

Development Of Primary Reading Teaching Materials Based On Elementary School Comics Media

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Abstract:

Background: This research aims (1) to produce the prototype of comic-based reading for beginners teaching materials in elementary schools; (2) to describe the feasibility of comic-based reading for beginners teaching materials in elementary schools; (3) to describe the practicality of comic-based reading for beginners teaching materials in elementary schools; and (4) to examine the effectiveness of comic-based reading for beginners teaching materials in elementary schools.

Materials and Methods: This type of research is development research or Research and Development (R&D). This development focuses on creating a prototype of comic-based reading for beginners teaching materials. The research subjects were the beginner grades of elementary school students. The subjects were divided into two categories: limited trial subjects (to test the suitability of teaching materials) and extensive trial subjects (to test the effectiveness and practicality of the teaching materials). The research data included preliminary study data (define), data on the feasibility of teaching materials, data on the practicality of teaching materials, and data on the effectiveness of teaching materials. Data collection techniques in this research were tests, observations, and interviews.

Results: The results of the research reveal that (1) the prototypes of reading for beginners teaching materials based on comic media in elementary schools are in the form of a student's handbook with themes appropriate to the context of students' lives. The student's handbook consists of eight chapters. Chapter 1 is Mengenal Perasaan; Chapter 2 is Menjaga Kesehatan; Chapter 3 is Berhati-hati; Chapter 4 is Keluargaku; Chapter 5 is Berteman dalam Keragaman; Chapter 6 is Berhemat; Chapter 7 is Sayangi Lingkungan; and Chapter 8 is Hobi yang Jadi Prestasi. The overall contents of the materials are presented in a comic basis. So, each text is accompanied by a comic image; (2) reading for beginners teaching materials based on comic media in elementary schools are declared suitable for use by the students of grade II, (3) reading for beginners teaching materials based on comic media in elementary schools are stated to be very practical. The model based on the teacher's response shows that the comic media-based reading for beginners' teaching materials in the limited trial is in the practical category because the average of the teachers stated that they strongly agreed with the statement items in the teacher's response questionnaire. Likewise, the observation results of the implementation, the average is in the fully implemented category, (4) reading for beginners teaching materials based on comic media in elementary schools are effectively implemented. Proven by the test results obtained by the students before and after using comic-based teaching materials (pretest) and comic-based teaching materials (posttest).

Conclusion: The learning outcomes in reading before using comic media-based teaching materials average in the moderate category with a proficiency level (of 71-80) and increase to a very high category with a proficiency level (of 91-100) after using comic media-based reading for beginners teaching materials.

Keywords: Comics Media; Reading Teaching Material; Reading Skill.

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I. Introduction

Learning Indonesian Language, especially language skills at all levels of education, needs serious attention. Language skills in the elementary school (SD) curriculum include four aspects, namely: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. These four language skills cannot be separated. Of the four language skills, according to Askarullah (2013) reading and writing are skills that play an important role in teaching Indonesian Language. Related to this, according to Taufik (2011), elementary schools are essentially units that are given the mandate by the community to provide the first part of basic education. The operational aim of elementary school education is to provide initial basic skills in reading, writing and arithmetic. The ability to read certainly needs to be given priority to be developed from an early age because reading is the main key to making it easier for students to gain knowledge from the various subject matter provided and the ability to read will make it easier for students to obtain various written information from various sources.

Developing the reading skills of elementary school students in early will also be a big asset for developing interest and reading habits. The development of interest and reading habits can lead to the ideal of a nation. An ideal nation is the noble ideals of a nation because an ideal nation is a characteristic of a developed and civilized nation. According to Baswedan (Tribunews, 2018), the habit of reading is the key for a nation to progress, the habit will become a culture by being taught and having a disciplinary process. These habits eventually become culture, then civilization. However, according to Fuad Hasan (Puslitjakdikbud, 2019), to develop interest and reading habits in students, they must be based on their 'reading ability'. Reading ability or proficiency is an initial requirement to access the reading. After having reading skills, the next step is to develop a 'reading habit'. Therefore, it has become increasingly clear that developing the reading skills of elementary school students in early is very important to receive attention. In connection with the stages of the reading process in elementary school, learning to read in the early grades is called early reading. early reading is a stage in the process of learning to read for early grade elementary school students (Class I and second grade). The aim of early reading is so that students can recognize letters and read simple words and sentences fluently and precisely.

Research and development of comic media-based early reading teaching materials is based on hopes and realities regarding teaching materials that suit learner needs, meet process standards, and support increased student outcomes or achievements. Because, according to Sadik (2008), if teaching materials are developed according to needs, meet process standards, and are oriented towards improving the user's cognitive, affective and psychomotor skills, it will certainly make it easier to achieve goals. Regarding teaching materials, students and teachers want products that suit their learning and teaching needs. For students, the goal is simple, namely making it easier for them to learn, understanding the material, making it easy, interesting, easy to own, so that it has a positive impact on their learning outcomes or achievements. Meanwhile, for teachers, good teaching materials can simplify the process of providing material so that the hope of achieving the learning process and goals can be easily achieved (Putra, 2011). In fact, the early reading teaching materials used so far in elementary school are "ordinary" teaching materials, namely teaching materials in the form of text with minimal pictures or illustrations. As a result, such monotonous teaching materials do not attract students' interest in reading them. Students' lack of interest in reading will certainly have an impact on their reading ability. In fact, according to Wang and McBride (2015) it is very important for early childhood or preschool children to have early reading and writing skills, because it is a strong initial foundation in mastering literacy skills at school and supports children to achieve.

Based on the expectations, realities and constitutional foundations above, researchers are challenged to develop early reading teaching materials based on comic media as a proposed solution to this problem. The aims of this research are: 1) To produce a prototype of early reading teaching materials based on comic media in elementary schools. 2) Describe the feasibility of comic-based early reading teaching materials in elementary schools. 3) To describe the practicality of comic-based early reading teaching materials in elementary schools. 4) To determine the effectiveness of comic-based early reading teaching materials in elementary schools. The theory used in this research is the theory of preparing the development of comic teaching materials which will consider four main aspects in developing teaching materials which include: content or material aspects, presentation aspects, language and readability aspects, and graphic aspects. These four aspects will be analyzed to test the feasibility of comic-based teaching materials being effective and appropriate in early reading learning in elementary school

II. Material And Methods

This research uses mixed research methods (*mixed method*). This research uses a qualitative and quantitative approach because apart from quantitative data, qualitative data was also collected. Quantitative data was obtained from test results and questionnaires. Meanwhile, qualitative data was obtained from interviews, observations and documentation. In this mixed research, quantitative data is the key data, while qualitative data is used as supporting data for the quantitative data. This research was carried out from March 2024 to June 2024. The development of initial teaching materials based on comic media in elementary schools was conducted at UPT SD Sudirman IV, Makassar City and the research subjects are 30 early grade students. The data collection method in this research uses test techniques and non-test techniques. Tests are used to determine student learning outcomes. Furthermore, non-test techniques such as observation techniques are by making direct observations in the field or during learning activities. The data analysis used in this research is Validity, Practicality, and Product Effectiveness.

III. Finding And Discussion

In this section, the results of research on the development of teaching materials for early reading-based learning are discussed and interpreted comic media for second grade elementary students. Early reading teaching materials based on comic media in elementary school were developed using a development model *Four-D* from Thiagarajan which consists of four stages, namely definition (*define*), planning (*design*), development (*develop*),

and spread (*dessiminate*). The discussion on developing a prototype of early reading teaching materials based on comic media in elementary school is described below.

At the definition stage, what must be done is to carry out activities and identify the beginning of learning. The initial activities carried out were analyzing student needs, concept analysis, task analysis, and specification of learning objectives. Based on several activities carried out at the definition stage, it was found that in general students experienced difficulties in early reading, learning in class seemed monotonous, and teachers lacked innovation in the teaching and learning process. Initial learning activities are important to explore and find problems. This is in accordance with the theory stated by Desmita (2016) that students are humans who have hidden potential so that initial identification of learning is needed and then providing guidance to actualize it so that they become competent human beings who speak. In terms of a psychological perspective, students are individuals who are in the process of optimal growth and development, both physically and psychologically, according to their respective natures. As an individual who is growing and developing, he needs consistent guidance and direction towards the optimal point in his natural abilities. In the development of these students, they essentially have needs that must be met. Fulfilling the needs of students to grow and develop to reach physical and psychological maturity.

At the design stage of teaching materials for early reading learning based on comic media in elementary school, what is carried out is selecting the type of teaching materials, choosing learning media/resources, and developing a draft prototype of teaching materials. The findings at the design stage were that adapting comic-based early reading teaching materials in elementary school was able to have a positive impact on students to improve their reading skills. The teaching materials in this research focus on comics that are relevant and able to stimulate students to read more actively.

The importance of selecting the types of teaching materials and learning media/resources is to attract and increase students' interest in learning. The type of reading teaching material must be interesting with stories that suit student's lives. Likewise, the media used must be interactive, such as comic image-based media. This is in line with Muhali's (2019) opinion that to obtain good quality learning media so that it can have a significant influence on the teaching and learning process, it is necessary to select and plan the use of good and appropriate learning media. Choosing the right learning media makes learning media effective in use and not in vain if applied. Media selection criteria originate from the concept that learning media is part of the overall instructional system.

In developing a prototype draft of comic-based early reading teaching materials in elementary school, it contains a front page, learning outcomes, learning objectives, flow of learning objectives, learning materials and student assignments. The cover page of teaching materials is the first page that contains the identity or description of the guidebook for the use of comic-based early reading teaching materials in elementary school using attractive visuals, a combination of colors and images adapted to the research subject which is referred to as comics in this research.

The table of contents for early reading teaching materials based on comic media in elementary school discusses each chapter. Chapter 1 contains an understanding of structures and rules, learning outcomes, learning objectives, and learning materials. Each chapter contains learning and evaluation material. The final part is an evaluation of comic-based early reading learning teaching materials in elementary school. Evaluation aims to measure students' ability and success in achieving the learning goals that have been set. In this teaching material, evaluation is in the form of individual and group assignments.

At this development stage the aim is to produce teaching materials that have been revised so that they are suitable for use in research or being tested. The findings in this development stage are the results of expert validation showing that comic media-based teaching materials in elementary schools are worthy of being trialed in early reading learning. The teaching materials are a combination of pictures and colors that stimulate students to be more interested in early reading activities.

The final stage is a limited trial which is carried out by distributing questionnaires and observation sheets. The resulting findings were the results of distributing questionnaires and observation sheets showing that the model teacher was able to apply comic media-based early reading teaching materials well and students showed enthusiasm in early reading. Students feel helped by the existence of teaching materials that are able to stimulate their thinking power in early reading activities.

Data on the validity of early reading teaching materials based on comic media were obtained from the results of expert validation. Validation was carried out using a questionnaire containing various validity criteria for early reading teaching material products based on comic media. The validation results show that comic media-based early reading teaching materials are worthy of trial and are able to stimulate students' thinking power in reading on each given theme.

Data on the practicality of early reading teaching materials based on comic media were obtained from the results of teacher responses in limited trials using questionnaires. Based on data analysis of the results of teachers' responses to comic media-based early reading teaching materials in limited trials, it was concluded that comic-based early reading teaching materials were in the practical category because the average teacher stated

that they strongly agreed with the statement items in the teacher response questionnaire. Likewise, the results of implementation observations are on average in the fully implemented category. Therefore, it can be concluded that based on the results of the teacher's responses, the observation sheet, implementation observation sheet, and learning management sheet for developing early reading teaching materials based on comic media are in the practical category or suitable for use in second grade elementary school.

Data on the effectiveness of early reading teaching materials based on comic media were obtained from data analysis of student learning outcomes in *pretest* and *posttest* which was analyzed using descriptive statistics and student questionnaires. The results of learning to read before applying comic-based early reading teaching materials showed that of the 30 students who worked on the worksheet, none got a score in the very high category (0%). A total of 13 people (43.33%) had scores in the high category. A total of 6 people (20%) got medium scores; and as many as 11 people (36%) were in the low category. It was stated that no students obtained grades on the worksheet in the very low category. This shows that students' ability to read at the beginning is still lacking.

The scores obtained changed after applying the results of the development of early reading based on comic media, namely, of the 30 students who worked on the worksheet, 16 people scored in the very high category (53.33%). A total of 13 people (43.33%) had scores in the high category. A total of 1 person (3.33%) got a medium score; and none (0%) are in the low and very low categories. This shows that students' ability to read at the beginning is categorized as very high if they use comic media. Thus, it can be concluded that the development of early reading teaching materials based on comic media has met the effectiveness criteria. The results of the questionnaire show that students who are very responsive, on average, strongly agree with learning to read beginning based on comic media. This provides an indication that the comic media-based early reading teaching materials have met the effectiveness criteria from the aspect of student responses.

Specific findings obtained during research on the development of comic media-based early reading teaching materials were that students were able to understand various materials in early reading learning. Students use comic-based early reading teaching materials to read with pronunciation and intonation. Likewise with the ability to read and understand the content of the reading. The use of comic media really helps students understand the content and content of reading material. Comics are an interesting, fun medium and create interactive reading learning conditions. These findings imply that the process of learning to read must be based on attractive and colorful images because this provides opportunities for students to: (1) organize ideas and thoughts with a combination of images, letters and colors in teaching materials that are able to arouse enthusiasm and students' enthusiasm for learning in reading, (2) stimulating students' thinking power to be more creative in reading and understanding reading material, (3) being able to understand texts in early reading teaching materials.

Based on this research, it was found that early reading teaching materials based on comic media influenced student learning outcomes. The learning process emphasizes the activeness of students both individually and in groups to build knowledge and integrate new perceptions, conceptions and experiences in writing. This is in accordance with the theories described previously, including the theory of Jean Piaget and Leu Vygotski, who put forward six characteristics of learning, one of which is that students build their own understanding of an object and rely heavily on the understanding they have previously had during the learning process.

In early reading activities, according to Solchan T.W. (in Hapsari 2019) early reading is a reading ability that is prioritized at basic level reading skills, namely literacy skills. The result of this process is that students recognize letters, master good and correct pronunciation, mastery of correct intonation, and mastery of the correct use of punctuation. According to researchers, this section is a special finding because this aspect has distinctive characteristics that differentiate comic media-based early reading teaching materials from pre-existing teaching materials. Comic-based early reading teaching materials are textbooks that students and teachers use to learn to read early in class. This teaching material contains text material that is appropriate to the context in the students' environment with picture and color illustrations packaged in comic form which is able to stimulate students' interest in reading. Comic images accompany all texts presented in the book as a form of illustration of the content of the reading or story.

The learning process in the classroom which enables students to learn to read beginnings based on comic media makes students play an active role in expressing their ideas in the form of early reading and has a positive impact on the development of science so that they obtain teaching materials that are in line with current developments. The use of KOMIK media has communicative, interesting, informative and creative principles. Communicative, namely early reading teaching materials based on comic media, leading students to express opinions and arguments critically based on the messages obtained from reading. Interesting and fun, namely comic-based early reading teaching materials that attract students' interest in reading because their appearance is decorated with attractive, colorful pictures that suit the characteristics of lower-class children. Informative, namely early reading teaching materials based on comic media, provide information and messages according to children's needs at their time or in the context of students' lives. Creative, namely early reading teaching materials

based on comic media, leads students to associate messages from the results of reading, then create a synthesis of the actualization of messages in everyday life.

IV. Conclusion

From a series of problems from the existing research results, it can be concluded that 1) The prototype of comic-based early reading teaching materials in elementary schools is in the form of a student handbook with a theme appropriate to the context of students' lives. The student handbook consists of eight chapters. Chapter 1, namely the theme *Getting to Know Feelings*; chapter 2 themed *Maintain health*; Chapter 3, theme *Be careful*; chapter 4 themed *My family*; chapter 5 themed *Making Friends in Diversity*; chapter 6 themed *Save money*; chapter 7 themed *Love the Environment*; and chapter 8 is themed *Hobbies that Become Achievements*. The overall content of the material is presented on a comic basis. So, each text is accompanied by a comic image. 2) Early reading teaching materials based on comic media in elementary schools are declared suitable for use for second grade students. This is based on validation results which show that comic media-based early reading teaching materials are worthy of trial and are able to stimulate students' thinking power in reading on each given theme. 3) Early reading teaching materials based on comic media in elementary schools are stated to be very practical. The model teacher's response showed that the comic media-based early reading teaching materials in the limited trial were in the practical category because the average teacher stated that they strongly agreed with the statement items on the teacher response questionnaire. Likewise, the results of implementation observations are on average in the fully implemented category. Therefore, it can be concluded that based on the results of the teacher's responses, the observation sheet, implementation observation sheet, and learning management sheet for developing early reading teaching materials based on comic media are in the practical category or suitable for use in second grade elementary school. 4) Early reading teaching materials based on comic media in elementary schools are effectively implemented. This can be seen in the test results obtained by students before using comic-based teaching materials (pretest) and after using comic-based teaching materials (posttest). Students' reading learning outcomes before using comic media-based teaching materials were on average moderate and increased to a very high category after using comic media-based reading teaching materials

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