THE EFFECTIVENESS OF USING COMIC MEDIA IN SOCIAL SCIENCE SUBJECT IN MADRASAH TSANAWIYAH OF PAREPARE CITY

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Abstract:

This study aims to determine the effectiveness of using comic media in increasing students' motivation in social science subjects. This study is an experimental study with a draft factorial pre-test post test involving variable use of comic media. This study was conducted at State Madrasah Tsanawiyah (MTsN) of Parepare city which involved two study groups in class VIII with a total of 24 students as respondents. The instrument of comic media use was declared valid and reliable with a Cronbach Alpha value of 0.917 containing 24 statement items. Descriptive analysis of comic media use obtained a mean pre-test value of 46.73 and post-test 82.80 which means that the results showed an increase motivation to learn after being given a learning treatment using comic media. The hypothesis test shows a significance value of 0.0001 which means the use of learning comic media provides better results than the use of learning media in the form of Power points. This happens because comic media is interesting, entertaining, and easy for learners to understand.

Abstrak:

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media komik pada mata pelajaran IPS. Penelitian ini adalah penelitian eksperimen dengan rancangan faktorial pre test-post test yang melibatkan variabel penggunaan media komik. Penelitian ini dilaksanakan di MTs Negeri Kota Parepare yang melibatkan dua rombongan belajar di kelas VIII dengan total 24 siswa sebagai responden dalam penelitian. Instrumen efektivitas penggunaan media komik dinyatakan valid dan reliabel dengan nilai Cronbach Alpha 0.917 yang berisi 24 item pernyataan. Hasil analisis Deskriptif penggunaan media komik diperoleh nilai mean Pre Test 46,73 dan Post Test 82,80 artinya hasil menunjukkan adanya peningkatan setelah diberikan treatmen pembelajaran menggunakan media komik. Uji hipotesis menunjukkan nilai signifikan sebesar 0.0001 yang berarti penggunaan media komik pembelajaran memberikan hasil yang lebih baik dibandingka dengan penggunaan media pembelajaran berbentuk Power point. Hal ini terjadi karena media komik menarik, menghibur, dan mudah untuk dipahami oleh peserta didik.

INTRODUCTION

Education is a conscious effort and aims to develop human qualities. As an activity that is aware of its goals, in which its implementation is in a continuous process in every

type and level of education. In addition, Crow and Crow in Yuristia (2018) stated that education is a process that contains various kinds of activities that are suitable for individuals for their social life and help pass on customs and culture and social institutions from generation to generation. The success of education is strongly influenced by the role of teachers in the process of implementing education. Without teachers, education will experience inequality because the teacher is a key person. Teachers as educators who provide a number of knowledge to students in schools whose position as agents of change can determine the quality of student intelligence (Christoper, 2018).

In essence, the teaching and learning process is a communication process between teachers and students, where a teacher conveys subject matter to students through interactions (Ismail & Ismail, 2018). However, in the interaction process, it is not uncommon for students to feel bored with the ongoing learning. This can happen due to a lack of student motivation to participate in the learning process. The task of a teacher is to provide motivation to students. That is by educating, giving demands, assistance, and assistance to students. The purpose of giving demands is a basis for acknowledging that the child (the party who is being sued) has the power (potential) to develop this potential which gradually grows and develops from the child to guarantee the development of potentials to be smooth and directed. Therefore, the help and demands from outside are needed (Mulyana, 2014).

Initial observations carried out in several MTs schools illustrate that there are still many teachers who deliver social studies learning materials using lecture, question and answer, discussion, and presentation methods. Thus, many students assume that social studies learning is a lesson full of theory and various kinds of boring memorization and with the use of less innovative media and methods, it will result in students being lazy to study social studies so that students' interest in learning social studies is reduced (Irwandani & Juariyah, 2016; Luawo & Nugroho, 2018). In fact, students' learning motivation determines their achievement (Rahman, 2021).

One of the efforts to increase motivation for students is by using interesting learning media, for example comics. Comic is a medium in the form of a collection of stories that are drawn and designed in such a way that they are attractive to students (Kristiyanto & Rahayu, 2020; Nuranis & Lubis, 2021; Rohmanurmeta & Dewi, 2020) and can increase student motivation (Syukri, Winarni, & Hidayat, 2018). Comic media is said to be one of the learning media as long as it is related to the material and in accordance with the learning objectives to be achieved. Teaching materials presented with comics can make it easier for students to learn concepts thoroughly (Casumpang & Enteria, 2019) so that they can improve students' abilities (Habiddin, Ashar, Hamdan, & Nasir, 2022; Özdemir, 2017; Wicaksono, Japar, & Utomo, 2021). The use of comics as a medium to convey material (Lana, Rahman, Widodo, & Fatimah, 2018) can create an interesting and fun learning process (Febriyanti & Mustadi, 2020; Yulian, 2018).

Several similar studies have been conducted previously by Riwanto & Wulandari (2018) who conducted study on fourth grade students to see the effectiveness of using

comics on energy material. Wahyudin, Daud, & Simamora (2020) who used comics in learning English for junior high school students suggested that the comic can be used by teachers in achieving learning objectives. Subroto, Qohar, & Dwiyana (2022) examined the effectiveness of using comics in learning mathematics by using a questionnaire. From this research, it can be seen that the comics used have not measured variables that indicate factors in student learning outcomes such as learning motivation, so there is also no instrument used to measure these variables. Nonetheless, the use of comics in several subjects such as science, mathematics, and so forth, shows that the media can also be used in social studies subjects. Therefore, it is necessary to carry out a study to provide an overview related to the effectiveness of using comics as a medium of learning in social studies subjects in MTs.

RESEARCH METHOD

The research method used is Experimental research. The design in this study is the Pretest-Posttest Control Group design. The research was conducted in the State Madrasah Tsanawiyah (MTsN), Parepare City. The population in this study was class VIII MTsN of Parepare, with a sample of 24 students selected using random sampling techniques. The research instrument was a student motivation study questionnaire with a likert scale. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis using paired sample t-test (paired t-test) and independent sample t-tes. The instrument validation method used in this study is the factorial validation method, which is validated using statistical methods of factor analysis. The assumption that must be met in factor analysis is the Kaiser-Meyer-Olkin (KMO) with sampling adequancy more than 0.5 (Kaiser & Rice, 1974). The reliability test was conducted with the size of the Cronbach Alpha. A good reliability value is 0.8 or more (Nunnally, 1978).

The use of comic media is determined to be effective if it statistically shows that the score of students' motivation indicates significant differences before and after learning using comic media more than the power point media.

RESULTS AND DISCUSSION

In this section, the validity and reliability of the instrument will be discussed, the results of measuring student motivation in social science subjects before and after treatment to see the effect of each treatment, and the findings in the form of qualitative data that support the results of statistical analysis that has been done before.

Measuring students' learning motivation was done using questionnaire instrument. The questionnaire has been tested first for validity and reliability to be ready to be used in the field. A sizable KMO value indicates the feasibility of the data for factor analysis. In other words, factor analysis becomes a usable analysis of the data.

The results of the analysis of the responses of 93 students in the trial of this instrument showed that a KMO is greater than 0.05, so that the next test can be done.

Table 1. Result of KMO and Bartlett's Test

Staticstics	Value
KMO	0.054
Bartlett's Test	1138.112
Sig.	0.0001

Resource: Data Process results of *SPSS* 25

The follow-up analysis after the reduction of 40 items to 24 items is a reliability test with the size of Cronbach Alpha, with a sharing method. Reliability serves to see the consistency of the measuring instrument. The spss result obtained is:

Table 2. Cronbach Alpha Value

Cronbach's Alpha	N of items
0.917	24

Resource: Data Process results of *SPSS* 25

Based on the results of the analysis of the reliability of the instrument above, cronbach Alpha value of 0.917 is obtained on 24 items in the instrument. Thus, the reliability value of the instrument used has qualified as an instrument with a good reliability value.

The study took six weeks. Before conducting the experiment, the students' motivation was firstly measured through a pretest questionnaire. After measuring the students' motivation, the learning processes were carried out using comic media in the experiment class and using power point media in the control class in four weeks. The last step is measuring students' final motivation through post-test questionnaires.

The processing of data results of the study was carried out with a paired sample T-Test to see the increase in learning motivation. Independent T-Test samples is used to see which media are more effective, whether the comic media or powerpoint media. The assumption to perform the T test is that the data must be normal and homogeneous. Therefore, here are the results of the normality and homogeneity tests.

Table 3. Description of the control and experimental group in Normality Test

Descriptive Statistic	Normality Test	
	Control	Experiment
Asymp. Sig. (2-tailed)	0.089	0.200

Based on the table above, the test value of the normality of control class data is Asymp. Sig (2-tailed) = 0.089 > α = 0.05, and the experimental class data is Asymp. Sig (2-tailed) = 0.200 > α = 0.05. Thus, the results of the analysis have shown that the control class and experiment class are in normal distribution.

Table 4. Description of the control and experimental group in Normality Test

Descriptive Statistic	Homogeneity of Variances	
	Control	Experiment
Asymp. Sig. (2-tailed)	0.083	0.344

Based on the table above, the test value of the normality of control class data is Asymp. Sig (2-tailed) = 0.083 > α = 0.05, and the experimental class data is Asymp. Sig (2-tailed) = 0.344 > α = 0.05. Thus, the results of the analysis have shown that the control class and experiment class are in homogen distribution.

All aspects have been fulfilled to see the increase in students' learning motivation using inferential statistical tests. The test used is the paired sample T-test. The followings are the results of the test using SPSS.

Table 5. Description of the control and experimental group in Students' Motivation

Descriptive Statistic	Control Group		Experiment Group	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
Mean	41.53	70.30	46.79	83.25
Std. Deviation	7.687	10.23	8.44923	9.71887
Sig. (2-tailed)	0.0001		0.0001	

Based on the data, it is known that Paired Samples Statistics shows that the average motvation of students on social studies subjects before using power point media is 41.53 and after using power point media is 70.30, and the difference between the two is 28.77. While the statistical data in the experimental class at the pretest is 46.79 while the posttest is 83.25, and the difference between the two is 36.46. Based on these data, it is known that the highest increase in motivation is in the experimental class.

To see which media is better in increasing students' learning motivation, an independent sample T-Test is carried out. The calculation is done using SPSS.

Table 6. Independent sample T-Tes between control class and experimental class

Independent Sample T-test	T	Sig. (2-tailed)
	3.50	0.0001

Equal Variances assumed in the column T-test for Equality of Means obtained the price t = 5.595 with df = 58 and Sig. (2-tailed) = 0.000 = 0.05, so it can be concluded that the students of social studies subject are better when using comics media than using power point media. This is in line with several previous studies conducted by Nuraini and Saputro (2017); Riwanto & Wulandari (2018); Subroto, Qohar, & Dwiyana (2022); Wahyudin, Daud, & Simamora (2020) that show the effectiveness of using comics in learning.

Comparing the use of learning media in the form of comics and Power point media in the learning process, the difference between the two is very clear. Daryanto in (Wardani, 2013) defines comics as a medium in the form of a collection of stories drawn and designed in such a way that consists of several panels which are explained by word balloons and picture illustrations to make it easier for readers to understand the contents of the story easily and they are both entertaining and educational.

Comic is an art form that uses immovable images arranged in such a way as to form a story line. The image in this case, draws a cartoon character (the character can be an animal, a plant or an inanimate object). Usually, comics are printed on paper and equipped with text. Comics can be published in various forms, ranging from strips in

newspapers, published in magazines, to separate books. Or there are also those who think that comics are a world of speech, a series of pictures that tell a story. Reading these pictures has roughly the same value as reading maps, symbols, diagrams and so on. Comics do not only provide entertaining information but can also be said to be learning comics, if the information conveyed in them is educational (educational elements) (Fajriah & Anggereini, 2016).

Comics have many advantages when compared to other learning media. as stated by Daryanto who said that one of the advantages of comics is that the presentation contains strong visual elements and stories. The visualized expression makes the reader emotionally involved so that it makes the reader to continue reading it until the end (Wardani, 2013).

Comics, apart from functioning as entertainment, also have a role as media with educational purposes because the variety of images and stories offered makes them a medium for conveying diverse messages. Comics are very influential in providing readers with a quick understanding of things that have educational content (Nuraini & Saputro, 2017; Pandanwangi, Kristin, & Anugraheni, 2019), this is because the language of images and text in comics is able to transfer understanding or information quickly to a problem compared to using writing alone. With the ability in these comics, comics can also create student interest in learning. Therefore, comics are actually recognized as a powerful medium (Angelina, Suhardjo, & Hardi, 2021).

Because of its interesting and entertaining nature, it would be very good if the teacher developed a comic-shaped learning media. The entertaining nature of comics will make students in a happy condition, so that learning is felt without being forced. Comic-Shaped Learning Media has the ability to create student interest in learning and help students make it easier to remember the learning materials they learn (Putra & Milenia, 2021).

The educational value of Comic-Shaped Learning Media in learning is unquestionable. Nana Sudjana and Ahmad Rivai stated that comic learning media in the learning process creates students' interest in learning, streamlines the learning process, can increase interest in learning and generate interest in appreciation (Khasanah, Nurhidayat, & Ferawati, 2019) and can improve student achievement (Senjaya, Indriani, & Mahdarani, 2022).

Based on the hypothesis testing that has been done, it can be said that the use of comics media as a learning medium in social studies subjects given in the Experiment class can give better results than the use of Power point media in the control class. The use of learning comics media gives better results than the use of Power point learning media, this happens because students are able to understand easily and quickly to get information because of the interesting and entertaining nature of comics.

In addition, in learning comics, learning material is packaged in an attractive form through collections of stories designed in such a way that consists of panels, word balloons and picture illustrations to make it easier for readers to understand the contents of the story easily, so that students do not feel bored in learning process.

Meanwhile, when using Power point media as a medium used during the learning process, students feel less interested because they have often encountered learning media in the form of Power point, even almost every subject they study uses Power point as a learning medium.

Based on the results of the analysis and data processing in this study, the authors conclude that the use of learning comics media is effective in increasing students' learning motivation and making the learning process easier and more interesting, as well as being able to make students more enthusiastic about participating in learning because it is not monotonous and not boring. Therefore, this shows the attractiveness of using learning comics media on special social studies subjects in class VIII MTsN Parepare City.

CONCLUSION

The results of mean Pre Test 46.73 and Post Test 82.80 indicate that the results showed an increase after being given learning treatment using comic media. Value of Sig. (2-tailed) = 0.000 = 0.05 indicates that there is an increase of students' learning motivation of social studies subjects using comic media. Students' motivation of social studies subjects who learn by using comics media is higher and better than using Power point media.

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