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DIGITAL COMIC MEDIA DEVELOPMENT TO OVERCOME STUDENTS' DIFFICULTY IN LEARNING FIGURATIVE LANGUAGE GRADE V ELEMENTARY SCHOOL

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Abstract. Figurative language as one of the materials in Indonesian language learning, is very important to learn. However, there are still many students who have difficulty understanding the material. The difficulty in understanding the material will result in difficulty understanding the meaning of words. This study aims to develop digital comic media on figurative language material for grade V elementary school students. This type of research is development research with the ADDIE development model. The data collection techniques used in this research are observation, interviews, documentation, questionnaires, and tests. The data analysis techniques used were the normality test, t-test, and N-Gain test. The results of the assessment of the feasibility of digital comics from material experts obtained a score of 89.87%. While the assessment of media experts obtained a value of 88.05%. In addition, responses from users on small-scale product trials obtained a percentage of 98.33% from students and 100% from homeroom teacher. Meanwhile, during the large-scale product trial, a percentage of 98.18% was obtained from students and 100% from homeroom teacher. The effectiveness of digital comics on figurative language material is evidenced in the t-test, with the results in the small-scale product trial a value of t_{count} of $11.366 > t_{table}$ with a value of 2.571. While in the large-scale product trial obtained t_{count} amounting to $16.115 > t_{table}$ with a value of 2.080. In the N-Gain test, the small-scale product trial obtained an N-Gain of 0.77 and the large-scale product trial obtained an N-Gain of 0.74.

Keywords: Learning media, digital comics, figurative language.

I. INTRODUCTION

Language is a means of communication in conveying information to others. As an official language, Indonesian is one of the important communication tools to learn. The national policy regulation on culture and literature in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 42 of 2018 article 1 paragraph 4 states "Language development is an effort to foster the quality of language use through language learning in all types and levels of education and language popularization to various levels of society". Based on this, Indonesian language learning is compulsory with the aim of developing students' language skills. (Ziliwu, 2021). The language skills that must be possessed include reading, listening, speaking, and writing skills. (Jannah et al., 2022). Another goal of learning Indonesian is to equip students with the ability to communicate. Not only the ability to communicate orally but also through writing. Therefore, the better language skills a person has, the better his communication skills. The ability to communicate in writing is important to learn because all

knowledge is related to writing and reading. (Suparlan, 2020). Training in the ability to communicate in writing is through understanding, language, use, and teaching.

The use of Indonesian has been implemented in various kinds of life, one of which is in the form of literature. In literary works, the use of Indonesian is realized in language styles or figurative language (Sumantri et al., 2020). Figurative language is a language style that uses allusions to certain meanings to describe something both orally and in writing (Ngatiyem, 2017). Figurative language is often used in literary works such as poems, short stories, and novels. The use of figurative language can evoke the things that want to be expressed in the form of text because through figurative language a short sentence can contain ideas that are full of meaning (Ria Anggraini et al., 2019). Figurative language makes literary works more interesting, more alive, and has a clear picture (Sumantri et al., 2020). Figurative language needs to be understood by students to understand the use of language commonly used in literary works, novels, poems, and short stories. The difficulty in understanding figurative language is due to the figurative meaning that is not true so it requires the implicit ability to understand it (Ngatiyem, 2017).

The difficulty in understanding figurative language will cause students to experience difficulties in understanding the meaning and also result in the difficulty of students in creating a literary work. Therefore, students need to be equipped with the ability to understand figurative language to understand meaning in literary works and in creating literary works.

Based on the data obtained at the observation stage, it is known that there are still many students who have difficulty understanding figurative language. Learners' difficulties are caused by the existence of figurative meanings that are not true so they require implicit abilities to understand them (Ngatiyem, 2017). These difficulties result in a decrease in students' interest in learning and their learning outcomes. In the pre-research activities conducted by researchers in the fifth grade of SDN Polaman, Semarang City, the data showed that only 50% of students could exceed the KKM score in the midterm summative activities of the Indonesian language. This was due to the learners' difficulties in the figurative language sub-material. In addition, the decline in students' learning outcomes was due to students' lack of focus in participating in learning.

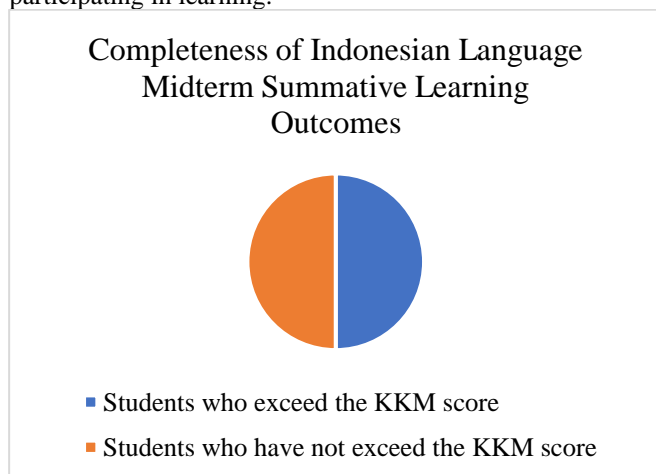


Figure 1. Diagram of Completeness of Indonesian Language Midterm Summative Learning Outcomes of Grade V SDN Polaman

The low focus of students in participating in learning is also due to the lack of maximum use of learning media. The results of the interview with the homeroom teacher found that there was no interesting learning media available to teach figurative language material. Learning media should be one of the supports for students' understanding. The use of learning media is very useful in learning because it develops the sensory tools that students have. (Wardana, 2018). According to the Big Indonesian Dictionary, media means a tool (means) of communication between two or more parties. Learning media can be interpreted as an intermediary to convey information (knowledge) from teachers to learners (Kustandi & Bambang, 2016). In learning, learning media includes tools and components in teaching and learning activities that help facilitate the delivery of knowledge and skills. According to Nurhayati & Nur Tanzila (2020), learning media is useful for providing interesting learning activities and bringing teachers closer to students. Learning media can

make something complex and simplified (Sudjana & Rivai, 2020).

One of the learning media that is interesting for students, especially in elementary school is graphic media. Graphic media is media that contains images and text and can help learners communicate reality and thoughts. (Wardana, 2018). Graphic media that can be utilized in learning in elementary schools is comic. Comics are the latest media that can be applied in learning and have advantages when compared to conventional media such as books. Comics can be developed according to the material or content of the lesson being taught (Gunawan & Sujarwo, 2018). Visually, comics have funny, interesting, and perspective properties, so they can help facilitate the delivery of material. (Parsaulian, 2017).

The rapid development of technology can be utilized properly to maximize learning so that learning becomes more effective and efficient. (Wulandari et al., 2015). Today's learners tend to be closer to gadgets. This can be used to optimize the development of digital learning media. Therefore, comics can be developed as learning media in digital form. Various digital comics are currently widely circulated, ranging from those that can be accessed through applications to the web. Digital comics can be designed more interestingly and interactively. The development of digital comics will be more interesting and more efficient because they can be accessed anywhere and anytime by both students and teachers. In addition, digital comics are considered more practical because they do not require a physical form so they save space and costs.

The use of comic media in learning has been highlighted in several previous studies. The results of previous studies can be a reinforcement for developing digital comic media for elementary schools. These studies include research by Kustianingsari & Dewi (2015) on the development of digital comics on children's story material. The results of the study obtained research results which stated that after using digital comic media, the learning outcomes of students became better. This is evidenced by the results of the pre-test and post-test of students with a significant level of 5%, the value of $db = N - 1 = 34 - 1 = 33$, then obtained $t_{table} 2,021$. So t_{count} is greater than the t_{table} which is $6.61 > 2.021$.

Then the research conducted by Budiarti & Haryanto (2016) on the development of comic media to improve students' reading comprehension skills, shows that learning comic media is feasible to use in learning and is in a good category, and there is an increase in pretest and posttest scores so that it has a positive and significant effect on learning motivation and reading comprehension skills.

Research by Riwanto & Wulandari (2018) on the use of digital comic media (*Cartoon Story Maker*) in learning, states that digital comics can increase the effectiveness of learning and make students more enthusiastic about participating in learning because the comics develop there are interesting images for students.

Research by Wardana, Andi (2018) on the development of comics on children's story appreciation material. The results of the study stated that the development of comics as learning media received an average score of 92.91%, the average value

of the material expert was 89.87% and the average value of the educator's response was 92.59%. This value shows very good feasibility and the average value of the student's response also shows a satisfactory figure of 96.27% for the large group trial and 95.98% for the small group trial.

Research by Maharani (2020) on the development of digital comics (Webtoon) in PPKn subjects, obtained research results that Webtoon-based digital comic media is feasible to use as a learning media for Civics diversity material. The assessment obtained from experts is a score of 56 for the ease of use aspect with 82% feasibility.

Research by Sumantri et al., (2021) on the use of digital comics in science lessons, obtained results stating that digital comic media in science learning has a positive impact on student interest. Digital comics as science learning media make learning more fun and students understand the material more easily. Digital comics have also been by the level of cognitive and socio-emotional development of elementary school students.

Research Gunawan & Sujarwo (2022) on the use of digital comics to improve student learning outcomes in history lessons, obtained research results stating that digital comic media was stated to be able to increase students' interest in learning. Based on the assessment results, it obtained a score of 95.27% with very good criteria. Digital comic media has an appeal to students.

Based on several studies that have been carried out, it can be concluded that digital comic media is effective when used in learning activities. The research became a reference for researchers in developing digital comic learning media for figurative language material to facilitate students' understanding by providing interesting and fun learning media.

The objectives of this study are 1) to develop digital comic media on the material of figurative language that can facilitate students in learning the figurative language, 2) to describe the feasibility of digital comic media on the material of figurative language to be used as learning media in elementary schools, 3) to analyze the effectiveness of digital comic media on the material of figurative language in improving the learning outcomes of students on the material of figurative language. It is hoped that this digital comic media can improve students' understanding and learning outcomes in Indonesian language learning, especially the material of figurative language.

II. METHODS

This research uses the development research method. Development research is a research step to develop new products or improve existing products. The development research step always begins with a problem that requires resolution with a particular product (Sukmadinata, 2020). The development model used by researchers in this study is the ADDIE development model developed by William Lee. The ADDIE development model is an acronym for 5 stages of development, namely 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The ADDIE development model is more appropriate for the development of a web-based learning media or software. The ADDIE

development model was chosen because its development stages are systematic and easy to understand.

The first step in development research begins with analyzing the problems and needs that exist in the field. At this stage, the researcher conducted interviews and observations to find there were problems with students understanding the material of the figurative language. Furthermore, researchers conducted a needs analysis using a questionnaire. This activity is carried out by providing a needs questionnaire for teachers and students. The results of filling out the needs questionnaire are used as a reference in the development of digital comic media on figurative language material.

In the second stage, researchers carried out the product design and design stage. Digital comic media products are designed using the *CorelDRAW* application to design character characters, and then the *Canva* application to design comic designs. The comic design results were then compiled into a digital comic learning media using *Articulate Storyline 360*. The final result of this media is an application and web that can be used in learning.

In the third stage, namely development, researchers ask for suggestions and input from material expert lecturers and media experts so that digital comic media can be developed according to the needs and characteristics of learner development. After obtaining suggestions and input from material experts and media experts, researchers made improvements according to the directions and suggestions of expert validators. Digital comic learning media that have gone through the improvement stage, carried out a feasibility assessment from material expert validators and media experts.

In the fourth stage, researchers carried out implementation by conducting small-scale and large-scale product trials. At the implementation stage, pretests and posttests were conducted which were used to determine the improvement of students' learning outcomes. This increase in learning outcomes is used as a reference for assessing the effectiveness of digital comics products for figurative language material to overcome students' difficulties in learning figurative language.

In the fifth stage, namely evaluation, researchers distributed questionnaires of teacher and learner responses related to the use of digital comic media. The results of the teacher and learner response questionnaires were analyzed to determine the effectiveness of the use of digital comic media on figurative language material in Indonesian language learning in grade V.

This research was conducted at SDN Polaman, Mijen sub-district, Semarang city, Central Java. The subjects in this study included 6 students in the small-scale product trial and 22 students in the large-scale product trial. The learners were fifth-grade students of SDN Polaman, Semarang City. The research subjects are the limit of objects, people, or places for research variables attached to the research. (Arikunto, 2019).

This study uses a simple paradigm with 1 dependent variable and 1 independent variable. According to Nasution (2017), variables are research targets that have a variety of values. Independent variables are variables that affect or

cause the dependent variable. Meanwhile, the dependent variable is the variable that is involved because of the independent variable. The independent variable in this study is digital comics in the material of the fifth grade of SDN Polaman Semarang city. The dependent variable used in this study is the learning outcomes of students on the material of the fifth grade of SDN Polaman Semarang City.

The data collection techniques used in this study are: 1) Observation, observation is carried out at the pre-research stage to observe and study the problems that occur at school. Observations made in this study aim to observe and learn about the means of supporting the learning process used by teachers during learning, subjects, learning methods used by teachers, and the attitude of students in the learning process. 2) Interview, is a method to find information by dialog with informants. Interviews are conducted orally to find the information needed in the research. This research uses interviews that are conducted face-to-face and semi-structured based on pre-formulated interview guidelines. Interview activities are carried out with homeroom teachers to obtain information related to problems experienced by students in learning. 3) Questionnaire, is an instrument for collecting information using written questions. The questionnaires that will be used are 4 questionnaires including material expert questionnaires, media expert questionnaires, student questionnaires, and teacher questionnaires. The questionnaire uses Likert scale rules with a scale of 1 to 4 to determine the response of the respondent. 4) Tests, in this study the tests used were pretests and posttests to determine the effect of using digital comic media developed on student learning outcomes on figurative language material. The test instruments used in the study have been tested for validity, reliability, level of difficulty, and distinguishing power. The test of questions was conducted at SDN Kragan 01, Rembang district. 5) Documentation, data collection techniques through documentation are carried out by investigating written objects such as books and documents. The documentation used in this study is in the form of data on student learning outcomes and also documentation of research implementation.

This research uses descriptive analysis techniques by intervening data from opinions and answers obtained from expert validators and respondents. The data obtained from filling out the questionnaire is qualitative data which is converted into quantitative data through a Likert scale. The data was then analyzed by converting the scores obtained by referring to the decision-making table to determine the eligibility criteria and effectiveness of the developed digital comic media. The scores obtained from respondents using Likert scale rules will be converted using the decision-making table qualifications by comparing the sum of all respondents' answers with the maximum score of each questionnaire. The decision-making conversion table is as follows.

Table 1. Decision-Making Conversion

Achievement Level	Qualification
80-100	Very good
60-79.99	Good
40-59.99	Simply
20-39.99	Less
0-19.99	Very less

In this study, the initial data analysis was carried out by testing the normality of the pretest and posttest results using the Shapiro-Wilk formula. The normality test is carried out to determine whether the data distribution is normal or not. The criteria in the normality test are:

- if the Sig value > 0.05, then the data is normally distributed
- if the Sig value < 0.05, then the data is not normally distributed.

The final data analysis was carried out by t-test and N-Gain test. The t-test was carried out to analyze the effectiveness of digital comic media in overcoming students' difficulties in learning figurative language. This was done by testing the learning outcomes of students. The N-Gain test was conducted to test the average increase in learning outcomes before and after the use of digital comic media

Table 2. N-Gain Criteria

N-Gain Value	Criteria
N-Gain \geq 0.70	High
0,30 < N-Gain < 0.70	Medium
N-Gain \leq 0.30	Low

Table 3. Category of N-Gain Interpretation (%)

Percentage%	Interpretation
< 40	Ineffective
40 - 55	Less effective
56-75	Enough effective
>76	Effective

III. RESULTS AND DISCUSSION

A. Results of the Development of Digital Comic Media on Figurative language Material

The final result of this digital comic media product is an application that can be accessed using Android and the web so that this media can be accessed using a cellphone or laptop/computer. The digital comic media of figurative language material displays interesting animations using characters and storylines that are easy to understand to explain the definition of figurative language and its examples. The following are the details of the digital comic media:

1) *Digital comics media design*: media design is made as interesting as possible so that students are interested in participating in learning. The characters in the comic are made to resemble elementary school children to make it more

interesting. The background design used is made by the background of the storyline. On the first page, there is the title “Ayo Belajar Majas”, which means that the contents of the comic are major material. This digital comic media is equipped with learning outcomes and learning objectives. There is also an instruction page to make it easier for users to understand the use of each button provided.

2) *Material Content*: digital comic media contains figurative language material which includes metaphor, personification, and hyperbole for grade V elementary school students. The presentation of digital comic media provides students with an understanding of the meaning and examples of metaphor, personification, and hyperbole.

3) *Quiz*: The quiz presented aims to test students’ understanding of the material after the use of digital comic media. The quiz is presented using a *Wordwall* that can be directly accessed by students by accessing the link provided. The quiz is presented in the form of matching questions as many as 10 items.



Figure 2 Digital Comic Cover



Figure 3. Digital Comics Main Menu



Figure 4. Digital Comics Instructions



Figure 5. Learning Outcomes

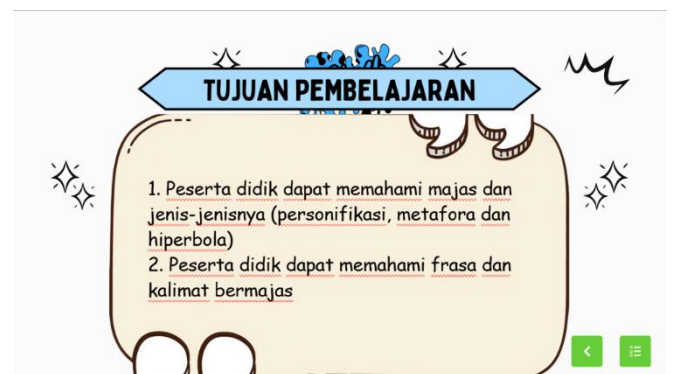


Figure 6. Learning Objectives



Figure 7. Content of Digital Comic on Figurative Language Material



Figure 8. Quiz on Digital Comics

B. Feasibility of Digital Comic Media on Figurative language Material

The feasibility of digital comic media is obtained from the results of the assessment of material expert validators, media experts, teacher responses, and student responses. Feasibility assessment by expert validators is carried out so that the media developed is by the needs and development of students. Because good learning media is media that considers the needs of students so that it is effectively used in learning. (Batubara, 2020). Aspects of feasibility assessment by material experts are adopted from Juraidin et al. (2021) which was modified. Meanwhile, the aspects of media expert assessment were adopted from Wangi (2021) which was modified.

The feasibility assessment by material experts was carried out by a lecturer in elementary school teacher education at Semarang State University, Mr. Moh. Farizqo Irvan, S.Pd, M.Pd. The assessment aspect consists of 7 items of content quality aspects and 3 items of technical quality aspects. Content quality aspects include 1) presentation of material, 2) completeness of the material, 3) suitability of material with learning outcomes, 4) suitability of material with learning objectives, 5) clarity of examples presented in the material, 6) attractiveness of the material presented, 7) presentation of material in the media that can increase the curiosity of students on the material of the figurative language. The aspect of content quality assessment with a maximum score of 28, obtained a score of 27. This digital comic media greatly increases the curiosity of students and is interesting to use in learning the material of figurative language. The material presented is complete with relevant examples. The material presented is also by the learning outcomes and learning objectives. The technical quality aspects include 1) how digital comic media helps students understand the material of the figurative language, 2) how digital comics help increase learning motivation in the material of the figurative language. 3) the ability of the media to make it easier for teachers to convey the material of figurative language. Aspects of technical quality with a maximum score of 12 obtained a score of 10. Digital comic media can help students understand the material of the figurative language and increase their learning motivation. Digital comics can also help make it easier for teachers to learn the material.

Table 4. Results of Material Expert Assessment

No.	Assessment Aspect	Score Earned	Maximum Score	Feasibility (%)	Validity Level
1.	Content Quality	27	28	96.42	Valid
2.	Technical Quality	10	12	83.33	Valid
Average Percentage				89.87	Valid

Based on all aspects of the assessment, the percentage of content quality feasibility is 96.42% technical quality is 83.33% and the average percentage of feasibility is 89.87%. It can be concluded that digital comic media has a valid level of content quality and technical quality and is very feasible to use with revision.

The feasibility assessment was also carried out by media expert validators. The media expert in this study was Mr. Moh. Faturrahman, S. Pd, M.Sn. who is a lecturer in Elementary School Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang. The aspects assessed are function, technical quality, design, and appearance of learning media. There are 4 items of function aspect, 6 items of technical quality aspect, and 5 items of design and appearance aspect.

The function assessment aspects include 1) the ability of digital comic media to attract students' attention, 2) the use of digital comic media that involves students' activeness, 3) the ability of digital comic media to support students' understanding of the material of the figurative language, 4)

the ability of digital comic media to help students remember the material of the figurative language. The aspect of assessing the function of learning media has a maximum score of 16. The assessment results obtained a score of 14. Learning media is interesting for students from affective, psychomotor, and cognitive aspects. Digital comic media can also help students remember the material of the figurative language. The technical quality assessment aspects have several criteria, including 1) the readability of the writing in digital comic media, 2) the suitability of the images presented, 3) the simplicity of use of digital comic media, 4) the suitability of digital comic media with the ability of students, 5) the ease of digital comic media when used in various electronic devices (computers, laptops, and cellphones), 6) the smoothness of digital comic media when used. The technical quality assessment aspect with a maximum score of 24. Digital comic media obtained a score of 22. This digital comic media can be accessed easily via smartphones, laptops, and computers. This media is easy to operate and can be used properly. Furthermore, the design and appearance aspects

consist of 5 criteria, namely 1) the suitability of the colors, images, and backgrounds presented, 2) the suitability of the use of language, 3) the suitability of the design appearance used, 4) the suitability of the layout of symbols, animations, and text, 5) the accuracy of the selection of font them and font size. Aspects of design and appearance with a maximum score

of 20, obtained a score of 17. Digital comic media uses the appropriate color display, good language, animation layout, and appropriate symbols and uses the appropriate theme font and font size.

Table 5. Results of Media Expert Assessment

No.	Assessment Aspect	Score Earned	Maximum Score	Feasibility (%)	Validity Level
1.	Learning Media Functions	14	16	87.5	Valid
2.	Technical Quality	22	24	91.66	Valid
3.	Design and Display	17	20	85	Valid
Average Percentage				88.05	Valid

Based on the results of the media expert assessment, the percentage of the learning media function aspect is 87.5%, the technical quality aspect is 91.66% and the design and display aspect is 85%. The average percentage of the media expert assessment was obtained at 88.05% and declared valid. Digital comic media is declared feasible to use with revision.

After obtaining a feasibility assessment from expert validators, the media that was declared feasible was tested. The product was tested on a small scale first to know the reactions and comments on the utilization of digital comic media in learning figurative language in class V before conducting a large-scale test. According to Arikunto (2019), small-group trials can be conducted between 4-20 respondents. Researchers used 6 students from class V SDN Polaman as a small group trial sample using purposive sampling by selecting students with high, medium, and low abilities. Researchers also distributed questionnaires of teacher and student responses regarding the development of digital comic media in learning figurative language.

The implementation of small-scale product trials begins with students working on pretest questions to measure the initial ability or knowledge of students about figurative language before using digital comic media. Next, students open the digital comic application, then read the instructions, and read the comics. After that, students take quizzes contained in digital comic media to strengthen students' understanding. After using digital comic media, students work on posttest questions to measure student learning outcomes.

The results of students' responses consist of four criteria, namely 82%-100% very feasible criteria, 63%-81% feasible criteria, 44%-62% sufficient criteria, and 25%-43% criteria are not feasible. The aspects of assessment in the questionnaire given to students include aspects of design, appearance, and usefulness of digital comic media. Digital comic media on the material of the figurative language obtained a percentage of feasibility from 6 students 98.33% with very feasible criteria. Learners argue that this digital comic media on the material of the figurative language has an attractive and appropriate design and appearance. The color of the images and designs presented are interesting. Learners feel helped by the use of digital comic media. Digital comic media is easy to use and increases curiosity in learning the

figurative language. It can be concluded that digital comic media in class V elementary school figurative language material does not need to be revised. Teacher responses to the small group trial of digital comics of class V figurative language material obtained a percentage of 100% with very feasible criteria. The homeroom teacher stated that the digital comic media developed was suitable to be applied in learning in grade 5. It can be concluded that digital comic media on the material of the figurative language does not need to be revised and can continue the next stage of research.

Furthermore, the large-scale product trial was conducted on 22 fifth-grade students of SDN Polaman, Semarang City. The number of subjects for large group trials according to Arikunto (2019) is 15-50. The number of samples used was determined using the proportional cluster random sampling technique. Proportional cluster random sampling is a sampling technique for examining large data sources. (Sugiyono, 2021). The stages of implementing large-scale product trials are the same as when conducting small-scale product trials. Students work on pretest questions first, then continue learning with digital comic media. After that, students work on post-test questions. In the last stage, teachers and students are given a response questionnaire to the use of digital comic media on the material of figurative language.

The results of students' responses to the use of digital comic media on the material obtained a percentage of 98.18% so it was in the very feasible category. Learners are greatly helped by digital comic media to make it easier to understand the material of the figurative language. The design and appearance presented are very attractive to students. The recapitulation of the teacher's response to digital comic media obtained a percentage of 100% so it was very feasible. Homeroom teachers argue that digital comic media can be further developed in other subjects or materials because digital comic media is very good for use in learning.

The results of the percentage of assessments from material experts, media experts, and user responses show that the developed digital comic media has met the criteria for selecting learning media. As stated by Astriani (2018), the criteria for selecting learning media are 1) the objectives 2) Practical, Flexible, and Enduring 3) Able and Skilled to Use 4) Condition of Learners 5) Availability. Digital comic media is by the expected learning objectives. The digital comic

media developed can last a long time and is practical because it can be accessed easily using electronic devices. Digital comic media can be used by students easily. Learners today are very close to the digital world so digital comics are by the current state of students. It can be concluded that digital comic media is very feasible to use in learning.

C. Effectiveness of Digital Comic Media on Figurative language Material

The effectiveness of digital comic media is obtained from analyzing the learning outcomes of students before and after

using digital comic media. Learning outcomes are changes that occur in students which include cognitive, affective, and psychomotor aspects. (Susanto, 2019). In the small-scale product trial, there were differences in learning outcomes before and after using digital comic media. The average pretest score obtained 41.06 while the average posttest score obtained 86.63. Then the completeness of students also has a difference. At the time of the pretest, the number of students who were complete was 0%. At the time of the posttest the number of students who completed 100%.

Table 6. Recapitulation of Learning Outcomes in the Small-Scale Product Trial

Action	Lowest Score	Highest Score	Average	Number of Learners Completed	Learner Completeness (%)
<i>Pretest</i>	33.3	53.3	41.06	0	0%
<i>Posttest</i>	80	93.3	86.63	6	100%

In the large group trial, there were differences in student learning outcomes before and after the use of digital comic media. At the time of the pre-test, the average learning

outcome of students was 4 and the completeness was 0%. Meanwhile, during the post-test, the average learning outcomes of students were 83.90 with 100% completeness.

Table 7. Recapitulation of Learning Outcomes in the Large-Scale Product Trial

Action	Lowest Score	Highest Score	Average	Number of Learners Completed	Learner Completeness (%)
<i>Pretest</i>	13.3	53.3	34	0	0%
<i>Posttest</i>	73.3	100	83.90	22	100%

Furthermore, the data from the pretest and posttest results were tested for normality first to determine whether the data were normally distributed or not. The normality test was

carried out using the *Shapiro-Wilk* formula. The normality test was carried out using the help of SPSS version 25.

Table 8. Hasil Uji Normalitas

Test of Normality		Shapiro-Wilk			
class	Statistic	Statistic	df	Sig.	
Learning outcomes	small group pretest	.310	.806	6	.066
	small group posttest	.202	.853	6	.167
	large group pretest	.148	.957	22	.424
	large group posttest	.197	.916	22	.063

Based on the table, it can be seen that the data on the pre-test and post-test of the small group and large group trials are normally distributed because they have a significance value of more than 0.05. The significance values obtained are: in the small group pretest obtained a significance of 0.066, in the small group trial posttest 0.167, in the large group trial pretest 0.424, and in the large group trial post-test 0.063.

After conducting a normality test, the researchers then analyzed the differences in student learning outcomes with the t-test. The t-test analysis was conducted to determine whether the research hypothesis was accepted or not. The t-

test was conducted to analyze the effectiveness of digital comic media on the learning outcomes of students on the material of figurative language. Researchers use t-test based on data obtained from pretest and posttest. The t-test was carried out with the help of SPSS version 25. The hypothesis used is as follows:

H_0 = There is no significant difference between pretest and posttest learning outcomes using digital comic media.

H_a = There is a significant difference between pretest and posttest learning outcomes using digital comic media.

Table 9. Product Trial Pretest and Posttest T-test Results

Activities	Action	Many learners	T count	T table	Description
Small-scale product trial	pretest	6	-11.366	2.571	H_0 rejected
	posttest	6			
Large-scale product trial	pretest	22	-16.115	2.080	H_0 rejected
	posttest	22			

The t-test results on the small-scale product trial showed a value of t_{count} of 11.366 > t_{table} with a value of 2.571. In the large-scale product trial, obtained t_{count} amounting to 16.115 > t_{table} with a value of 2.080. The results of the acquisition of the value of t_{count} on small-scale and large-scale product trials show more than the value of t_{table} . The results are then interpreted against the hypothesis. It can be concluded that H_0 is rejected and H_a admitted. It can be seen

that there is a significant difference in pretest and posttest learning outcomes after using digital comic media. The digital comic media of figurative language material is proven to be able to help students in improving their understanding of figurative language material.

Furthermore, researchers conducted the N-Gain test to determine the average increase in student learning outcomes on the pretest and posttest of large-scale and small-scale product trials.

Table 10. Recapitulation of N-Gain Test of Pretest and Posttest Results of Product Trial

Activities	Pretest average	Posttest average	Average lysis	N-Gain	Criteria	N-Gain (%)	Interpretation
Small-scale Product trial	41.06	86.63	45.57	0.7715	High	77.15%	Effective
Large-scale product trial	34	83.90	50.3	0.7465	High	74.65%	Effective enough

In the small-scale product trial, the N-Gain obtained was 0.77 so it included a high category. The percentage of N-Gain obtained was 77.15% so it included the effective category. Meanwhile, in the large-scale product trial, the N-Gain obtained was 0.74 and included a high category. The percentage of N-Gain obtained was 74.68% so it included a fairly effective category. Because the N-Gain value in the small-scale and large-scale product trials is more than 0.7, it can be said that the increase in student learning outcomes after using digital comic media is high and the effectiveness of using digital comic media on the material of the figurative language in improving student learning outcomes is said to be effective. Digital comic media on the material of the figurative language can improve the learning outcomes of students on the material of the figurative language.

Based on the results of these tests, it can be concluded that the digital comic media developed by researchers in the fifth grade of SDN Polaman, Semarang City is declared feasible and effective as a learning medium to improve the learning outcomes of the Indonesian language in the fifth grade of SDN Polaman.

IV. CONCLUSION

The developed digital comic media has received a feasibility value from media experts with an average percentage of 88.0% and material experts obtained an average percentage of 89.97%. Then the teacher's response during the large-scale and small-scale product trials obtained a feasibility percentage of 100%. Meanwhile, from the

responses of students during the small-scale product trial, the percentage obtained was 98.33% and in the large group trial obtained an average percentage of 98.18%. So that the developed digital comic media can be declared very feasible for use in learning.

The use of digital comic media in Indonesian language learning is effective as a learning media that supports students' understanding. Based on the results of the t-test, the results obtained in the small-scale product trial value t_{count} of 11.366 > t_{table} with a value of 2.571. In the large-scale product trial obtained t_{count} amounting to 16.115 > t_{table} with a value of 2.080. So it can be concluded that there is a significant difference in learning outcomes before and after using digital comic media. The result of the N-Gain test on the small-scale product trial N-Gain obtained was 0.77 so it included a high category. The percentage of N-Gain obtained was 77.15% so it included the effective category. Meanwhile, in the large-scale product trial, the N-Gain obtained was 0.74 and included a high category. The percentage of N-Gain obtained was 74.68% so it included a fairly effective category.

The results of the research on the development of digital comic media for figurative language material show results that have a positive impact and provide interesting learning media for students. This media also supports students' learning independence because it can be used to learn individually or in groups. The learning outcomes of students on the material of figurative language also increased as an indicator of the effectiveness of digital comic media in supporting students' understanding. In addition, digital comic media can be used as an alternative reading medium to

improve students' literacy skills. Digital comic media also supports teachers and students to better understand the use of technology in learning.

Thus, digital comic media can be a solution in providing learning media that is interesting, interactive, and supports students' understanding. Interesting and interactive media makes students more enthusiastic about participating in learning. Learners become more focused and pay attention to the material being taught. So that students' understanding of the material will increase. Increased understanding will make students' learning outcomes better. Digital comic media can make it easier for teachers to deliver material. Through digital comic media, material that is difficult to understand becomes easier for students to understand because the presentation of the material is clear, coherent, and designed more interestingly. Furthermore, this digital comic media can be further developed for other subjects and materials.

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