

Need Analysis of Teaching Materials Digital Comics Limatara Folklore in Increasing Reading Interest of Class 76 Students at Smpn LS Idoharjo

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Abstract

This study aims to analyze the need for digital comic teaching materials for Limatara folklore in an effort to increase reading interest in grade 7.6 students of SMPN 1 Sidoharjo. Generation Z, as today's students, requires learning media that suits their characteristics and learning styles. The results of the study indicate that there is a significant need for the development of teaching materials that are interesting, interactive, and relevant to the digital world. Digital comics are seen as effective media because they can be presented online via devices such as mobile phones, making them more practical and easier to access compared to printed teaching materials. By utilizing available technology, digital comics can increase students' motivation and interest in reading folklore materials, especially Limatara folklore. Therefore, the development of teaching materials in the form of digital comics is highly recommended as an innovative alternative in learning Indonesian.

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1. INTRODUCTION

The ever-increasing development of technology is certainly a breath of fresh air in the learning process activities in the classroom. Quality of education describes the quality of learning. To achieve quality education, technology is needed to develop teaching materials that are attractive to students [1]. Teaching materials that make technology-based learning interesting are certainly the responsibility of educators as the front guard in determining the quality of education.

Learning Indonesian as fun learning for students certainly cannot be separated from the role of teachers to continue to innovate in their learning. According to [2] Teachers need to be trained to utilize the choice of technology used in learning because learning Indonesian should not only be used as a communication tool but more than that, namely as an identity, economic opportunity, increasing capability in competing. globally. The process of learning Indonesian at school is expected to provide the most comfortable space for students to help students understand themselves, their culture and the cultures of other people. The use of Indonesian in all learning activities makes students gain experience in learning.

Moreover, the students they face are students known as generation Z. According to [3], the generation that was born in the digital world with complete technology such as PCs, cellphones, gaming devices and the internet. The activity that many do is spending free time surfing the web, preferring to stay indoors and play online rather than going out and playing outdoors. From the test results, students' readability of reading texts is still

very low. Judging from the PISA research results, it is stated that Indonesia is ranked 70th out of 80 countries with a reading literacy score of 359 [2]. Of course, this is homework in the world of education and involves all parties to resolve this problem.

Low reading ability in the technological age is certainly a big question mark. Because the manuscripts floating around on students' cellphones will certainly be read by students. However, reading is not just text or information that reaches the pupils, more than that, reading requires a skill, namely critical thinking skills [4]. The goal of education will ultimately lead students to be efficient and globally competitive. Increasing students' competitiveness means that the concept of education in schools is not only addressed to mastery and understanding scientific concepts, but also to improve students' thinking abilities and skills, especially higher order thinking skills or critical thinking skills.

One way to hone critical thinking skills is to first develop an interest in reading, which can then form these skills through reading activities. Reading is a means of learning various things, so that individuals can gain knowledge and understand written messages in reading materials (Fauzan, 2023: 65). Unfortunately, students' interest in reading in Indonesia has decreased, especially among children and teenagers. This decline certainly has an impact on their ability to analyze texts critically. There are many factors that cause this, including lack of access to interesting and relevant reading material, as well media domination, social and other digital entertainment that distracts them from reading activities. As an educator, the main challenge in teaching reading, both fiction and non-fiction, is the lack of reading material that is appropriate to the development of generation Z.

Many facilities are still conventional, such as textbooks that are colorless, stiff and less interesting. Facing generation Z who are used to features interesting on their phones is a challenge in itself. Moreover, when the reading material presented is folklore, students often consider it boring. In the opinion of Greeny and Petty (2007), there are several criteria for quality teaching materials, including: 1) teaching materials must be attractive to students; 2) can provide motivation; 3) contains interesting illustrations; and 4) able to stimulate students' imagination. Teaching materials regarding Limatara folklore are often ignored by students because the content is not interesting. Many students are reluctant to read because they are not interested in the cover or content of the story. The reason is that the teaching materials are still conventional, colorless and look boring. In fact, folklore Boundary is one way to introduce local culture which is rich in fantasy. If students are reluctant to read these folk tales, it is possible that the stories will be forgotten.

To overcome students' lack of interest in reading folklore teaching materials Boundary, learning innovation is needed by utilizing digital comics. Increasing students' interest in reading is a challenge that continues to be faced in the world of education, especially at the junior high school level. One innovative solution that can be implemented is the development of digital comic-based teaching materials that highlight local wisdom, such as the Limatara folklore. Digital comics are considered capable of attracting students' attention because of their attractive visualization and light narrative [5]. Apart from that, presenting folklore in comic form also functions as a means of preserving regional culture and instilling moral values in students [6].

Digital comics offer a more interesting and fun way of access for students. With attractive visuals, dynamic storylines, and possible interactions, digital comics can increase students' interest in reading. In addition, by inserting questions and critical thinking challenges in comics, students are invited to not only read, but also think critically about the content and values contained in the story. Therefore, a needs analysis of digital comic teaching materials based on Limatara folklore is very important to ensure the relevance of the content, suitability of the design, and its effectiveness in increasing reading interest in

class 76 students at SMPN LS Idoharjo [7].

Previous research shows that digital-based learning media, especially interactive comics, can increase student involvement in the reading process [8]V. Digital comics not only enrich the reading experience, but also encourage contextual learning that is relevant to students' environments (Yuliani & Prasetyo, 2021). It is hoped that through digital comics about folklore Boundary, students' reading interest can increase. With this interesting approach, it is hoped that students will not only understand the story, but also be able to analyze and criticize various aspects of what they read. This is in line with the national education goal of creating a generation that is not only intelligent, but also has the ability to think critically and creatively in facing future challenges.

2. RESEARCH METHOD

Quantitative descriptive research is a type of research conducted through direct observation or surveys. As explained by Rukajat (2018), this research aims to describe an incident or incident that occurred directly and in real time, with a realistic and actual approach. This research was carried out in class 76 of SMPN L Sidoharjo, using data collection techniques in the form of direct interviews with the Indonesian language teacher, Mrs. Desy Arisandi, as well as distributing online questionnaires via Google Form. The aim is to identify students' needs regarding digital comics and what media can be used to increase their interest in reading. Apart from that, researchers also measured students' reading interest in fantasy story material, in particular folklore LIMITS.

The data collected consisted of a questionnaire instrument with five questions using a yes and no answer scale. This research focuses on analyzing students' needs for digital comic media in the context of fantasy story material, namely folklore. The main aim of this research is to analyze and understand what students need. The results of students' responses to their needs were analyzed using quantitative descriptive methods.

3. RESEARCH RESULTS AND DISCUSSION

Data was obtained from interviews with the teacher of Indonesian language subjects at SMPN L Sidoharjo, Mrs. Desy Arisandi, S.Pd. Interviews were conducted with closed questions given online on March 12 2025. Table list of interview questions for Indonesian language subject teachers.

Table 1. Interview of Teachers Teaching Indonesian Language Subjects

No	Interview Guidelines	AnalysisAnswers
1	What method do you use in learning process	Lectures, discussions, PBL
2	Are always ready with learning tools	Yes, the RPP has been submitted with the Curriculum Representative.
3	What teaching materials do you use in fantasy stories? namely folklore	Fairy tale books available at library and watching YouTube
4	Have you ever used other teaching materials related to technology	Never
5	Mom Understands About Digital Comics	Got it
6	According to Mom, interest in reading stories population among students is still high?	Not yet,students are not very interested.
7	How did mother foster his interest in reading	Take him to the library and make him read

8	Are students interested in reading? folk tales in printed books	Not too.
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Based on the results of interviews that have been conducted, it is known that teachers teaching Indonesian language subjects have carried out the learning process well, starting from preparing teaching tools to implementing learning models. This is in line with Law no. 14 of 2005 concerning Teachers and Lecturers, CHAPTER I, Article 1, which defines teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.

In the interview, it was seen that the teacher had combined teaching materials not only through books, but also with other methods such as watching videos. This shows that the teacher is able to provide new nuances in the learning process, so that student boredom can be minimized. As an educator, it is appropriate for teachers to act professionally, in accordance with the understanding of the teaching profession which has mastery in the fields of knowledge, skills and expertise obtained through certain training and education [9]. Unfortunately, in folklore material, teachers do not fully understand the use of digital comics. Considering that generation Z is a generation that always interacts with cell phones and technology, it is a shame that teachers have not utilized innovations such as digital comics to foster interest in reading. As also stated by [10], even though teachers have tried to encourage students to read books in the library, students' interest in reading remains low. One of the reasons is that the book collection in the SMPN L Sidoharjo library is still old, colorless and feels boring. Students tend to read books only because of assignments, not because of interest.

The results of the needs analysis survey on LIMATARA Folklore Digital Comics in order to foster students' interest in reading were carried out through five questions distributed online via Google Form, with links shared via WhatsApp Group in class 76 of SMPN L Sidoharjo. A total of 28 students out of a total of 33 students responded to the questionnaire. The results obtained provide data regarding students' needs for LIMATARA folklore digital comic teaching materials in the context of increasing their interest in reading. The questionnaire is divided into four questions, the results of the students' questionnaire answers can be seen in the diagram that shows their percentage of student response.



Figure 1. Student Response Results

Based on the first picture, it can be seen that the majority of students do not experience difficulty in reading folklore available in print media or books. After research, it was

discovered that the library provided folklore books that were suitable for readers at level B3, which is equivalent to grades 4, 5, and 6. Therefore, they felt they had no difficulty when reading. However, there were 24% of students who indicated that they did not care about the learning process, and this may have contributed to the low interest in reading among them. Factors related to reading that are not appropriate for students' ages also have the potential to hinder the development of their interest in reading. The problem of low interest in reading is a challenge that needs to be overcome by our nation, because this lack of interest is greatly influenced by the scarcity of adequate reading materials [11].

Apakah Anda merasa kurang tertarik membaca cerita rakyat yang disediakan di sekolah dalam bentuk buku atau teks?
29 responses

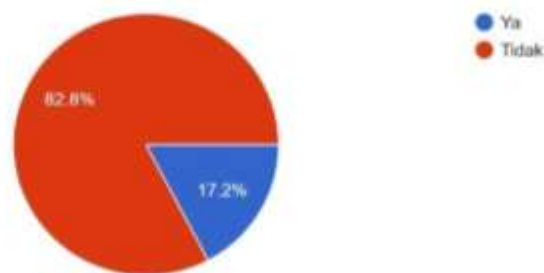


Figure 2. Student Response Results

In the second picture, almost 82.8% of students answered that they liked stories in printed books. It has been explained that story books that tell folk tales are books at the B3 level. The book is of course full of pictures with short text. There are no challenges, no imagination, so these books can only be read in one sitting.

Apakah Anda akan lebih tertarik membaca cerita rakyat jika disajikan dalam bentuk komik digital dengan gambar dan warna?
29 responses

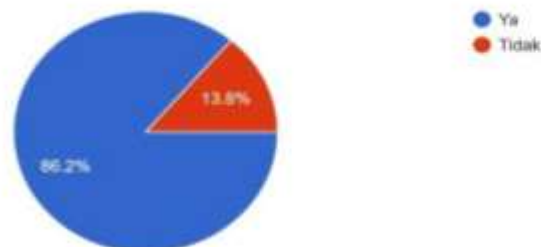


Figure 3. Student Response Results

In the third picture, it can be seen that when the students were presented with the Limatara folklore entitled Pelet Kubu, Batu Belah Batu Berdarah, and Bute Puru, they were more interested. They got a new experience reading folklore native to their region in digital comics. This was reported from the site's official page The Indonesian Ministry of Education and Culture's Directorate of Junior High Schools stated that one of the benefits of teaching materials is that it gives students freedom to digest learning according to their learning style. Because the teaching and learning process uses effective and effective learning media interactive It is very necessary to increase interest in reading it and motivate students to understand Limatara folklore so that it continues to be sustainable.

The development of teaching materials containing Limatara folklore is a form of teacher creativity in making things easier for students to understand material folklore, especially from their hometown. According to Setyawati (2009), learning materials act as external factors that can strengthen students' internal motivation to learn. One effective

way of learning is by integrating learning materials into learning activities. With an attractive learning material design, equipped with interesting content and illustrations, students will be more stimulated to use teaching materials as a learning tool. One of the right solutions to answer the needs of students who are very familiar with gadgets is digital comics. Digital comics offer practicality and easy access for students, allowing them to learn anywhere and anytime.

Apakah Anda merasa kesulitan dalam memahami cerita rakyat yang disajikan dalam bentuk buku atau media tradisional?

29 responses

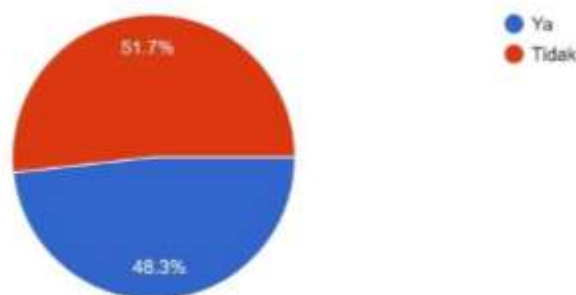


Figure 4. Student Response Results

From Figure 4 we get the picture that almost 48.3% had difficulty understanding folklore presented in books or other media. This of course explains that students' ability to understand a reading text is still not satisfactory. It could be that the cause is that the media used is traditional media generation Z not interested [12]

According to [13]Nurhayati, et al (2019: 65-75). Comics can be used to illustrate various concepts and learning materials that are depicted in an interesting way, so that they can arouse students' interest in learning (Purnama & Mulyoto, 2015: 18-28). Plus, comic media needs to be made according to students' learning needs and abilities and designed in an interesting and interactive way so that students are interested in reading. If students are interested, they will easily understand the contents of the folklore presented.

Comics can be used to illustrate various concepts and learning materials that are depicted in an interesting way, so that they can arouse students' interest in learning [14]V. Plus, comic media needs to be made according to students' needs and abilities in learning and designed in an interesting and interactive way so that students are interested in reading. If students are interested, they will easily understand the contents of the folklore presented.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that generation Z students really need teaching materials that suit their learning style. This is important to strengthen their understanding of folklore material, especially the LIMATARA folklore. From the needs analysis that has been carried out, it appears that there is a need to develop learning media in the form of teaching materials that can increase generation Z's interest in reading. By utilizing available technology, comics can be produced using existing software. These comics can be read online via cellphone in digital form. Comic media in digital format is more practical and easier to carry compared to paper or book versions. Therefore, the use of digital comics is very appropriate as a learning medium, because it can encourage students to read more diligently.

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