

VALIDITY OF THE DEVELOPMENT OF DIGITAL COMICS-BASED LEARNING MEDIA FOR LEARNING WRITING SHORT STORIES AT HIGH SCHOOL

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ABSTRACT

We would like to express our gratitude to the presence of God Almighty for all His mercy and grace so that this research can be completed well. This research is entitled “The Validity of Developing Digital Comic-Based Learning Media for Learning to Write Short Stories in High Schools”. This research aims to determine the results of the validity or relevance/feasibility of digital comic-based learning media. Product validity is seen from the assessment of material experts, language experts and media experts. This type of research Research and development which refers to the ADDIE development model which consists of 5 steps, namely Analysis (analysis), Design (design/planning), Development (development), Implementation (Implementation), and Evaluation (evaluation). Data used in this research is quantitative and qualitative data. The research results show that the average value of the validity test calculation is 94% for material experts, 81% for language experts and 91% for media experts. From matter This means that digital comic-based learning media for writing short stories is very relevant and very relevant potential to be used in the learning process, especially short story material so that you can stimulating and improve students' short story writing abilities.

Keywords: Validity; Instructional Media; Digital Comics.



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INTRODUCTION

Learning Indonesian is learning that contains aspects of social problems associated with learning at school, but currently learning Indonesian is considered less important and uninteresting learning (Hariadi, 2018). In accordance with the opinion of Failasufa, et al (2022), currently learning Indonesian is considered a lesson that is less interesting, boring, less important and considered trivial. This happens because the material in Indonesian language subjects mostly only contains cognitive aspects and lacks emphasis on affective aspects. So that this can be balanced, teachers must apply learning methods that are able to overcome difficulties in learning in Indonesian language subjects. Teachers need to design and implement more interesting learning that increases student creativity. Teachers can also use approaches to learning, applying learning models that are appropriate to the learning material and student characteristics. Apart from that, to increase interest in learning, teachers need to use learning media as a tool to make the learning process more interesting and arouse and build learning motivation for students in learning. In line with the opinion of Faizah (2015), good media will also activate students and provide responses, feedback and also encourage them to practice.

In general, learning media has an important role for students. Through interesting and practical learning media so that the delivery of learning material can be easier for students to understand. Learning media is used with the aim of being able to improve the quality of learning and education. By utilizing learning media To improve the quality of teaching and learning, the level of motivation will be higher student learning. In line with opinion Hamalik in (Wahyuningtyas & Sulasmono, 2020) that the use of teaching media in the teaching and learning process can arouse desire and new interests, as well as generating motivation for students in the learning process teach. Learning media is one of the learning resources that supports the learning process teach. In line with the opinion of monotonous learning resources such as textbooks and worksheets (Student Worksheets) make students lazy and not interested

in reading especially at the high school level who are already familiar with digital technology, some students prefer uses developed technology to search for data and information about learning. In line with Koni's (2016) opinion, the existence of the internet tend to find it easy to search for anything on the internet, this results in the emergence of a feeling of laziness among students to read books.

In the 2013 Curriculum, short story learning material in high school class The limitations of learning media in terms of writing short stories greatly influence the results of students' writing and the use of learning methods such as the use of demonstration models, teachers explaining or demonstrating directly what short stories will be written by students and teachers directing students to first read short stories in the form of narrative with the aim of keeping students motivated and so that students can find new ideas to write about. However, not all students can accept and understand this method and most students are lazy about reading short stories in narrative form (Hariadi, 2018). Therefore, some students have difficulty finding ideas or have difficulty developing their thoughts so that the resulting short stories are not in accordance with the learning objectives. And students do not like learning short story texts which results in students getting low grades, in line with the opinion of Sari (2018). The low ability of students to write short story texts is also caused by students not enjoying learning to write short story texts (Suwartini, Lustyantie, Suseno, Supriyati, & Falani, 2022).

So there is a need to develop learning media at Technology High Schools, especially short story writing material (Anggraini, Sumantri, Purnomo, & Anggraini, 2019);(Ananda & Rakhmawati, 2022). Developing learning media according to students' needs is no less important for creating learning fun and improving students' quality short story writing skills. According to opinion Khulsum, U., et al (2019) that so that students can produce good short story writing, learning media can encourage students to be interested and motivated to write short stories, besides that media can help make it easier for students to understand learning to write short stories. Writing is an effort made to express,transform as well as expressing the author's thoughts or feelings which are conveyed indirectly to the reader. Yeli, et al (2023) state that writing is a form of activity to convey thoughts which is used as a reminder and as a means to share information with other people.

Nowadays, technology really influences life, especially in the fields education. Teachers can use digital-based learning media in accordance with learning process needs, one of which is using digital-based comics. In line with the opinion of Gunawan P, & Sujarwo (2022) stated that With progress technology, the form of comics is increasingly modern in digital form so that they can be read without limited by time and place with mobile phones. The digital comics in this research were designed to increase students' creative and innovative ideas. The digital comics in this study contain regarding short story material presented by presenting images/characters and plot comic stories that suit students' needs, so that students will get visualization and can understand short story material from the content of the story and can stimulate students deeply matters of writing short stories so that students can write short stories that are creative, innovative and in accordance with learning objectives. In line with the opinion of Rusmaini (2023) said that comic-based teaching materials can create student interest and make them more effective learning process, increasing interest in learning and generating interest in student appreciation. Digital comics are technology-based learning media so that students can read comics on Cellphone or gadget each. In this way there are more students interested in reading the short story and students can repeat the learning at home and at any time.

Based on the backgroundon, researchers create and design media digital comic-based learning to improve short story writing skills with the aim of getting itstimulating and improve students' short story writing results. The aim of this research is to determine the validity or suitability of learning media based on digital comics for writing short stories in high school.

RESEARCH METHODS

This research is a model or type Research and Development (R&D). Sugiyono (2017) said that research and development is a research method that has the aim of producing a product and testing the feasibility of that product. This research produces digital comic-based learning media which contains short story material to improve short story writing skills at high school level.

The learning media that has been developed is then reviewed and assessed by validators using 3 aspects, namely: material, language and media. In accordance with the opinion that the validity of learning media is obtained from the responses of expert validators in their field. The results of the data obtained were in the form of percentages and then analyzed using quantitative descriptive methods by comparing the scores of the data results from all validators with the category scores. Validation assessment uses scale calculation likert as in Table 1 below:

Table 1. Likert scale

Assessment	Scoring scale
Invalid	1
Less Valid	2
Fairly Valid	3
Valid	4
Very Valid	5

(Riduan and Sunarto, 2015)

After obtaining the value, the value is then converted into percent by using the percentage formula and measured by category because it is interval data, with the following formula:

$$\frac{\text{Scores obtained from research}}{\text{Scores ideal for all items}} \times 100\%$$

After obtaining data in the form of percentages which are used to determine the suitability of the learning media being developed then the data is interpreted on a percent scale as follows:

Table 2. Scale Percentage Likert

Rating Level	Category
0% - 20%	Very Invalid
20,1% - 40%	Less Valid
40,1% - 60%	Fairly Good Valid
60,1% - 80%	Valid
80,1% - 100%	Very Valid

(Riduan & Sunarto, 2015)

RESULTS AND DISCUSSION

The research results are based on the ADDIE research model, but only reach the development stage (Development) which can be described as follows:

1. Analysis Stage (Analysis)

The analysis stage aims to identify problems faced by students in the learning process. The analysis carried out was interviews with Indonesian language subject teachers (problem analysis), curriculum and distribution of questionnaires to students (needs analysis) which showed that learning short story material had never used digital comic media, only used Student Worksheets and printed books and needed development or renewal of learning media. The results of the questionnaire distribution can be summarized as follows:

Table 3. Recapitulation of Material Needs Analysis Questionnaire Results

No	Statement	Rate-rate	Percentage
1.	P1	3,48	70
2.	P2	3,50	68
3.	P3	2,65	53
4.	P4	3,13	63
5.	P5	3,39	68
6.	P6	3,35	68
7.	P7	3,90	78
8.	Q8	3,35	57
Rate-rate		3,28	65
Category		Need	

Table 4. Recapitulation of Method/Media Needs Analysis Questionnaire Results

No	Statement	Rate-rate	Percentage
1.	P9	3,39	68
2.	P10	3,77	75
3.	P11	1,29	26
4.	P12	4,65	93
Rate-rate		3,27	65
Category		Need	

Table 5. Recapitulation of Evaluation Needs Analysis Questionnaire Results

No	Statement	Rate-rate	Percentage
1.	P13	3,77	75
2.	P14	3,97	90
3.	P15	2,32	42
4.	P16	4,42	88

Rate-rate	3,62	75
	Need	

2. Planning Level (Design)

After carrying out the analysis stage, the next stage is design stage. In preparing the development of digital comic-based learning media, it is structured into 3 parts, namely:

a) Initial Part

This initial part consists of the cover, foreword, introduction, and character introduction

b) Contents Section

This section contains the presentation of the material presented in digital comic-based learning media products.

c) Closing Section

This section contains instructions for students to write short story texts and invitations for students to share information related to short story text material.

3. Development Stage (Development)

This stage consists of product creation stages which can be described as follows: 1. Creating Digital Comic Based Learning Media

a) Using the application Storyboard

In developing digital comic learning media, researchers used an application storyboard online for selecting comic story backgrounds and selecting comic characters.

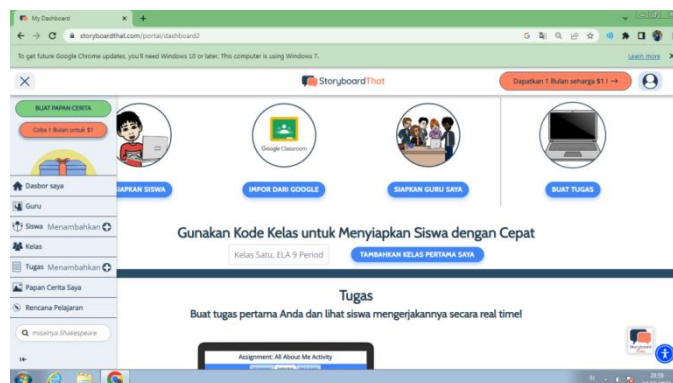


Figure 1 Initial View Storyboard

b) Background selection

The choice of story background in digital comic learning media for writing short stories is in accordance with the storyline that has been designed by researchers.

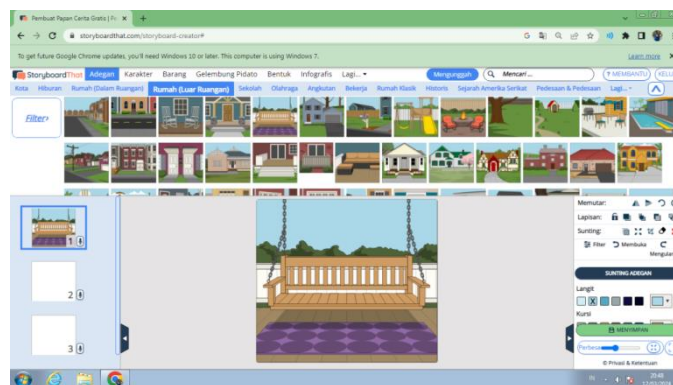
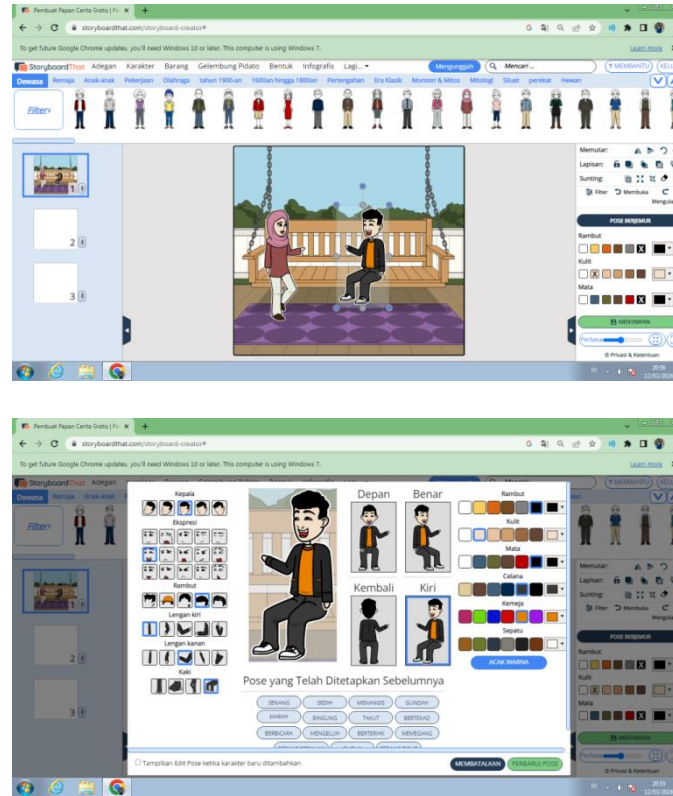


Figure 2. Story background selection display

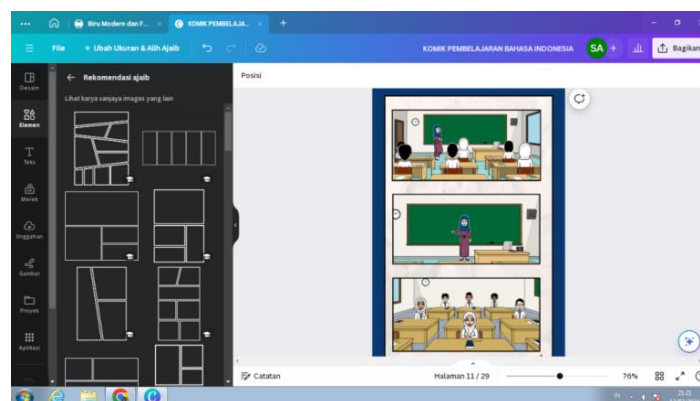
c) Selection of Comic Characters

On the app storyboard There are many choices of characters, researchers choose characters according to the story that has been designed. The selected character is then adjusted to his expression, gestures, clothing and skin color by clicking a button *editing/edit pose*, then click save image.

**Figure 3.** Character Selection Display

d) Arrange the pictures according to the panel

After the image from the application storyboard saved, then the researcher used the Canva application to arrange the images according to the panels and storyline of the comic.

**Figure 4** Drafting Image According to Panel

e) Insert conversation text balloons

If the image has been arranged, then add conversation text balloons according to the character's expression and according to the dialogue that has been designed.

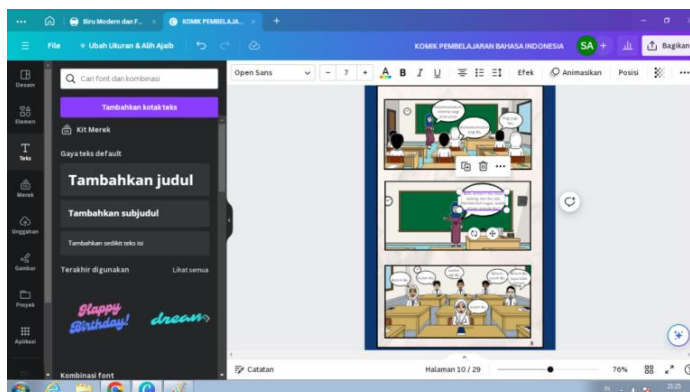


Figure 5 Display of Added Narration and Dialogue

f) Save as in PDF format

The next step after all the images and conversation text are neatly arranged is to save the comic in PDF format.

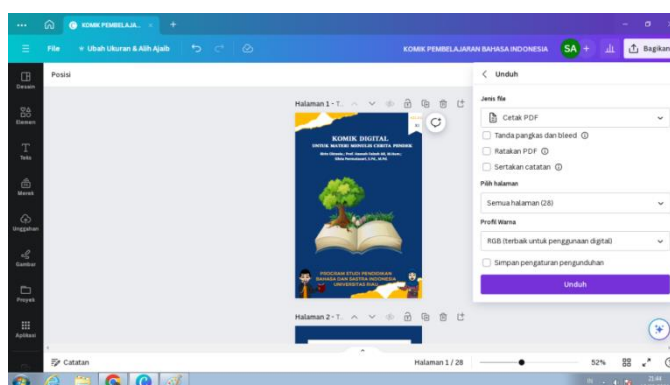


Figure 6 Display of Saving Digital Comics

2) Comics converted to form Flipbook *Online*

Comics that are still in PDF form will be converted into digital comics flipbook with the help of the web Heyzine Flipbook Online. With the aim that the link from Heyzine online flipbook can be shared with teachers and students.

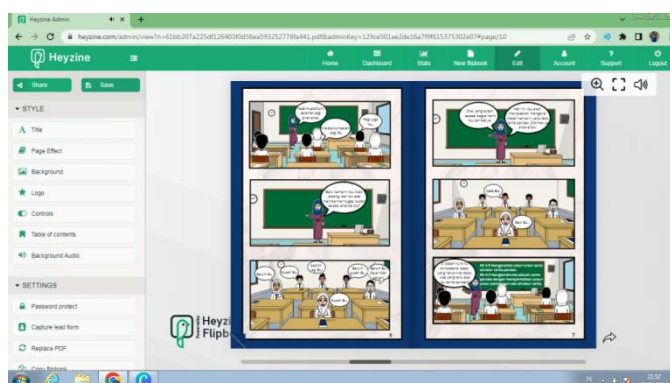


Figure 7 Display Conversion to Shape flipbook

Product Validation

Product validation aims to determine and evaluate the development of digital comic-based learning media for writing short stories in accordance with the objectives to be achieved. In this research validation was carried out by 3 validators, namely material validator, language

validator and media validator. The experts who are validators in this research are as follows:

Table 6. Name of Expert Validator

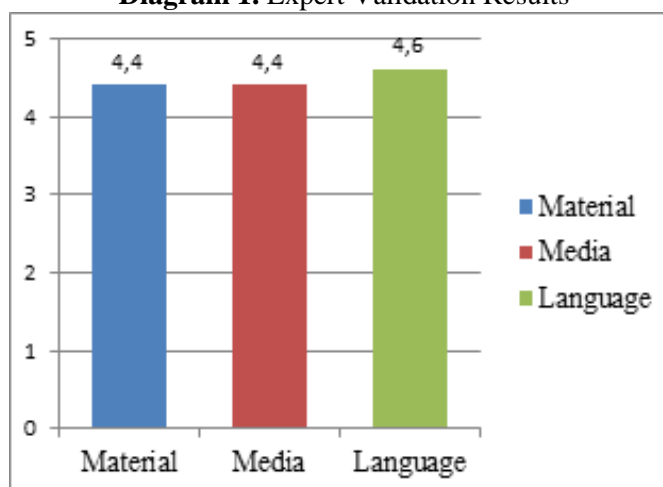
No.	Name Validation	Validation	Institutional Origin
1.	Eflina Wirdarnis, S.Pd.	Materials Expert	Pekanbaru Technology High School
2.	Dr. Charlina M, Hum.	Linguist	Riau University
3.	dr. Zariul Antosa, M.Sn.	Members of the Media	Riau University

The evaluation results from expert validators are displayed in detail under This :

Table 7. Expert Validation Results

No.	Member Validator	Percentage	Category
1.	Materials Expert	94%	Very Valid
2.	Linguist	81%	Very Valid
3.	Members of the Media	91%	Very Valid

Diagram 1. Expert Validation Results



From the results above, it can be obtained that the validity of the product is aimed at knowing the relevance of learning media to learning material (Zahwa, et al., 2021). The validity of digital comic learning media was obtained from assessments carried out by three experts, consisting of an Indonesian language teacher at Pekanbaru Technology High School and two lecturers Faculty Teaching and Riau Universit

y Education Sciences. Riduan and Sunarto (2015) say that the experts' validation assessment is divided into 5, namely: value range 0%-20% very invalid category, value range 20.1%-40% less valid category, value range 40.1%-60% categorized as quite valid, value range 60.1%-80% categorized as valid, value range 80.1%-100% is categorized as very valid/feasible. In this research, the assessment was carried out using uses a rating scale of one to five for each statement.

Material expert assessment provided by Mrs. EflinaWidarnis, S.Pd., the final average

score for the material aspect assessment was obtained with an average of 4.7 and a percentage of 94% in the very valid/feasible category. Linguist assessment given by Mrs. Dr. Charlina M.Hum., obtained an average score of 4.06 with a percentage of 81% in the very valid/feasible category. Media expert assessment given by Mr. Dr. Zariul Antosa, M.Sn., obtained an average score of 4.55 with a percentage of 91% in the very valid/feasible category.

CONCLUSION

This research has produced digital comic-based learning media for wrote short stories in High School. Developed learning media has been declared valid after being validated by 3 validators, namely the material expert validator, language and media. With the average results obtained from the three validators, namely 4.4 with a percentage of 89% is categorized as very valid/feasible. This shows that the media digital comic-based learning for writing short stories in high school quality and very suitable for use by students in the learning process for stimulating and improve the results of students' short story writing abilities. The advice the author gives in this research is that further trials are needed to develop this learning media in order to get more optimal results. There needs to be follow-up by future researchers so that in developing learning media, complete security measures are built into the media for user comfort.

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