

## The Influence of Comic Media in Learning Dudaya Arts for Students at SMA Negeri 1 Soromandi

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### Abstract

*This research is experimental research, with the aim of designing comic arts and culture media, knowing the influence of comic media in learning arts and culture among students at SMA Negeri 1 Soromandi and students' responses to comic media. The population in this study was class X students of SMA Negeri 1 Soromandi for the 2024/2025 academic year and the research sample was class Samples were taken using purposive sampling technique. Data on students' concept mastery was obtained using a concept mastery test and student response data was collected using a questionnaire. Student concept mastery data was analyzed using the t-test and student response data was analyzed using five scale absolute norms. In this research, 3 series of Arts and Culture comics have been produced. The results of the analysis show that there is a difference in learning arts and culture through comic media for experimental class and control class students at a significance level of 5% with a value of  $t' = 3.026$  and this value is not in the interval  $-2.02, <t' < 2.02$ . This means that comic media in arts and culture learning has an influence on improving the learning of class X students at SMA Negeri 1 Soromandi. while the analysis and questionnaire showed that students responded positively to learning arts and culture using comic media with a percentage of 53.84%*

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## 1. INTRODUCTION

Human resources (HR) that are of high quality and reason and have the ability to process information are really needed in facing the era of globalization and anticipating the development of Science and Technology (IPTEK). Along with the development of technology, Arts and Culture as a branch of science has experienced quite rapid development in various fields of life. It cannot be denied that most of the technology enjoyed today is due to the concepts and principles of art which are technically realized in various forms of technological tools or products. For this reason, efforts to improve the quality of human resources in the field of Arts and Culture are important.

The existence of learning media is able to provide stimulation and a comprehensive learning experience for students through all senses, especially the senses of sight and hearing. Sudjana (2010) was the first person to write a picture book, with the title *Orbis Sensualium Pictus* (Illustrated World), this book is based on the basic concept that there is nothing in the human mind, without first going through the senses (Depdiknas, 2003). Therefore, to improve

students' mastery of concepts, image media are used in learning, one form of image media is comics.

Meanwhile, according to Indriani (2019) media is a tool or communication medium. Riduawan (2004) believes that media is a component of learning resources or physical vehicles that contain instructional material in the student environment which can stimulate students to learn. The National Education Association defines media as forms of communication, both printed and audio-visual, and media can be manipulated, seen, heard or read. (Arsyad, 2003).

From these opinions it can be concluded that learning media is anything that can be sensed which functions as an intermediary/means/tool in the communication process which can stimulate students to be motivated to take part in teaching and learning activities (Hamalik & Oemar, 2012). The comic media in it not only implicitly contains art materials, but is also accompanied by pictures that show everyday events that are familiar to students. Comic media as a media for learning Arts and Culture has advantages over other types of media. With its distinctive shape and wide popularity among the public, especially children, comic media is able to attract students' attention and help students understand the lessons being taught so that students' interest in learning increases. Thus, the use of comic media in Arts and Culture learning is expected to increase students' mastery of concepts which will lead to improved student learning outcomes.

Media is essentially a component of learning (Febrita & Ulfah, 2019). As a component, media should be an integral part and must be in accordance with the overall learning process. So, media selection needs to be done in order to determine the best, most appropriate media and in accordance with the needs and conditions of target students. Comic media is a fairly simple learning medium, and is very popular among children. Comics are a form of reading where students read without having to be persuaded (Rohani, 213). Through guidance from teachers, comics can function as a bridge to foster interest in reading (Sudjana and Rivai, 2013). According to Amirulmukminin & Syahrir (2003) comics are a form of illustrated stories, consisting of various serial story situations, sometimes humorous. In line with this, Nurhayati et al., (2019) define comics as a form of cartoon that reveals characters and acts out a story in a close sequence, connected by pictures and designed to provide entertainment to readers. Comics consist of various serial story situations, the stories are concise and attract attention, equipped with action, even in newspapers and books, comics are made livelier and more processed with the use of main colors freely. So, the comic media in question is a form of illustrated story which consists of various serial story situations accompanied by dialogue, monologue or questions, which implicitly contains Arts and Culture materials, where the Arts and Culture materials expressed are packaged in such a way as to attract the attention of the participants. educate. All activities that can be carried out in daily life are the result of learning.

The ability to do an activity is obtained through a process from not being able to being able to do something that occurs over a certain period of time. Changes in the behavioral process indicate that learning has occurred, the more abilities that are acquired until they become personal property, the more changes that have been experienced. These changes that occur are a result of learning and result in humans changing in their attitudes and behavior. Dimiyati and Moedjiono (2005) argue that learning outcomes are the result of the interaction of students' learning actions and teaching actions carried out by teachers, teaching actions end with an evaluation process, while the act of learning is the culmination of the learning process with increasing abilities.

**2. RESEARCH METHOD**

This research is experimental research, namely an experiment, using a control group (experimental control group). The pre-test results of the experimental class and control class were used to determine the homogeneity of the two classes above. Meanwhile, the post-test results from the experimental class and control class were used to determine the effect of treatment. This research was conducted on class X students at SMA Negeri 1 Soromandi. The sample for this research was class XC as the experimental class and class

The technique used in collecting data for this research was using tests on students and questionnaires to obtain data on student responses to comic media in learning Arts and Culture. Meanwhile, data analysis techniques use homogeneity tests, t-tests, while student response qualifications are determined based on conversion guidelines.

**3. RESULTS AND DISCUSSION**

In this research, 3 series of Arts and Culture comics have been created for the subject of drawing, namely: comics

Cultural Arts drawing calligraphy, comics Cultural Arts drawing shapes, Cultural Arts comics drawing models.

**Table. 1** Student Pre-test Data

Class	n	X	$\bar{X}$	S	S <sup>2</sup>
Experiment	39	1651	42, 282	12, 814	164, 207
Control	39	1720	44, 307	11, 912	141, 902

**Table. 2** Student Post-test Data

Class	n	X	$\bar{X}$	S
Experiment	39	2647	67, 871	12, 275
Contro l	39	2337	59, 923	10, 880

Based on the analysis, it shows that arts and culture learning for students taught using comic media is better when compared to arts and culture learning for students taught without comic media. This can be seen from the student learning results, from the results of the initial test (pretest) the control class average was 44, 307 and the experimental class average was lower, namely 42, 282. After being given learning activities and from the final test (posttest), the control class average increased. became 59,923 and the average of the experimental class given comic media increased to 67,871. This happened because the comic media in it not only implicitly contained Arts and Culture materials but was also accompanied by pictures showing everyday events that were familiar to the people. student.

After using a statistical test using the t-test, it was found that the results of the final test (posttest) of the class taught with comic media and the class taught normally (without comic media) were different at a significance level of 5% with a value of  $t' = 3.026$  and this value is not in the interval  $-2.02 < t' < 2.02$ . From the test results, it can be seen that comic media in

arts and culture learning has an influence on students' arts and culture learning. Thus, the use of media in learning will have a positive influence in efforts to improve students' Arts and Culture learning. As stated by Ausubel (2010), abstract concepts will be easier to master if they are connected to relevant ideas that already exist in students' cognitive structures.

Meanwhile, from the results of the analysis of student responses, it was found that 30.77% of students thought that before learning Arts and Culture using comic media, their ability to recall Arts and Culture concepts was good, 61.53% thought it was quite good and 7.7% thought it was not good. Meanwhile, questionnaire data on student responses after learning Arts and Culture using comic media showed that 2.56% of students had the ability to recall the concept of Arts and Culture very well, 66.67% thought it was good and 30.77% thought it was quite good. Before learning Arts and Culture using comic media, 23.07% of students thought that learning arts and culture was very fast, 66.67% thought it was quite fast and 10.26% thought it was not fast enough. And the most important thing is the student's response to comic media in improving arts and culture learning. 7.7% of students think that the increase in arts and culture learning is very fast, 61.53% think it's fast and 30.77% think it's quite fast.

Students' motivation in learning Arts and Culture before using comic media showed that 5.13% of students thought it was very good, 69.23% thought it was good, 23.08% thought it was quite good and 2.56% thought it was not good. After learning Arts and Culture using comic media, 10.26% of students thought that student motivation in learning Arts and Culture was very good, 74.36% of students thought it was good and 15.38% of students thought it was quite good. Before learning Arts and Culture using comic media, as many as 17.95% of students were very prepared to take part in Arts and Culture lessons in class, 56.41% of students thought they were ready and 7.7% of students thought they were not ready. After using comic media, 23.08% of students thought that students' readiness in following lessons in class was very ready, 64.10% of students thought they were ready and 12.82% of students thought they were quite ready. From the explanation of the questionnaire, it can be concluded that comic media in arts and culture learning has a positive influence and is liked by students at SMA Negeri 1 Soromandi.

#### 4. CONCLUSION

1. Art comic media has been created for learning arts and culture.
2. Art comic media has an influence in improving students' arts and culture learning at SMA Negeri 1 Soromandi for the 2024/2025 academic year.
3. The response of SMA Negeri 1 Soromandi students to comic media in learning Arts and Culture was positive.

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