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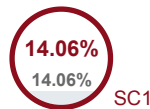
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Utilization of Digital Comic Media in Increasing Skills Write Short Stories for Elementary School Students

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ARTICLE INFO   ABSTRACT

Article History: Accepted : ...-...-...   Approved : ...-...-...   Abstrak: Berdasarkan masalah yang di temukan termasuk kurangnya minat, motivasi, dan hasil belajar peserta didik karena penggunaan media pembelajaran yang tidak sesuai dengan kemajuan teknologi dan kurang variatif. Media pembelajaran harus menarik, mudah diakses, dan mendukung pembelajaran mandiri. Komik digital sebagai solusi inventif dalam permasalahan yang ada, tetapi masih belum digunakan secara luas di sekolah dasar. Tujuan dari penelitian ini yaitu bertujuan untuk mengetahui seberapa besar pengaruh media Komik Digital terhadap keterampilan menulis cerpen pada peserta didik kelas V SDN Gedangan. Metode yang digunakan adalah kuantitatif eksperimen, one group pretest - posttest design, dengan jumlah sampel sebanyak 15 peserta didik. Analisis data menggunakan uji t, hasil penelitian menunjukkan nilai sig. (2 tailed) 0,000 pada hasil one sample t-test. bahwa nilai sig. 0,000 lebih kecil dari 0,05 yang berarti Ho ditolak dan Ha diterima. Dalam pembelajaran dengan menggunakan media komik digital pada keterampilan menulis cerpen peserta didik kelas V SDN Gedangan memiliki peningkatan sebesar 81%. Hasil yang didapatkan setelah melakukan penelitian adalah media digital yang disesuaikan dengan kebutuhan peserta didik, media komik digital dapat menjadi inovasi baru dalam pembelajaran dikelas serta dapat menumbuhkan ide yang kreatif pada peserta didik.   Abstract: Based on the problems found, including the lack of interest, motivation, and learning outcomes of students due to the use of learning media that is not in accordance with technological advances and is less varied. Learning media should be interesting, easily accessible, and support independent learning. Digital comics as an inventive solution to the existing problems, but still not widely used in elementary schools. The purpose of this study is to determine how much influence Digital Comic media has on short story writing skills in grade V students of SDN Gedangan. The method used is quantitative experiment, one group pretest - posttest design, with a sample size of 15 students. Data analysis using the t test, the results showed a sig value. (2 tailed) 0.000 in the one sample t-test results. that the sig value. 0.000 is smaller than 0.05 which means Ho is rejected and Ha is accepted. In learning by using digital comic media on short story writing skills, grade V students of SDN Gedangan have an increase of 81%. The results obtained after conducting research are digital media tailored to the needs of students, digital comic media can be a new innovation in classroom learning and can foster creative ideas in students.

Keywords: Learning Media, Digital Comics, Skill Write Short Stories

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1. BACKGROUND

In the current era of globalization and technological development, the world of education has entered a period known as the 5.0 era, where technology is not only used as a tool but has become an integral part of human life, including in the learning process. In this 5.0 era, humans focus on the synergy between artificial intelligence (AI), big data, and robotic technology with the role of humans to create a human-centered and technology-based society. Therefore, educators are required to be able to utilize technology, especially multimedia, in the learning process to create a richer, more effective, and meaningful learning experience for students. The use of multimedia in education not only enriches learning content but also accommodates various learning styles of students. Students in the digital era are more accustomed to visual, audio, and interactive content. The use of interactive learning media such as videos, simulations, and gamification applications increases student engagement in the learning process. Learning becomes more interesting and enjoyable, so students are more motivated to learn. Despite its many benefits, digital transformation also faces challenges, especially related to uneven technological infrastructure in various regions. In addition, teachers' skills in using technology are also an important factor for the successful integration of digital media in learning.

Short story writing skills are one of the important competencies in Indonesian language learning at the elementary school level, but in reality, many students still have difficulty expressing ideas, developing plots, and using proper grammar in writing stories. This low level of short story writing ability is often caused by a lack of motivation, limited imagination, and conventional teaching methods that are uninteresting to students (Fibiyanti & Nuroh, 2024). In this context, the use of digital comics is highly relevant and urgent to be studied, considering that this medium combines interactive visual and textual elements that can help students understand the material being taught, increase their motivation to learn, and encourage their creativity in writing. For students, learning becomes more interesting, arouses desire and interest, and stimulates cognitive development through the use of colorful animations (Arief et al., 2022; Payanti, 2022). In addition, digital comics have proven to be more effective than conventional methods because they stimulate imagination, provide a more concrete learning experience, and make students more focused and enthusiastic in the learning process (Batubara, 2019).

The use of digital storytelling and digital comics has been proven effective in increasing students' interest and writing skills. This method not only makes learning more interesting but also helps students express their ideas better. Many students feel that writing is a boring task, so they are less enthusiastic about doing it. Therefore, it is important to create a supportive and engaging learning environment, including the use of creative learning methods such as collaborative and image-based learning. One medium that can be used to facilitate the process of learning short story writing skills in elementary school students is digital comics (Wahid et al., 2021). Comics were initially associated with funny pictures to entertain readers (Ramadhani et al., 2022). Comics are used by teachers as a learning medium to summarize the content of a story because they play a very important role in helping students remember and retain information in the long term. Comics have informational and educational purposes because they are clear and easy to understand. A storyboard that is told and read from left to right is called a comic panel (Syahmi et al., 2022). With technological advancements, comics have become

more modern in digital form, accessible via smartphones anytime and anywhere without limitations. Comics were initially purely for entertainment and fiction, but with societal developments, new types of comics emerged incorporating educational elements such as factual information and more (Gunawan & Suwarjo, 2022). By using digital comic media, learning can become more active, creative, and innovative. Additionally, the material presented is easy for students to understand (Narestuti et al., 2021). Digital comics explain material relevant to the subject matter while discussing topics related to daily life (Tsuroyya et al., 2022). In writing activities, students need reading materials or media to generate creative ideas. Digital comics feature character animations, attractive colors, speech bubbles, and sound effects to depict situations within the digital comic. Digital comics can be used as a learning medium. Therefore, comics can be tailored to the subject matter being taught (Bintoro et al., 2022).

Writing short stories is a form of creative learning. The 1994 curriculum states that the objective of creative writing is to train students to write creatively, edit their own or others' writings while paying attention to spelling, punctuation, and language style (Halawa et al., 2023). Writing skills are greatly influenced by reading ability, as the more a writer reads, the broader their vocabulary becomes (Indriani et al., 2022). Writing is an activity that uses books, pens, pencils, and other writing tools as its primary materials (Qadaria et al., 2023). To improve students' short story writing skills and motivation, effective learning media are needed with the aim of encouraging students' abilities and enthusiasm in writing (Wikanengsih & Ningrum, 2021). A short story is a type of creative writing or imaginative fiction written concisely and densely that discusses an issue (Ramadhani et al., 2022). A short story is a brief literary work that focuses on the life of the main character. Generally, short stories can be read in one sitting and range in length from 2,000 to 10,000 words (Hermanto & Hasanudin, 2022). Short stories are also referred to as narratives, which are a type of prose that resembles free writing with short words and pages and a limited plot (Ulfaida & Hasanudin, 2022).

Previous research has stated that digital comics are very well developed, making them suitable for use in the learning process. Digital comics can be used as a learning medium to help students in their learning activities (Ranting & Wibawa, 2022). Other studies have also indicated that digital story-based media are effective in improving students' speaking skills. This medium not only helps students in language development but can also serve as an innovative learning tool that can be adapted to students' needs, thereby fostering their creative ideas (Cahyanti & Nuroh, 2023). Additionally, some studies have suggested that digital comic media influence the process of learning to write short stories (Ramadhani et al., 2022). The media used in this study and previous studies used digital story media and digital comics, but the main focus was different. Previous studies used digital story media for speaking skills, and some used digital comics for writing simple narrative stories. This study has two main innovations, namely in the media used and the focus of the skills developed. Unlike previous studies that used digital story media for speaking skills and digital comics for writing simple narrative stories, this study has the main objective of using digital comics to improve short story writing skills in students. To date, no research has specifically examined the influence of digital comics on short story writing skills, so this study is expected to provide new contributions to the development of digital-based learning media.

Based on the problems found, including a lack of interest, motivation, and learning outcomes among students due to the use of learning media that is not in line with technological advances and is not varied enough. Learning media must be interesting, easily accessible, and support independent learning. Digital comics are an inventive solution to the existing problems, but they are still not widely used in elementary schools. Therefore, this study is crucial to develop, test, and prove that digital comic media can enhance the quality of learning and students' learning outcomes in writing short stories. This study will determine the extent of the influence of digital comic media on short story writing skills in elementary school students. The objective of this study is to determine the extent of the influence of digital comic media on short story writing skills in elementary school students.

Considering the current decline in writing skills among elementary school students, there are several influencing factors, such as a loss of interest in reading, the increasing use of gadgets for social media, and a lack of interest and motivation, which have an impact on low writing skills. In the digital era, we as educators must be able to adapt to digital media and utilize technology well in learning to create fun and innovative learning. This study utilizes digital comics as a medium to enhance writing skills among students. Digital comics serve as a supportive tool and stimulus for expressing ideas and thoughts through writing. Students first read the content in the digital comics, then they write or develop the content into short stories using their own language. The researcher conducted observations by interviewing the homeroom teachers of fifth-grade students.

2. RESEARCH METHODS

Study This use method quantitative, namely pre-experimental designs with type one group pretest - posttest design with goals achieved in the form of the influence of digital comic media on skills write short story for participants Elementary School Education (Hikmawati, 2020). The subjects used in the study were fifth-grade students at Gedangan Elementary School, with a total of 15 participants. The objects used in the study are Digital Comic media, which will be distributed to participants in class V of Gedangan Elementary School.

In the procedure research, the researcher will conduct observation and assessment of the validation instrument, as well as validation of the digital comic media learning medium. The theme and content of the story highlight the diversity of the local culture in the Indonesian archipelago. The story theme was selected and customized to meet the need for participants to be educated about the diverse cultures that exist in Indonesia.

Instrument study uses a test that consists of a pretest and a posttest. The pretest is given at the beginning. For measuring ability, participants are educated at the beginning, and a posttest is administered after treatment to assess the results obtained.

The data analysis technique used is analysis statistics. To test the hypothesis, a paired t-test, facilitated by the purposeful use of SPSS software, is employed to examine the difference in average pretest and posttest scores for group-related samples. Before a test is administered, it must undergo validity and reliability tests as part of the research on the test instrument. Validity test aiming for test validity: The test given to the participant educates. Following this, data analysis was conducted using the paired sample t-test to generate statistics. The purpose of the paired sample t-test is to know the difference between pretest and posttest results with the formula in Figure 1.

Figure 1. Paired sample t test (Sugiyono, 2016)

3. RESULTS AND DISCUSSION

The results of the Pretest and posttest assessments were used to obtain improvement scores for participants educated in writing short stories using Digital Comic media, aiming to increase their writing skills. In learning to use Digital Comic media, participants become more active and communicative. In learning to use this media, during the post-test process, there is an improvement value. Participants educate themselves by writing short stories that utilize existing elements, which are explained and provided as examples in the Digital Comic media.

For answer objective study this, is done Pretest and Posttest tests in the form of task write short story to participant educate Class V. Pretest is given at the beginning learning for measure ability the beginning owned by the participants educate, at the time learning participant educate only get learning with using print media or learning conventional. The next posttest, administered after treatment, measures the results obtained by participants who received education during their treatment, focusing on learning with the use of digital comic media.

Data obtained from the Pretest and Posttest results were further analyzed using a normality test and a paired sample t-test with the help of the IBM

SPSS Statistics application, version 26. A normality test is used to determine whether the data distribution fulfills the normal assumption or not. The paired sample t-test is used to compare or know the difference in average values in the Pretest and Posttest in paired samples.

Normality Test: This uses the Shapiro-Wilk formula due to the small sample size. The results of the test for normality of the pretest and Posttest data are presented in Table 1.

Table 1. Normality Test

	Kolmogorov-Smirnov a			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest	.253	15	.011	.930	15	.277
posttest	.228	15	.035	.904	15	.110

In Table 1, the pretest data obtained sig. value 0.277 and posttest get sig. The value 0.110 is more significant than 0.05, which can be interpreted as a conclusion from the distribution. Since this has been declared normal, the study can continue.

After confirming that the data were normally distributed, a paired **t-test was conducted to** determine whether **there was a statistically significant difference** between the two mutually exclusive samples. The **results of the paired** sample t-test were conducted using SPSS and presented in Table 2.

Table 2. Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-15,000	8,660	2.236	-19,796	-10.204	-6,708	14	.000

Based on the data displayed in Table 2. Output Pair value Sig. (2-tailed) If 0.000 < 0.05, then **H0 is rejected,** and H1 **is accepted,** indicating a significant difference. With this, **it can be stated that there** is a difference, indicating **an influence** on the Use of Digital Comic Media to enhance skills and write short stories for participants to educate the school base.

Based on results study the declared valid and for increase skills write short story for participants educate become A challenges, teachers can increase ability skills write participant educate with how teachers give learning with using interesting media, one of them is a Digital Comic media, with This participant educate will more easy understand and easy in make work they Alone in skills write short story (Khotijah, 2018). Learning media is one of the components important in learning. Along with the development of the times, **the selection of learning media** must be customized to utilize the latest technology. Digital Comics **can be used as** a learning medium. Therefore, the comic can be arranged by the material through which the lesson is delivered. In this case, the comic is designed as a vehicle for conveying messages through visual elements, making participants more engaged in the learning process. For participants, educational learning will be more engaging and can stimulate cognitive development with the use of coloured animation. In learning about the use of Digital Comics, it was mentioned that they serve **as a medium for** delivering information, often **in the form of a** large sketch image that conveys a message to readers. As one of the forms of implementation development technology and knowledge, Digital Comics can be used as a learning medium (Payanti, 2022). Research benefits show that Digital Comic media serves as an intermediary tool, aiding in activity learning by encouraging participants to understand the material presented by the teacher, which begins with abstract concepts and progresses to concrete images. In addition, participants are not bored with content that is only full of writing, and participants can utilize progress technology without limit creativity (Payanti, 2022).

The teacher plays a crucial role in helping participants overcome the challenges they face. In the activities, Teacher learning also requires learning media as a tool to help teach, as several materials can be delivered in a way that is not only oral but also visual (Syahmi et al., 2022). Currently, technology is advancing rapidly, particularly in the realm of smartphones. Because of its affordable price, all participant in Indonesia has devices. Technology helps make learning easier. To increase quality activity learning, educators must make learning more creative and innovative. With so will make participant educate more spirit and give the chance For Study optimally good in Study in the classroom and also Study in a way independent (Amalia et al., 2020). Learning media that also developed in the era of progress technology include print media and digital media, which are not only in the form of textbooks but also comics. Comics have evolved from a medium of entertainment to one that focuses on education. Comics are used as a learning medium for transferring lessons from teacher to participant. Digital Comics, which have images, characters, colors, text, and even audio-visuals in a new digital form, educate and help participants understand information that is compromised in it with easy (Gunawan & Suwarjo, 2022).

The result of the study, according to the study previously stated, is that Digital Comic Media can be used in the learning process (Tranting & Wibawa, 2022). According to other studies, the media story digital based can increase ability speak participant educate (Cahyanti & Nuroh, 2023). According to researchers, digital comic media is influential in the learning process write short story (Ramadhani et al., 2022). According to several studies, digital Comics are a perfect fit for use as a learning medium in basic education. The media developed in this study can be used by teachers as a bridge material to increase interest and motivation in learning for participants.

Comic media, it seems, can be effectively used in education due to its engaging and multisensory display. In fact, using digital comics in presentations in different classes can help increase results and educate study participants. Using digital comic media in school-based learning can increase learning results, interest, and motivation. Study participants are educated to learn. Digital comics can be used in learning to increase understanding, strengthen skills discussion, and improve creativity. However, it is also important to ensure that digital comics are according to with objective learning, adjusted with age, and integrated with other learning so that the results are more maximum (Sari & Yatri, 2023).

4. CONCLUSION AND SUGGESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	15	73.14	89.33	81.1460	4.60504
Valid N (listwise)	15				

From the results of the research and discussion above, researchers find differences in participants educated in Indonesian language learning materials when writing short stories using Digital Comics media. In the treatment administered by the teacher using Digital Comic media, there is an improvement of up to 81% in the study results. Write a short story in comparison to using print media or learning conventionally. It is said that the use of digital comic media is influential in increasing results and skills in writing short stories in class V of SDN Gedangan. Therefore, digital comic media can be utilized as a

medium or tool to facilitate effective and enjoyable learning.

To gain a better understanding of the effectiveness of digital comics, research should examine various types of content that can be utilized for different eye exercises. Additionally, it involves students in the process of creating digital comics, which can become an engaging way to increase involvement and creativity.

THANK-YOU NOTE

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