Comic-based Worksheet to Enhance Students' Interest in Learning Civic: a Study in Charis Elementary School Grade IV

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Abstract. This research aims to develop comic-based Learner Worksheets (LKPD) as learning media in Citizenship subjects for grade 4 students of SD Kristen Charis Malang. Comic-based learning media was chosen based on a needs analysis that showed students were more interested and motivated to learn with interesting visual media. The research method used is Research and Development (RnD) with the ADDIE model which consists of five stages: analysis, design, development, implementation, and evaluation. Media validation by material experts and design experts showed very practical results, with validation scores of 88% and 93%, respectively. Limited trials were conducted on 11 grade 4 students and obtained positive responses. The evaluation results showed an increase in students' average score from 90 to 95 after using the comic-based LKPD, with the majority of students reaching the "proficient" category. This study concludes that comic-based LKPD is effective in increasing students' interest and understanding in learning Citizenship. This LKPD is expected to be an alternative to innovative learning media that supports the teaching and learning process at the elementary school level.
Keywords. comic; interest in learning; worksheet

INTRODUCTION

Learning media is crucial for teachers in the teaching process as it significantly influences student learning outcomes, serving as a vital element in learning activities (Hada, 2021). The selection of learning media must consider the characteristics of students. Based on Piaget's theory, 4th grade students, aged between 6-12 years, are at the concrete operational stage, where they have the ability to think logically but are limited to real physical objects. Without the presence of physical objects, students at this stage still have difficulty in completing logical tasks (Matt Jarvis, 2011).

Teaching materials are generally various types of materials used to help teachers in implementing learning systems in the classroom (Dyah dan Marsigit, 2017). One of the teaching materials that is often used is the Student Worksheet (LKPD), which includes materials, summaries, and task guidelines that students must complete. LKPD also helps students find concepts independently (Desriyenti dan Gusnedi, 2020). In this study, LKPD was developed with the integration of comic media, which attracted students'

attention more than conventional textbooks (Utomo, 2018). Comics as an effective learning medium because they combine images and words (Desriyenti dan Gusnedi, 2020).

Slameto states that learning interest refers to a student's sense of enjoyment and enthusiasm for an activity or subject in learning, pursued willingly and without pressure (Ferania dan Wardani, 2022). Students who are passionate about learning tend to be more focused and diligent, leading to a sense of pride and satisfaction in pursuing their interests. Indicators of interest in learning include students' feelings of pleasure, interest, involvement, and attention (Ferdania dan Wardani, 2022). Improving the quality of students' interest in learning requires a creative process in learning, which is an important effort to optimally utilize students' cognitive and affective potential so that new and intelligent ideas are more easily accommodated. The creative process also includes determining how to give each student a multiple and broad perspective on an existing fact. Furthermore, the creative process implies that each student is able to observe the details that inform public opinion, solve problems for themselves and their communities. For this reason, there is a need for a learning design that can make students more creative in their learning (Octavianto dan Astuti, 2022).

Pancasila education is part of the national education system. According to Zulfikar and Dewi, civic education is included in the curriculum from elementary school to university (Zulfikar dan Dewi, 2021). The purpose of civic education is to form democratic citizens with character in accordance with Pancasila and the 1945 Constitution (UUD) (Dewi dan Ulfiah, 2021). The application of Pancasila values through education plays an important role in educating the nation's children, not only from the intellectual aspect but also in developing their potential (Pratama, Gianjar, dan Solehah, 2023).

Previous research by Sabna Dhea Irdianis and Supriyitno (2023) on "Pengembangan E-LKPD Berbasis Komik Dalam Pembelajaran IPS Materi Kondisi Geografis Indonesia" shows the effectiveness of comic-based LKPD development. This research at SD Negeri 226 Gresik involved media and material validity tests with very valid results and a high level of feasibility from students. The pretest and posttest results showed a significant increase, with posttest results reaching 83.33%. This study developed comic-based LKPD in print and digital form for Citizenship subjects, in contrast to previous studies that focused on social studies subjects.

Similar research was also conducted by Novferma, Wardi Syafmen, and Ika Wati (2021) with the title "Development of Comic Illustrated LKPD with Jambi Cultural Context" which is effective in increasing the learning motivation of junior high school students. The research equation is the use of comics in LKPD, but this research focuses on comic-based LKPD in Citizenship learning.

Other research by Meika Feranie and Krisma Widi Wardani (2022) with the title "Pengembangan Media KOMPAS (Komik IPA SD)" shows high validation results from media experts and positive student responses, so it is feasible to implement to increase learning interest.

Based on the explanation of the problem above, the researcher intends to develop comic-based LKPD products to increase student interest in learning in elementary schools. At the development stage, researchers used the ADDIE model. This study aims to produce comic-based LKPD products that can be applied to grade 4 students, as well as see the results of effectiveness in increasing the learning interest of grade 4 elementary school students.

In this research activity at SD Kristen Charis Malang, researchers want to develop a product in the form of comic-based LKPD. Based on the results of observations in the field, researchers found that the LKPD used by teachers often used questions in the form of images, text, and also through the website. In addition, 4th grade students of Charis Christian Elementary School like to read, work, and like text in the form of images such as comics. With the development of comic-based LKPD for Citizenship subjects, it can increase students' interest in learning.

Based on the description of the problems above, the researcher wants to develop comic-based LKPD in Citizenship subjects in developing more LKPD in the school to make it more interesting and can be of interest to students in learning activities. Therefore, the researcher conducted a research and development entitled "Comic-based Worksheet to Enhance Students' Interest in Learning Civic: a Study in Charis Elementary School Grade IV". It is hoped that this comic-based LKPD can attract attention and also increase students' interest in learning. The objectives of this study are: Knowing the development design of comic-based LKPD in learning Citizenship to increase the learning interest of grade 4 students. Knowing the application of comic-based LKPD in learning Citizenship to increase the learning interest of grade 4 students. Knowing the effectiveness of comic-based LKPD in learning Citizenship to increase the learning interest of grade 4 students.

METHOD

This research is a type of RnD research (*Research and Development*). Sugiyono argues that research and development methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2017). The purpose of this research is to develop or improve products that do not yet exist or are not perfect. This comic-based LKPD is a form of product development that will be made research. From the needs analysis, researchers chose the ADDIE development model. The ADDIE model has 5 stages in development, as follows: 1) Analisis (*analyze*); 2) Desain (*design*); 3) Pengembangan (*development*); 4) Implementasi (*implementation*); 5) Evaluasi (*evaluation*).
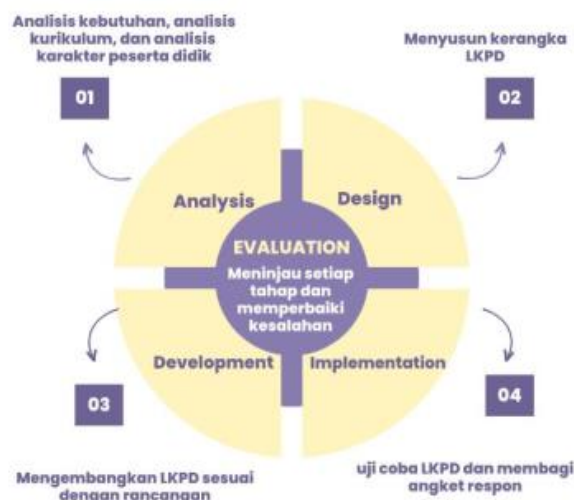
Gambar 1 ADDIE Development Flow
(Source: Nurul Maulida, dkk. 2023)

At the analysis stage (*analyze*), at this stage there are 3 things that need to be done by researchers, namely analyzing the needs, curriculum, and character of students. The results of this needs analysis will be carried out designing and making products in the form of comic-based LKPD based on what is planned. Comic-based LKPD products will be implemented as teaching materials for civics or civic subjects. Before the product is used in learning activities, it needs to be validated first by material, design, and media experts. Design stage (*design*), researchers carried out the design by making stages of comic-based LKPD that focused on learning civics (civic) material on rights and obligations at home, school, and society. The software tools used in the development of comic-based LKPD are: Pixton, Canva, Word, and Foxit reader. While the hardware device used is a laptop. Implementation stage (*implementation*), after designing the LKPD, it will then be tested individually or in small groups to several students related to the comic-based LKPD that has been developed as well as the results of the validation of material, design, and media experts. Evaluation stage (*evaluation*), The final stage of learning media development. In this stage, the evaluation process is carried out related to the results of the implementation that has been carried out on grade 4 students.

This research will be the subject of the 4th grade of SD Kristen Charis Malang. As for the object of research is comic-based LKPD on civic learning (*civic*). The data collection technique used in the research is documentation carried out during the development process and LKPD usage activities, while questionnaires are used for expert validation and user responses that have been made. There are 3 questionnaires in expert validation, namely material, design, and learning media experts. Data analysis used in this study is quantitative and qualitative data analysis. Data analysis was carried out in knowing the level of validity and practicality of comic-based LKPD based on the assessment score obtained from the questionnaire that had been distributed by expert validation and user response. According to Akbar (dalam Prasetya, 2021) The formula for determining validity and practicality is as follows:

Validity Formula:

$$V - ah = \frac{TSe}{TSh} x100\%$$

Description:

V – ah : Validasi Ahli
TSe : Total Skor *empiric* yang dicapai

TSh : Total skor yang diharapkan

Practicality Formula:

$$R - pe \frac{TSe}{TSh} x100\%$$

Description:

R – pe : Respon pengguna
TSe : Total Skor *empiric* yang dicapai

TSh : Total skor yang diharapkan

Table 1. Criteria and Practicality

Persentase Pencapaian	Kriteria Kevalidan	Kriteria Kepraktisan
80-100%	Very valid	Very practical
60-80%	Valid	Practical
40-60%	Less valid	Less practical
20-40%	Invalid	Impractical
0-20%	Very invalid	Verry impractical

RESULT AND DISCUSSION

The results of this research on the development of comic-based LKPD follow the stages of development in the ADDIE model, namely through the process of analysis, design, development, and implementation.

1. Analysis

At the analysis stage, identification of learning needs and problems was carried out to determine the focus of developing comic-based LKPD. In

addition, the use of comics as learning media is considered to increase student motivation and understanding more effectively, because comics are considered interesting and easy to understand by elementary school students. In fulfilling the analysis stage, the teacher must be able to determine the instruction that will cover the void or gap, suggest the level that will cover the void, and offer strategies to close the gap in performance based on empirical evidence about the potential for learning success (Hidayat dan Nizar, 2021). In the analysis stage, researchers conducted direct identification at the location, namely the school, the results of the analysis stage researchers found that the purpose of this study was students who liked to read books with pictures or comics. In addition, other research findings such as students like and are motivated in learning activities because the subject matter is associated with image media that matches students' experiences. Therefore, in the analysis stage, researchers developed learning media in the form of comic-based LKPD for the purpose of increasing students' interest in learning through comic-based LKPD.

In this case, the stages of analysis that have been carried out by researchers are in accordance with the general procedures in the development stages of the ADDIE model. General procedures in the ADDIE development stages include:

1. Validation;
2. Define instructional objectives;
3. Anlayze the learner;
4. Auditing possible sources;
5. Modify a project management plan (Hidayat dan Nizar, 2021).

2. Design

In the completion of this design stage, the teacher must be able to prepare a specific set of functions to close the gap of learning implementation for the lack of knowledge and skills (Hidayat dan Nizar, 2021). At this stage in making comic-based LKPDs using storyboards. The storyboard that is made has a function to plan the product to be made before making the actual product and has the purpose of using a storyboard in making comic-based LKPDs that can be determined by the story to be developed without getting out of the main idea. (Rahmadani dan Wicaksono, 2023).

But it matters that we understand comics as a visual-verbal blend because characterizing comics as such explains, and further shapes, our authorly, readerly, and critical norms. Not only does an adequate reading of comics require sensitivity to both text and image, but the best examples of comics feature visual-verbal blends that produce something that either of the two alone would not have (Kim, 2024).

In this stage, researchers design products in the form of comic-based LKPD. After the analysis stage is carried out, the next step is for researchers to carry out the planning stage (design) regarding the comic-based LKPD that will be made. Researchers determine the materials for making comics and make

reference material in making LKPD. At this stage the researcher compiles the framework of the story that will be included in the LKPD before carrying out product development.

In addition for example, numerous phases of the creation of comics, such as colouring and lettering, are nowadays carried out through digital drawing devices and tools. These include, for example, graphic tablets manufactured by, among others, Wacom, Microsoft, Apple and Samsung, and specialised drawing apps such as Clip Studio Paint. Developing Resha's arguments, this study defines digital comics as comprising all comics that can be read through digital devices such as computers, e-readers or smartphones (Bennati, 2024).

In designing comic-based LKPD, there are several elements that need to be linked including cover (comic title), credits, indicia, the content section has panel components, reading balloons, narratives, gutter and sound effects, and the final part of the story summary (Lelyani dan Erman, 2021). In addition, the design stage in this study is in the form of a storyboard that is in accordance with the Citizenship subject matter and the predetermined learning objectives, namely the theme of 'rights and obligations'. In this study, researchers designed comic-based LKPDs including:

a. The front

On the front contains the front cover with the title of the comic that matches the subject of the comic-based LKPD. on the cover contains the title, namely 'Comic LKPD Citizenship SD Kristen Charis Theme: Rights and Obligations'.

b. Contents section

The content section contains a preface, work instructions, names of comic characters, reading balloons and story narratives, and work steps regarding comic-based LKPD.

c. Final section

A summary of the story, an evaluation of the comic LKPD with tasks, and a biography of the developer.

3. Development

At this stage the author makes a product in the form of comic LKPD from the material of Rights and Obligations in civic learning (civic) Class 4 Elementary School, with various stages that are passed starting from analysis, design, and product development. in addition, this stage is also assessed by validation of subject matter experts, learning media.

In the development stage, researchers used the help of applications including pixton, canva, and foxit reader (pdf). The pixton application was used by researchers to create comic characters accompanied by word balloons and story narratives. Canva was used to combine the comics that had been created through pixton and to create independent exercises and enrichment. Foxit reader (pdf) to sort the comics from the beginning to the back and also

functions for printing hardfile comic-based LKPD.

After the comic development is complete, the next step is to print it into a hardfile which can be seen in the picture below.

Figure. 2 Comic LKPD in the form of Hardfile

The final stage carried out by researchers in the development stage is expert validation. Expert validation during product testing is very important to avoid subjective personal opinions (Rahmadani dan Wicaksono, 2023). Validation was conducted by media experts and material experts. Material expert validation was conducted by Mrs Go Cindy Agustin, S.S as a teacher at SD Kristen Charis Malang. From the validation results obtained 88% and included in the 'very practical' category. And get advice in the form of 'adjustments in several parts, especially more detailed instructions will make it easier for students'. The learning media expert validator is Mrs Mega Priskawati, S.Psi as a teacher at SD Kristen Charis Malang. The results obtained in the learning media expert validation test were 93% with the category 'very practical'. And get suggestions in the form of 'to clarify the instructions for using LKPD'. Furthermore, with the validation results obtained, the comic-based LKPD which has entered the 'very practical' category can be tested on students at the elementary school level.

4. Implementation

At this stage, the product has been developed and validated by experts in learning materials and media. Then the next step is to implement the developed product on Grade 4 students with a limited trial stage. The implementation time of the trial was carried out at Charis Christian Elementary School, Malang city, class 4C consisting of 11 students. The trial was conducted on 5 November 2024. On the day of the trial, students were asked to work on the content of the blank comic story by following the work instructions.

After completing the comic story, students were then told to work on independent practice activities and enrichment. the last stage of the comic-based LKPD application activities, the researcher gave a response questionnaire for students. Students are asked to fill out a questionnaire containing several questions regarding the application of comic-based LKPD to evaluate its effectiveness as a learning media.

The results of the researcher's findings during the trial implementation were that students were very enthusiastic and excited when reading the comics in the contents of the LKPD. In addition, students understand and memorise the material more easily with comic images.

Figure. 3 Students working on comic-based LKPD

At the time of trial implementation, there were also some obstacles such as students who could not understand the work instructions so the teacher had to explain by pointing. This is because students have a new experience in using comic-based LKPD.

ADDIE mode approach at the implementation stage to transition to summative evaluation activities and other strategies that implement the teaching and learning process. (Hidayat dan Nizar, 2021). In addition, the common components of the implementation strategy are the learner plan and the facilitator plan. (Branch, 2009)

5. Evaluation

The final stage is evaluation, carried out when testing the effectiveness of the use of comic-based LKPD. The results of the evaluation stage were obtained when students worked on comic-based LKPDs and response questionnaires filled out by students. below is table 1 to determine the category of students before and after using comic-based LKPD.

Table. 2 Student categories

Category	Score
Excellent (m*ahir*)	100-86
Good (c*akap*)	85-71
Fair (*masih berkembang*)	70-56
Poor (*butuh bimbingan*)	55-46

Source: Rahmadani dan Wicaksono, 2023

Effectiveness can be seen from the results of work before the use of comic-based LKPD by students obtained an average of 90. Then after using comic-based LKPD the results obtained by students averaged 95. From these average results, it shows an increase in the average number of student scores in the advanced category. In addition, researchers also calculated the n-gain formula to measure the increase in students' understanding before and after the learning process using comic-based LKPD learning media.

Table. 3 N-Gain calculation results

Before the use of comic-based LKPD	90		
After the use of comic-based LKPD	95	0,5	Medium

Description:
g > 0,7   = High
0,3 ≤ g ≤ 0,7   = Medium
g < 0,3   = Low

After the evaluation and student response questionnaire, the trial process ended with reinforcement of the material, namely self-reflection activities. When implementing self-reflection, students tend to be active and understand the material from working on comic-based LKPD. This is because students know some rights and obligations through comic stories in the LKPD.

The evaluation stage in research activities is carried out through the results of work before and after the application of comic-based LKPD. The results of the evaluation were carried out to determine the effectiveness of the learning media that had been developed by researchers. Based on the explanation above, it shows some increase in the average score of students before and after the application of comic-based LKPD. From the results of the increase in the average student score of 95 categorised as 'proficient'. From the data on the results of this increase, it can be concluded that comic-based LKPD learning media can increase student interest in learning and student understanding in learning activities.

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This study is also in accordance with the results of research by Rahmadhani and Wicaksono (2023) The results of this study indicate the validity of learning media through the implementation of expert validation. From the validation of learning media experts by material expert validators and media experts, the results of the material experts were 87% and included in the very feasible category, while the results of the media expert validation were 88% and included in the very feasible category. In addition, the results carried out by data processing show a score of 0.6 so that it is in the 'medium' category and also the digital comic learning media that has been developed is considered suitable for use in implementing the learning process.

In addition, this study is in line with research conducted by Ferania and Wardani (2022) which shows the results of KOMPAS media research (Elementary Science Comics) obtained an average result of 85% with very good assessment criteria. Then the results of the media expert validation test showed an average value of 90% with very good criteria. While the results of the teacher's response questionnaire obtained an average value of 93% with very good criteria, while the student's anket in the use of elementary science comic media showed a good response with an average value of 88.6% with very good assessment criteria.

CONCLUSION

Based on the results of the study, it can be concluded that the use of comic-based LKPD effectively increases students' understanding and interest in learning. This is indicated by the increase in the average student score from 90 (before the use of comic-based LKPD) to 95 (after use), which is categorised as the "advanced" level. The n-gain calculation of 0.6 shows an increase in understanding in the "medium" category. Students' self-reflection during learning showed good understanding, especially through the introduction of rights and obligations conveyed in the comic story. So that the development of comic-based LKPD to increase the learning interest of 4th grade students of Charis Christian Elementary School in Malang city is proven to be valid, practical, and

effective to increase students' learning interest and understanding in learning. This research supports that comic-based media can be an interesting and feasible learning tool. The development of comic-based LKPD media on the theme "Rights and Obligations" for 4th grade students of SD Kristen Charis Malang has received a number of constructive inputs to improve the effectiveness of its use. Suggestions are conveyed that the use of media products must be in accordance with learning materials, used as a complement, and students are encouraged to follow work instructions and look for additional references to broaden understanding; Product Dissemination: The product can be used in grade 4, but it is recommended to consider the characteristics of students so that it can be widely applied; Product Development: The product should include more diverse materials, and be extended to other subthemes or themes according to thechro development of science and student needs. With the implementation of these suggestions, it is hoped that comic-based LKPD media can continue to be developed so as to make a greater contribution in supporting learning at the primary school level.

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