of current events and past events (as documented in newspapers, periodicals, and reports). 7) Getting amusement or pleasure. Reading activities are also very beneficial for readers, namely to increase insight and knowledge and increase vocabulary. Susanti (2022) explains that the benefits obtained by reading are stimulating brain cells to think positively, fostering creativity to practice something new after gaining insight, and can increase vocabulary so that it allows a person to communicate fluently.

The definition of drama according to Suroso (2015) explains that in a drama script there are problems faced in the form of human conflicts that are reflected in dialog and instructions. Human interactions, human ties with nature, and human relations with God are the three main conflicts in the play. In agreement with the aforementioned viewpoint, Yustinah (2018) provides both a broad and a narrow definition of

drama. Drama, broadly speaking, is a spectacle with a narrative that is presented in front of a large audience. Drama, narrowly defined, is the narrative of a person's life in society as it is presented on stage. A drama written by a playwright is always the foundation of a drama presented on stage. In summary, drama is a literary work that takes the shape of a script and tells stories of real people's lives that are meant to be acted out or seen by the public on stage.

Based on the initial identification at SMK Negeri 2 Botomuzoi, it was found that teachers, especially in learning Indonesian, still rely on monotonous and invaried learning media. This causes students to have difficulty grasping the material delivered by the educator. In addition, conventional learning methods and limited to using the same media over time make students feel bored and bored, which ultimately lowers their motivation to learn. This difficulty affects students' low participation in the teaching-learning process as well as their comprehension of the subject matter that is being taught. This disparity highlights the need for study on the creation of more diverse and potent learning materials in order to raise students' comprehension and learning motivation. This research is expected to contribute to providing creative and easy-to-apply alternative learning media, especially in schools with limited facilities. Thus, this research aims to present a practical solution for improving the quality of learning through more innovative media and in accordance with student needs.

The research of (Telaumbanua & Harefa, 2023) titled "Development of Learning Media in the Form of Comics on Material Examining the Structure and Language of Fables" provides evidence for this study. The study's findings indicated that the comic medium created were workable, useful, and efficient. The development of humorous learning media is the common denominator between this research and the research to be conducted. While there are differences in the materials used, the study site, the research year, and the development approach employed, these differences also exist.

Based on the aforementioned, the goal of this study is to provide realistic, useful, and efficient comic learning materials for SMK Negeri 2 Botomuzoi's class XI.

II. METHODS

The research and development (R&D) approach used in this study was selected because

it is highly pertinent to the creation and evaluation of humorous learning materials for students enrolled in vocational schools. Given the challenges faced in increasing student engagement and understanding through more varied learning media, the R&D method provides a systematic framework to produce innovative educational tools that suit the learning needs of vocational schools that tend to have limited facilities.

Research and development techniques are utilized to create new products and evaluate their efficacy, claims (Sugiyono, 2013). The ADDIE model is the development model applied in this study. The ADDIE model, according to Januszewski and Molenda (Suryani et al., 2018), is a methodical strategy that incorporates both the development procedures and key elements of learning. The analysis, design, development, implementation, and evaluation phases make up the model's five primary phases.

1. **Analyze:** Issues and educational requirements are now recognized. Since it was discovered that the learning materials being used at SMK Negeri 2 Botomuzoi were still boring, the analysis stage concentrated on determining the need for more interesting and varied materials.
2. **Design:** Using the analysis findings as a guide, a learning comic appropriate for the grade XI students' drama language and subject analysis is created in this step. The narrative and visual components of this design complement the learning objectives.
3. **Development:** During this phase, comic items are created in accordance with the established plan. Before being tested, the comic is then verified by specialists in language, substance, and design to make sure it is feasible.
4. **Implementation:** The learning comics were tested in class XI TKJ SMK Negeri 2 Botomuzoi following validation. The purpose of this implementation is to observe how students react and how this medium works in actual learning environments.
5. **Evaluation:** An analysis of the usefulness and efficacy of comics as a teaching tool is part of this step. Individual, small group, and field trials are used for the evaluation, and adjustments are made in response to input.

III. RESULT AND DISCUSSION

This study creates comic learning materials that are tested in class XI TKJ SMK Negeri 2 Botomuzoi and validated by three validators: language, material/content, and design. Researchers employed the phases of the ADDIE development model (analysis, design, development, implementation, and evaluation) in the creation of this comic learning tool.

1. Analyze

An analysis of the needs and issues related to Indonesian language instruction at SMK Negeri 2 Botomuzoi is the first step in this study. The needs, learner profiles, and curriculum analyses are all included in the analysis. To determine the needs of instructors in the Indonesian language learning process, SMK Negeri 2 Botomuzoi did a needs analysis. It was discovered that instructors' usage of learning resources was extremely restricted and remained constant as a result of inadequate facilities. The teacher still bases her instruction on the textbook, giving lectures and taking notes as she goes over each topic. One more challenge teachers face during instruction is the lack of student handbooks and pertinent learning materials. Comic learning media is one type of learning resource that has never been used in a classroom setting at the institution.

After the needs analysis, learner characteristics are analyzed. The analysis was conducted at class XI TKJ SMK Negeri 2 Botomuzoi. Every student has unique interests and academic aptitudes. When learning is taking place, students still struggle to understand the content that is being provided by the teacher and get easily disinterested. Prior to creating comic learning materials, the school's curriculum must be examined. Student-centered learning is incorporated into the 2013 curriculum of SMK Negeri 2 Botomuzoi. "Analyzing the content and language of drama read or watched" is the comic's current theme. It is believed that by creating comic learning materials, students will be able to evaluate the language and content of theater.

2. Design

The creation of the learning comic design is the next action that the researchers take. Creating a humorous framework, or the plot in educational media, is a part of this step.

3. Development

Following the completion of the design phase, researchers transformed the narrative into a comprehensive comic learning medium. The

process of creating this comic learning resource involves acting out each scene in accordance with the plot and taking pictures to record it. They used the Picart app and the Canva software to design the media in order to intensify the comedic effect. These apps make it easier to add components to the comics to increase their interest level. Subsequently, the comic learning media will be validated by soliciting feedback from validators for content, language, and design. Before the medium is tested in the field, it is crucial to incorporate these suggestions for improvement.

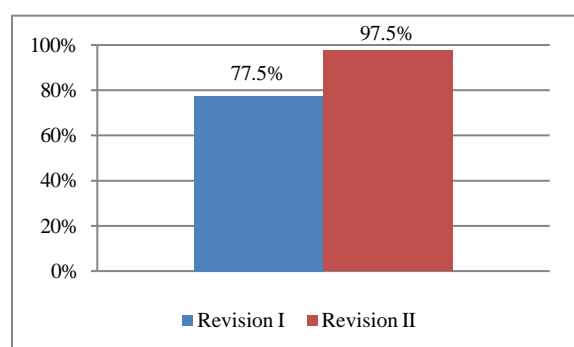
Material and Content Validation

With a total score of 62, the material and content experts' validation results in revision I attained a percentage of 77.5% using reasonable criteria based on the five elements evaluated. The assessment's specifics comprise the following: a 75% relevance rating; a 75% accuracy rating; a 75% completeness rating; a 75% systematic rating; and a 75% rating for the presentation's suitability given the demands of student-centered learning. Nevertheless, version II's enhancements and modifications resulted in an overall score of 78, or 97.5%, which is rather respectable. In the second version, the following aspects were scored 100%, 100%, 100%, and 100% respectively: 100% for presentation completeness, 100% for accuracy, 100% for presentation systematization, and 100% for presentation compatibility with student-centered learning goals. Not only does revision II show a higher percentage than revision I did, but version I was improved upon in response to expert comments.

Some of the specific changes that contributed to the improvement included adjustments to the relevance aspect, where in revision I some content was considered less relevant to the learning objectives. Revision II corrects this by aligning the material more closely with the needs and learning context of students at vocational schools, so that its relevance increases to 91.7%. In addition, improving the accuracy of the content is also the focus of improvement. In revision I, the input showed that there was inaccuracy of information and inconsistency with learning standards. Revision II successfully updated and validated the content so that all the information presented was accurate and in accordance with the expected standards, which then led to the achievement of 100% accuracy in the aspect. Improvements were also made to the completeness and

systematization of the presentation, where revision II improved the structure and order of presentation of the material to be more systematic and logical, allowing students to follow the learning flow better. This is reflected in the increase in the score of completeness and presentation systematization which reached 100%. In addition, the feedback from revision I shows that the presentation of the material needs to be more oriented towards an active and student-centered learning approach. In revision II, comic media was developed with a more interactive approach and designed to encourage active student involvement, so as to achieve maximum scores in this aspect.

The comparison graph presents a clearer picture of the validation results, which indicate a significant improvement from revision I to revision II overall. This procedure leads to the conclusion that comic learning materials have undergone iterative growth, with advancements made in response to specific suggestions from specialists. This final outcome demonstrates that comic media is not only practical to use but also of exceptional quality when it comes to assisting students in trade schools with their learning.

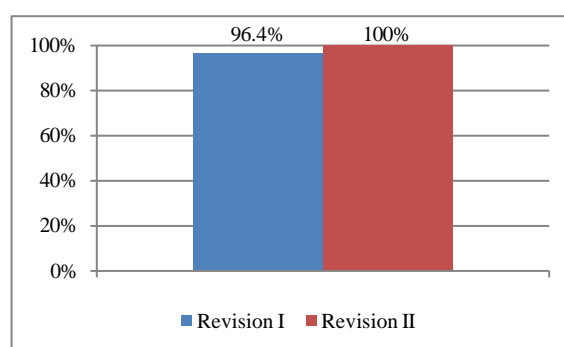


Percentage Chart of Material and Content Expert Validation Results on Revision I and Revision II

Language Validation

According to linguists' validation assessment, revision I's overall score was 27, with a feasibility percentage of 96.4%. The two elements with the highest percentages were 91.7% and 100%, respectively. The revision II resulted in an overall maximum score of 28, with 100% eligibility from both aspects, each of which likewise reached 100%. The improvement from revision I to revision II indicates a greater degree of validity in the language, even though the eligibility conditions in both versions are quite feasible. This learning medium is exceedingly possible to test, as seen by the second revision's

100% feasibility rate, up from 96.4% in the first. This increase in score not only reflects a higher percentage but also the result of improvements made based on feedback from linguists. One of the specific changes that caused the increase was the improvement in the linguistic aspect, where there were adjustments related to sentence clarity, text readability, and language suitability with the level of student understanding. Revision II improved the overall quality of comic learning materials by optimizing the word choice and sentence structure to make it simpler for students to understand. This iterative development method demonstrates how targeted, incremental changes raise the caliber of the finished result. The validation findings of the two versions are compared in a graph that can be used to demonstrate how an iterative approach can result in a better product that is appropriate for educational usage.

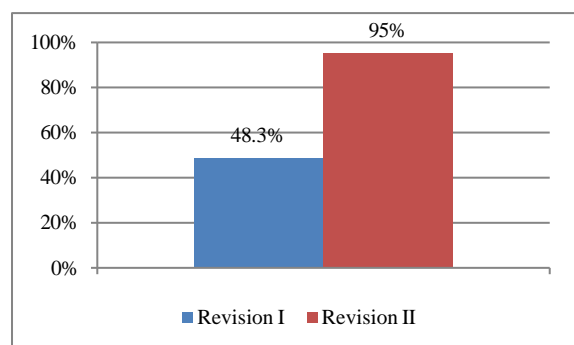


Percentage Chart of Language Expert Validation Results on Revision I and Revision II

Design Validation

The results in revision I revealed a score of 29 with a feasibility percentage of 48.3%, which is included in the criteria of being highly practicable out of all the assessment indicators in the feasibility questionnaire. This finding suggests that comic learning materials need to be designed better. After the revision, in the second revision the score increased to 57 with a feasibility percentage of 95%, which was categorized as very feasible. This significant increase from revision I to revision II not only reflects improvements in design, but is also the result of specific changes made based on input from design experts. Some of the adjustments that contributed to the improvement include optimizing the layout, improving the selection of colors and fonts, and adjusting visual elements to be more attractive and in accordance with design principles that support readability and comfort

for students in learning. In revision I, the main criticism was related to the lack of balance between aesthetics and function, which led to a lack of visual appeal. Better design concepts were taken into consideration when revising these features in revision II, making comic learning media more successful at assisting students in their learning. A notable improvement can be seen in the percentage comparison graph between revisions I and II, suggesting that the comic learning medium has attained higher validity and merits additional testing in the context of classroom instruction.



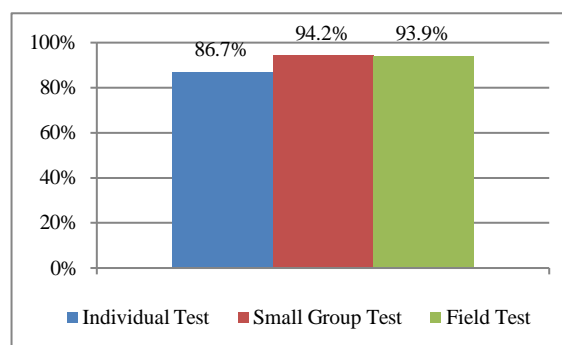
Percentage Chart of Design Expert Validation Results on Revision I and Revision II

1. Implementation

The implementation or product trial step comes next once the validation development stage is completed. The purpose of this implementation step is to evaluate how useful comedic learning media are for the educational process. Three trials for the product were held at SMK Negeri 2 Botomuzoi. Three phases of student response questionnaires (individual, small-group, and field tests) were used to gauge the applicability of Indonesian comic learning materials. This experiment was carried out in SMK Negeri 2 Botomuzoi's class XI. According to Akbar (2013) the practicality category has 81%–100% with a very practical category and at least a practical category with 61%–80% criterion. Three students' individual test results yielded an average percentage of 86.7% in the extremely practical category. Additionally, six students with an average percentage of 94.2% in the highly practical category took the small group test. Following the completion of the two trials, 27 students from class XI TKJ SMK Negeri 2 Botomuzoi participated in the field test, where the average percentage was 93.9% in a highly possible category. The following table and graph displays the replies from the three trials from the students.

Table of Percentage of Practicality of Comic Learning Media Trial

No	Trial Test	Average Percentage	Practicality Criteria
1	Individual Test	86,7%	Very Practical
2	Small Group Test	94,2%	Very Practical
3	Field Test	93,9%	Very Practical



Graph of Percentage of Practicality of Comic Learning Media Trial

1. Evaluation

At this point, a comic learning medium evaluation is done. In order to optimize the outcomes, this evaluation is being conducted to identify the shortcomings encountered during the creation of comic learning materials. Researchers assess the efficacy of comic learning media by completing assessments that are integrated into the final result.

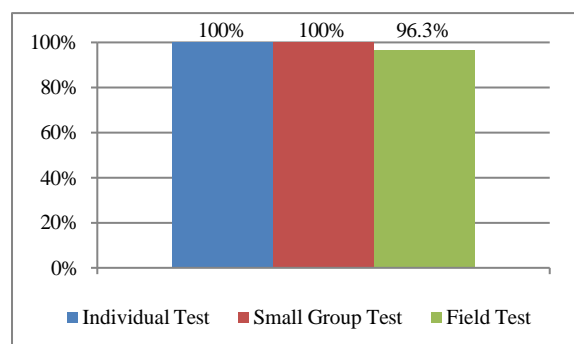
The completeness of student learning outcomes following testing of comic learning media is a key indicator of comedic effectiveness. Three students achieved a score higher than the KKM in the individual test on the topic of assessing the language and substance of drama, resulting in a 100% extremely effective category for completeness. This was determined by analyzing the students' learning outcomes. Six students met the highly effective requirement with a percentage of completeness of 100%, scoring above the KKM in the small group test. In the 27-student field test, 26 students reported being complete in the learning outcomes exam, and just one student reported not being complete, resulting in a 96.3% classical completeness percentage using very effective criteria. Based on the effectiveness results presented above, it can be said that comic learning media has achieved one of the goals of learning media, which is to increase learning effectiveness and efficiency.

This is in line with Musfiquon's theory (Musfiquon, 2020). Thus, studying Indonesian can benefit from the usage of the comic learning materials that have been designed.

The ramifications of these findings for educational theory highlight the critical role that learning media play in promoting student engagement and motivation to learn while also facilitating the transfer of knowledge. This achievement is consistent with the Musfiquon philosophy, which highlights the value of utilizing cutting-edge learning resources to accomplish more effective and efficient learning.

Therefore, it is possible to use this comic learning medium in Indonesian vocational schools, particularly in settings with minimal resources. The possible benefits of using comics as a teaching tool include reducing student burnout, raising engagement, and promoting a deeper comprehension of the subject matter. The following graph, which shows a notable boost in learning effectiveness following the deployment of humorous media, shows the percentage of student learning completion at each step of evaluation.

The following graph shows the percentage of pupils' learning completeness.



Graph of Percentage of Students' Learning Completeness

IV. CONCLUSION

Based on the findings of the study, 97.5% of material experts, 100% of linguist validators, and 95% of design experts have validated the validity and viability of the comic learning media in class XI of SMK Negeri 2 Botomuzoi, which was created using the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) development model. In tests conducted in small groups (94.2%), individually (86.7%), and in the field (93.9%), the practicality of comic learning materials fell into the "very practical" category. This demonstrates how user-friendly and successful the media can be in assisting the

learning process. With the completeness of the classics reaching 96.3%, the media's effectiveness is also quite good and shows that it may greatly raise students' comprehension and involvement. This medium has a high degree of validity, applicability, and efficacy, making it suitable for educational usage. It is advised that future studies examine how this medium affects long-term retention and how well it works with different, more diverse student demographics. The comic learning media for content analysis and drama language in class XI of SMK Negeri 2 Botomuzoi, which was built using the ADDIE development methodology, has met the requirements and is suitable for usage, according to the findings of the aforementioned research.

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