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## Development of E-Comic With the Comic Life 3 Application In Reading

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**Abstrak:** Tujuan penelitian ini adalah mengembangkan materi edukasi menggunakan aplikasi Comic Life dalam format komik elektronik. Metode penelitian empat D digunakan dalam pengembangan model: mendefinisikan, merancang, mengembangkan, dan menyebarkan. Mahasiswa yang mengikuti mata kuliah membaca dijadikan sebagai objek kajian pada langkah pertama analisis kebutuhan, yaitu mengamati kegiatan perkuliahan dan memeriksa media yang digunakan dosen. Dua validator yang memenuhi syarat untuk instrumen yang digunakan dalam penelitian ini untuk mengisi lembar validasi. Langkah pertama dalam memproduksi E-Comics meliputi penulisan naskah atau alur cerita dan pemilihan struktur panel komik. Ini adalah fase pertama dari dua tahap desain. Hasil penelitian menunjukkan bahwa penelitian yang telah dilakukan, media komik pada bahan bacaan layak digunakan dalam proses pembelajaran. Hal ini didukung dengan hasil validasi dari masing-masing ahli yaitu: Ahli materi 1 memperoleh 3,8 dengan kriteria “sangat valid”, ahli materi 2 memperoleh 3,71 dengan kriteria “sangat valid”, dan ahli media memperoleh 3,40 dengan kriteria “sangat valid”. Kemudian hasil evaluasi angket uji coba yang dipelajari terhadap 30 siswa dengan kemampuan berbeda menunjukkan bahwa media pembelajaran berupa komik banyak diminati oleh siswa. Hal ini didukung dengan hasil penelitian respon siswa yang menunjukkan tingkat minat mencapai 94,5%. dengan kriteria “sangat baik”. Hal ini membuktikan bahwa daya tarik media komik sangat tinggi.

**Kata Kunci:** *Comic Life 3, E-Comic, membaca*

**Abstract:** The goal of this research is to develop educational materials using the Comic Life application in the format of electronic comics. Four D research methods are utilized in model development: define, design, develop, and disseminate. Students enrolled in the reading course served as the study object for the first step of the requirement analysis, which comprised watching lecture activities and examining the media that lecturers employed. Two qualified validators for the instruments utilized in this study to filled out a validation sheet. The first steps in producing E-Comics include writing a script or story line and choosing a comic panel structure. These are the first phases of the two design stages. The results showed that the research that has been carried out, comic media on reading material is suitable for use in the learning process. This is supported by the validation results from each expert, namely: Material expert 1 obtained 3.8 with the criteria "very valid", material expert 2 obtained 3.71 with the criteria "very valid", and media expert obtained 3.40 with the criteria “very valid”. Then the results of the evaluation of the trial questionnaire, which was studied on 30 students with different abilities, showed that learning media in the form of comics was much in demand by students. This is supported by the results of student response research which shows the level of interest reached 94.5% with the criteria "very good". This proves that the appeal of comic media is very high.

**Keywords:** *Comic Life 3, E-Comic, Reading*

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## INTRODUCTION

Technology occasionally develops very quickly in a variety of disciplines to help facilitate human activities, whether it be as a tool for work completion, an educational tool, or a form of pleasure. There is little doubt that the ever-improving state of technology has an impact on many facets of human existence. The creation of educational media is influenced by this growth as well. Drawing on the terms "learning" and "media," Riyana [2012] defined learning media as a vehicle for the tangible message—that is, the learning message. The goal to be achieved is that the creative learning process will increase the possibility for students to learn more, embed what they learn better and improve their performance in performing skills in accordance with the learning objectives. Learning media will become more interesting for students even though it does not reduce the meaning of the material. One of the developments in learning media which is currently still new, especially in English subjects, is using learning media. Media as a learning tool will become more interesting for students even though it does not reduce the meaning of the material itself. One of the developments in learning media that is currently still new, especially in English subjects, is using Comic Life-based E comic learning media.

By using E comics as an alternative learning media, it is hoped that learning activities can be more interesting for students. Another benefit obtained by using E comic-based learning media is that learning is not monotonous by taking advantage of current technological developments.

Teachers can use various varied learning models to make learning meaningful, and actively involve students while fostering students' interest in learning. Learning through e-Comic characters is expected to stimulate students' motivation to learn and can improve the character education of early age students so that they will be successful in further education. E-comic based learning media that implements digital technology applications. E comics are illustrated stories, where the images function to describe the story so that readers can easily understand what is being conveyed. This e-comic was created using Adobe Photoshop software. The media developed is expected to be able to make a real contribution in efforts to improve students' skills, especially reading, which can later become a reference in both formal and informal environments.

Comic development has been going well lately. Comic books are popular reading material for adults and children. There are many textbooks that are visually attractive, even though they are packaged in the form of comic or cartoon illustrations. Science cartoons have become a phenomenon that stimulates interest in learning. Imaginative comic stories with interesting pictures and simple communication make comics popular among children. Cartoon images help students participate in class (Utariyanti, 2015). Comics are a literacy media that allows teachers to design and create their own and link them to learning themes (Mcvicker, 2003; Syarah., et al, 2018). This is in accordance with the opinion of Riska, Dwi, & Syaichudin (2010). Comics have advantages as a learning medium: (1) the ability to create interest, (2) guide interest in reading which attracts students, (3) with teacher guidance it functions as a bridge to foster interest in reading, (4) makes it easier for children to grasp things.

Hurlock (1993: 337) believes that comics are cartoon stories in which the attractive elements (images) are more prominent than the story. According to Sudjana (2010: 64) comics are cartoon stories that express characters and connect images with stories designed to provide entertainment for readers. Comics themselves have two forms, namely printed comics and electronic comics. Generally, these two forms of comics do not have significant differences in terms of content. However, what differentiates these two forms of comics is in terms of use. Printed comics are printed the same as textbooks during the learning process. While electronic comics do not printed but can be run using electronic devices such as cellphones, laptops, and so on. With the availability of digital learning media E-comics that are attractive and can be accessed by anyone, this is a very strong form of media conservation, because the material is not only documented but students can easily study it anywhere and anytime.

## METHOD

The approach used in this research is approximation development research. This development research uses a model 4D development that has been modified according to research needs. Model 4D development (Four D) is a device development model learning, this model was developed by (Thiagarajan & Semmel, 1974). The 4D development model consists of 4 main stages, namely: Define, Design (design), Develop (development) and Disseminate (distribution).

The final output of this research is in the form of comic media for learning reading. The development stages taken by the researcher can be seen in the following picture:

The data collection techniques used in this research are:

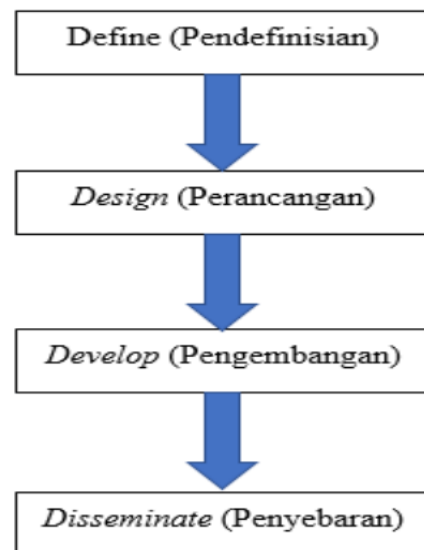


Figure 1: Development Stages of 4D Model Learning Tools

The data collection technique used in this research are:

1. Questionnaire , used to measure the validity of comic media assessed by media experts and material experts, while student response questionnaires used to measure the level of attractiveness of comic media developed.
2. Observations are carried out by researchers to knowing the level of need for learning media and measuring methods which hinders the continuity of learning, as well as being used for find out the impact of infrastructure and facilities on learning motivation student.

Data analysis in this development research uses analytical techniques qualitative and quantitative descriptive data. Qualitative data obtained recorded and then explained using quantitative descriptive and drawn conclusions based on predetermined categories. Validity criteria can be seen in table 1. Meanwhile, the calculation formula used is:

**Table 1: Validity Criteria for a Product**

Category	Rating (%)
Very Valid	81% - 100%
Valid	61% - 80%
Fairly Valid	41% - 60%
Invalid	21% - 40%
Vey Invalid	0% - 20%

**Source: Riduwan dan Akdon (2013)**

$$\text{Percentage} = \frac{\Sigma x}{\text{SMI}} \times 100\%$$

Information:

$\Sigma x$  = Total Score

SMI = Ideal Maximum Score

## FINDINGS AND DISCUSSION

### a. Definition Stage (Define)

The initial stage, namely definition, is carried out by means of observation conducted by researchers. This initial stage consists of 3 stages, namely:

- 1) Initial analysis, researchers observed the infrastructure and facilities available. Apart from that, researchers also observed teachers and students during the learning process.
- 2) Analysis of students, researchers observe the characteristics of good students during the learning process and after. The aim is to determine dependence on learning media and its influence on changes in students' character.

- 3) Task analysis, the researcher concludes the results of observations to determine the basic competencies that students must have.
- 4) Concept Analysis, researchers collect information from various reading literature. The results of this stage will be used by researchers to determine the sub-topics of discussion systematically and in accordance with the basic competencies obtained in the previous stage.

#### **b. Design Stage (Design)**

The next stage is planning or designing. At this stage the researcher is still making observations to produce a design. The resulting design must be adapted to the applicable curriculum, namely

The design stage consists of 3 stages, namely:

- 1) Media selection, the researcher determines the media that will be developed based on the results of observations. Researchers developed comic media because they had criteria that matched the results of observations.
- 2) Selection of format, at this stage the researcher begins to adjust the design of the material that will be published in comic media, determining the format of writing, colors and images.
- 3) Initial design. Researchers started making initial designs by creating a storyline and choosing characters. It should be noted that determining the plot and character selection must be adjusted to the learning plan that has been created.

#### **c. Development Stage (Develop)**

The next stage is the development stage, at this stage the researcher begins to develop media based on the design that has been created. The initial process begins by drawing the characters on HVS paper manually. This process takes approximately 1 week. After the image is drawn, the scanning process continues using a camera scanner, the aim of which is to change the file format into a digital image. The next process is editing using Adobe Photoshop software. The editing process in question is the process of coloring images that have been created using the application. After coloring, the next process is inserting dialogue balloons using Power Point software and the final process of structuring them sequentially using Office Word software.

#### **d. Deployment Stage (Disseminate)**

The final stage is the distribution of dissemination. At this stage the researcher will trial products that have been validated by material experts and media experts on the main target media users, namely students who are reading participants. However, at this stage researchers can only find out the students' response after using the media, namely 84.5% in the very good category. Meanwhile, the level of change in student characteristics is not yet known due to the limitations experienced by researchers.

## **2. Validity of Comic Media in Reading Material**

### **a. Expert Validation**

Data from comic media validation results were obtained from two material expert validators consisting of lecturers who are experts in reading subjects. The media expert validator is an English education lecturer. The data obtained from these two validators is in the form of quantitative data, namely the results of filling out questionnaires and qualitative data in the form of criticism and suggestions from both experts.

The qualitative data obtained is used as reference material to correct deficiencies in comic media so that it can function according to the purpose of creating comic media, while data in the

form of quantitative data is analyzed by calculating the average from a questionnaire on a scale of 1, 2, 3, 4. The calculation starts by calculating the total points from each aspect, and then continues by adding up the total points. The number of questions in the questionnaire then divides each aspect. The average values obtained will be grouped according to the level of validity. The aim is to know the criteria for the comic media being developed. The validation results obtained can be seen in following picture:

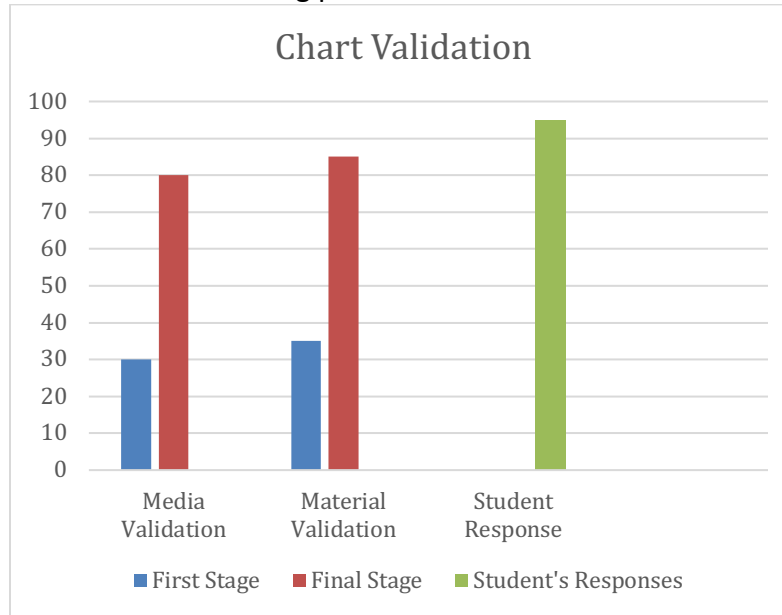


Figure 2. Percentage of Validation Assessments by Media Experts, Material Experts and Students

In accordance with the results of research that has been carried out, comic media on reading material is suitable for use in the learning process. This is supported by the validation results from each expert, namely: Material expert 1 obtained 3.8 with the criteria "very valid", material expert 2 obtained 3.71 with the criteria "very valid", and media expert obtained 3.40 with the criteria "very valid".

Then the results of the evaluation of the trial questionnaire, which was studied on 30 students with different abilities, showed that learning media in the form of comics was much in demand by students. This is supported by the results of student response research which shows the level of interest reached 94.5%. with the criteria "very good". This proves that the appeal of comic media is very high.

The questionnaire distributed does not only contain statements but also contains criticism and suggestions from respondents. In the questionnaire that was distributed, there were those who suggested that the use of colors as a background should be rather bright colors,

Apart from that, many students stated that the media developed was very entertaining because the media contained humorous conversations between shops. There are also students who provide input so that the media developed can be used for other topics as well. The majority of respondents are very interested in using comic media as a learning resource.

## b. Student's Responses

The results of the trial questionnaire evaluation, which was studied on 30 students with different abilities, showed that the learning media in the form of comics was much in demand by students. This is supported by the results of student response research which shows the level of interest reached 94.5%, with the criteria "very good". This proves that the appeal of comic media is very high.

The questionnaire distributed does not only contain statements but also contains criticism and suggestions from respondents. In the questionnaire that was distributed, there were those who suggested that the use of colors as a background should be rather bright colors, Apart from that, many students stated that the media developed to be very entertaining because in the media there are conversations between shops that are humorous in nature. There are also students who provide input so that the media developed can be used for other topics as well. The majority of respondents are very interested in using comic media as a learning resource.



Figure 3. Comic Media

## CONCLUSION

1. This research succeeded in developing E-comic media using stages Disseminate or define, design, develop and disseminate. However, in this research only 3 steps were used, namely definition, design and development. The activities carried out at each stage are as follows:
  - a. The definition stage contains initial analysis, student analysis, task analysis, concept analysis and learning objective analysis.
  - b. The design stage contains test preparation, media selection, format selection, and initial design.
  - c. The development stage contains steps for creating media, expert validation and product testing. The instruments used in this research were media validation sheets and student response questionnaires.
2. Overall the average score resulting from expert validation regarding Comics media is 3.23 with very valid criteria. Thus, this media is valid for use as a learning medium.

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