

**DEVELOPING COMIC LEARNING MEDIA WITH NUANCES OF
STUDENT LEARNING MOTIVATION IN THEMATIC LEARNING IN
MADRASAH IBTIDAIYAH**

Yeni Kurnia Dewi¹, Moh Sutomo², Saihan³

¹²³UIN Kiai Haji Achmad Shiddiq Jember

E-mail: yenikurnia50@gmail.com¹

Abstract

This study aims to determine effectiveness of comic media in class III thematic learning at MI Nurur Rahman Jember. This study uses research and development (Research and Development) which refers to the ADDIE development model which consists of 5 stages: analysis, design, development, implementation and evaluation. Data collection techniques using observation, interviews, questionnaires, tests and documentation. The results of the study show that: 1) The creation of comic media that has been tested for feasibility by obtaining validation results from media, material and language experts. which has been declared very feasible to use with a score of 91.2% from media experts, material experts get a score of 90%, and linguists get a score of 92%. 2) The effectiveness of comic media is obtained from the results of the pretest and posttest, the results of the pretest show a score of 45% and the results of the post-test show a score of 86% and the results of the calculation of the N-gain Score to determine whether comic media is effective or not, comic media obtains an average score - an average of 73% so that comic media is effectively used in thematic learning.

Keywords: *Comic, Learning Media, Thematic.*

Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan media komik pada pembelajaran tematik kelas III di MI Nurur Rahman Jember. Penelitian ini menggunakan penelitian dan pengembangan (Research and Development) yang mengacu pada model pengembangan ADDIE yang terdiri dari 5 tahap yaitu analisis, desain, pengembangan, implementasi dan evaluasi. Teknik pengumpulan data menggunakan observasi, wawancara, angket, tes dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Terciptanya media komik yang telah teruji kelayakannya dengan mendapatkan hasil validasi dari ahli media, materi dan bahasa yang telah dinyatakan sangat layak digunakan dengan skor 91,2% dari ahli media, ahli materi mendapatkan skor 90%, dan ahli bahasa mendapatkan skor 92%. 2) Keefektifan media komik diperoleh dari hasil pretest dan posttest, hasil pretest menunjukkan skor 45% dan hasil posttest menunjukkan skor 86% serta hasil perhitungan N-gain Score untuk mengetahui efektif atau tidaknya media komik, media komik memperoleh skor rata - rata 73% sehingga

media komik efektif digunakan dalam pembelajaran tematik.

Kata kunci: Komik, Media Pembelajaran, Tematik.

INTRODUCTION

Education cannot be separated from the learning process. According to Masykur, an educator's learning process conveys knowledge as a provision for students to solve problems in life. A lesson can run effectively and efficiently if the delivery of material has media as support (N. R. Putri et al., 2024). So in the learning process will run effectively, fun and facilitate education in delivering learning materials if educators use a tool or media.

Media is a tool to convey messages or information carried out by educators to students in the learning process (Oktavia & Eliyasni, 2020). (Ariesta & Kusumayati, 2018) states that media is a means of transforming or providing messages. The existence of learning media is important in the learning process at school. According to Sadiman (Azemi & Hidayat, 2024) learning media is an important component in connecting or introducing material from educators to students.

In the current era of learning that continues to develop, learning media is a very important element for educators. Educators are required to design and utilize effective learning media to attract the attention and interest of students (Wahyuni, 2022). One of the learning media that has proven effective is Graphic Media in the form of comics. Comics, with their interesting stories and visuals, can facilitate the learning process and increase the enthusiasm of students in teaching and learning activities. Comics contain interesting readings or stories that can captivate the attention of students, making them more interested in reading and understanding the material presented (Saputro & Soeharto, 2015).

The use of comics as learning media can be optimally utilized by utilizing children's fondness for comics as a basis for developing learning media. According to (Dewi, 2019), a comic is a cartoon that conveys a story through characters and a sequence of closely related images, providing a form of entertainment to students. Because comics contain interesting cartoons, learners will be more interested in knowing the contents of the story, which in turn encourages them to read and understand the contents of the comic.

Comics not only function as entertainment but also as an effective delivery of instructional messages. This is because comics are one of the readings that students really like (Ngazizah et al., 2022). (Faradiba & Budiningsih, 2020) added that the learning process will be maximized if individuals can communicate or interact with stimulus that is preferred or in accordance with their learning style. Therefore, the integration of comics in learning

media can create a more interesting and interactive learning environment, thus increasing the effectiveness of learning. The use of comics as learning media not only facilitates understanding of the material but also develops students' interest in reading and active involvement in the teaching and learning process (Sari & Erita, 2021).

This research develops learning media in the form of comics as an innovation in thematic learning. This comic media is a development of thematic learning materials that were previously in the form of text into visuals that are more interesting and interactive. This media is specifically designed for learning Theme 7 Subtheme 1 in grade III students at MI Fathus Salafi Ajung Jember. This comic is expected to be able to facilitate students in understanding thematic learning material about technological developments, especially the development of food production technology, with communicative language and easily understood by children.

Based on observations, there are several problems in the thematic learning process at MI Nurur Rahman Jember. Learning carried out by educators is still less varied in terms of media, and is more educator-centered so as to reduce the active involvement of students. Learning in the classroom is still dominated by conventional methods such as the use of package books, LKS, and blackboards. In addition, facilities and infrastructure that support the use of modern learning media, such as projectors, are not yet available. This causes difficulties for educators in providing material in an interesting and interactive manner, and the time to make the required learning media is very limited.

Due to the lack of variety in learning media, students have difficulty in understanding the material. When educators ask learners to listen to the package book, many of them do not pay attention. This can be seen from the reaction of students when given questions and answers given, where their response is considered still lacking. With the development of this comic media, it is hoped that it can be a solution to these problems. Comics as learning media have great potential to increase students' interest and involvement in the teaching and learning process, making learning more fun and effective (Putri Harapani & Nurhasanah, 2022). Comics that are organized with communicative language and interesting stories can help students more easily understand the material presented and encourage them to be more actively involved in the learning process.

The development of comic learning media is expected to overcome the limitations of conventional media and improve the quality of learning at MI Nurur Rahman Jember. By using comics as learning media, students are expected to be more interested and motivated to learn, so that the learning process becomes more effective and meaningful.

In the learning process, there are several factors that cause students to be less interested in learning. One of the main factors is the lack of use of interesting learning media, such as comics, in thematic learning. This has an impact on students' learning motivation which is still low (Meirisa, 2022). Therefore, an effective way is needed to increase students' learning motivation so that they are more interested and able to understand learning materials properly and optimally (Kristiyanto & Rahayu, 2020). One way that educators can do this is by presenting thematic learning materials using learning media in the form of comics.

The development of comic media in thematic learning is the right solution to overcome these problems, especially in Theme 7 Subtheme 1 Lesson 1 in class Mi Nurur Rahman Jember. Comics are media that are very familiar with the world of children, and in that school there has been no use of comic media in supporting an interesting learning process. Basically, students at the age of grade III are more happy and interested in learning something pictorial, fun, funny, and interesting. With the development of comic learning media, students are not only more motivated but can also stimulate their minds and imaginations (Puspitasari, 2024).

Comic media in thematic learning is designed to make the learning process more interesting and interactive. Comics can present learning materials in a way that is more communicative and easily understood by learners (Pinatih & Putra, 2021). Visualization through interesting pictures and stories can help learners more easily understand the material presented. In addition, the use of comics in learning can also increase students' interest in reading. Children tend to prefer reading illustrated stories, so comic media can be an effective tool to increase their involvement in the learning process.

In addition to increasing motivation and interest in reading, comic media can also help learners to better understand thematic learning materials that are interrelated. Thus, learners not only learn one concept but also understand the interrelationships between concepts in thematic learning. This is important to build a more holistic and comprehensive understanding.

Overall, the development of comic learning media in thematic learning in class III MI Nurur Rahman Jember is the right step to overcome the lack of motivation of students to learn. By using comic media, educators can present learning materials in a more interesting, fun, and effective way. This will help learners to be more motivated, increase their interest in reading, and understand the learning material better and optimally.

RESEARCH METHOD

This study uses Research and Development (R&D) research which functions in the development of research products. The products produced are in the form of material development, learning media, learning systems, and others (Ramadhan et al., 2024). This research model uses the ADDIE development model using the Dick and Carry theory in Sugiyono's book which consists of five steps, namely: analysis, design, development, implementation, evaluation (Sugiyono, 2013).

The research was conducted on March 13, 2024 at Mi Nurur Rahman Jember. The research subjects in this study were third grade students of MI Fathus Salafi Ajung which amounted to 25 students. The types of data used in this study are qualitative data and quantitative data. Data collection techniques used by the research are: interviews (structured), observation, questionnaires (media expert questionnaires, material experts, linguists, and third grade student response questionnaires), tests (pretest and posttest) and documentation. The data analysis used is the analysis of media feasibility with a questionnaire based on a Likert scale and the effectiveness of the media by applying tests (pretest and posttest) and calculating with the N-Gain Score formula. The following are the research and development procedures in this study:

a. Analysis

Analysis in developing media, researchers adjust to the needs and characteristics of students at MI Nurur Rahman Jember by interviewing the class teacher and direct observation in the classroom. The goal is to find out the problems that exist in MI Fathus Salafi Ajung Jember.

b. Design

Design, at the design stage the researcher makes writing in the form of comic scenarios by describing the comic media design to be developed in several stages, namely formulating learning objectives, determining the right media learning strategy to achieve learning objectives, organizing the design of making comic media by referring to the product specifications that have been made before, determining the materials by paying attention to the aspects of making media to be used as comic media.

c. Development

The development stage includes the learning media production stage and the learning media development stage in accordance with the suggestions of the expert team. At this stage, media development must produce complete media products and then media developers also make instruments that are used as an assessment of the quality of the

learning media developed.

d. Implementation

This implementation stage applies learning media products that have been made by researchers and then applied in class III totaling 25 students. To find out the effectiveness of researchers giving questions in the form of two kinds, namely pretest and posttest and students were given a response questionnaire to find out the advantages and disadvantages of comic media.

e. Evaluation

The last stage is evaluation, evaluation is the stage of determining or giving value to the results of learning media. Evaluation aims to determine the results of the attitude of students in learning activities as a whole, find out whether competence in students has increased due to participation in learning activities, and get benefits for institutions due to an increase in the competence of students after participating in learning activities.

RESULT AND DISCUSSION

In research and development (Research and Development) the role of comic media applied to thematic learning theme 3 Production development, subtheme 1 learning 1 content of Indonesian Language and Mathematics, especially in Class III Madrasah Ibtidaiyah Nurur Rahman Jember Jember. This research uses the ADDIE research model using 5 stages, namely analysis, design, development, implementation, and evaluation.

Analysis Stage

In the first stage of the ADDIE development model, namely analysis, the first step taken is to explore information about the research subject. This analysis process began with interviews and observations at MI Nurur Rahman Jember. Based on the results of interviews with grade III teachers, it was found that the use of learning media in this school is still limited to the blackboard and books provided by the school, such as MRT books. Teachers sometimes use picture media if the learning material requires it, including for the material on Theme 7.

The needs analysis in this study includes several aspects, namely needs analysis, analysis of learner characteristics, and material analysis. The needs analysis focuses on the gap between learners' current abilities, skills and attitudes and those demanded by the curriculum. This gap is particularly large at the beginning of the school year, indicating the need for learning media that can bridge the gap. Learners' characteristics were also analyzed, with the

results showing that the age range of grade III learners is between 9-10 years old. This information is used to determine the material concepts that are suitable to be applied in the learning media to be developed, with the aim of increasing the attractiveness of learning for students.

Analysis of learning materials is carried out to ensure relevance to competency standards and achievement of basic competencies. In this case, researchers chose Theme 7 "Technological Development" Subtheme 1 "Development of Food Production Technology" for the 1st lesson in grade III as the material to be developed in comic learning media. Based on the results of interviews and observations, researchers found that the limitations of learning media used in schools are due to the lack of facilities and infrastructure.

The researcher also noted that the use of comic media in thematic learning was only used once before, and although students showed interest in comic media, the media still needed to be developed further to improve its quality. Before the comic media, teachers tended to use the lecture method and picture media in delivering the material. After delivering the material, the teacher immediately gave assignments to students, and if there were those who did not understand the material, they were asked to ask the teacher.

The researcher concluded that the development of comic learning media is the right step to increase students' interest and enthusiasm for learning. Comic media is expected to present learning materials in a more interesting and communicative way, according to the characteristics and needs of students. With an attractive design, comic media can be an effective tool to increase learners' engagement and understanding of thematic learning materials, as well as bridging the gap between the demands of the curriculum and the current abilities of learners.

Design Stage

The creation of comic media for learning in MI Nurur Rahman Jember originated from the observation that learners often buy comics from toy vendors and show high interest in this media. Comics are able to attract learners' attention and increase their interest in reading. However, until now, research related to the use of comic media as a learning tool has never been conducted in this school. Comic media has an advantage in its simple application, where students only need to read and understand the storyline of each incident in the comic. However, the use of comics as learning media requires special guidance so that it can function optimally in the learning process.

The design stage in the development of this comic media aims to formulate learning objectives and design the product to be developed. The stages in determining the design results include several important steps. First, formulate learning objectives. The learning objectives in comic media in thematic learning (Theme 7 "Technological Development" Subtheme 1 "Development of Food Production Technology" Lesson 1) must be in accordance with the Core Competencies (KI), Basic Competencies (KD), and indicators of competency achievement that apply in the curriculum. These objectives must also be in accordance with the characteristics and needs of the learners.

The Core Competencies (KI) and Basic Competencies (KD) used in this study are KI 3 and KI 4 for grade III, and KD 3.6, 4.6, 3.8, and 4.8. The thematic material used includes Theme 7 "Technological Development" Subtheme 1 "Development of Food Production Technology" Lesson 1. In this stage, researchers also prepared syllabus, Annual Program (Prota), Semester Program (Promes), and Learning Implementation Plan (RPP). The pretest and posttest questions were prepared based on the material in accordance with the learning tools, including several questions related to thematic material.

The process of making comic media was designed using the Canva application. This comic was printed using A5 colored Paper Art paper. The stage of making comic media begins with determining the theme of the discussion, choosing the character or characters used and their names, determining the setting, the number of comic panels, storylines, and conversations. All these components are arranged in advance to suit the objectives to be achieved. Researchers were also inspired by several comic strips that are widely posted on various digital comic platforms. However, the shape of the figures, colors, layout, and storyline are the result of the researcher's original ideas.

With the development of this comic media, it is expected to solve the problem of low interest and motivation of students to learn. Comics that are designed interestingly and communicatively not only make learning more fun but also help students understand the material more easily. These comics are expected to increase students' involvement in the learning process, overcome the limitations of conventional media that have been used in schools, and make thematic learning more effective and fun. The use of comics as learning media also has the potential to increase students' interest in reading and make them more active in learning.

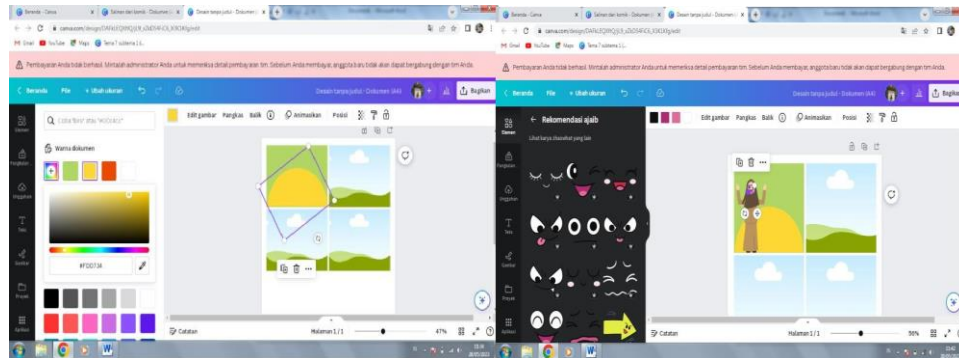


Figure 1. comic design process

Development Stage

The development of comic media as a learning tool goes through several stages; **The product form.**

Comic media is a learning tool that can be developed by anyone using various supporting applications, one of which is Canva. The process of making comics with Canva involves selecting available templates or designs as desired, selecting characters, settings, and other elements available in the application. In addition to focusing on comic content, paper selection is also important. Researchers used A5 size Paper Art paper, which was recommended by experts as a durable media and easy to find materials. This comic media is adapted to grade III learning materials, theme 7 about the development of technology, subtheme of the development of food production technology. The initial design of this media was consulted with the supervisor and a team of validators, consisting of media experts, material experts, and linguists, to be revised and validated before the pilot test.



Figure 2. The Form of The comic

Components of Comic Media

This comic media is quite easy to produce by anyone. In addition to adjusting to learning materials, making comic media must also pay attention to the needs of students. The making of this comic media uses the canva application which is easily accessible and can be accessed by everyone.

The steps used in making this media consist of: (1) determining the theme or discussion of the material, (2) determining the contents of the comic (3) determining the character of the character and the name in the comic, (5) making sketches of the comic, and (6) creating a comic. (5) sketching the layout of panels, illustrations, and text balloons, (6) creating and filling in text balloons, (7) creating a cover or cover page, (8) arranging the page layout.

Validation

1. Media Expert

Media expert validation was conducted on Monday, March 3, 2024 by Mr. Dr. Andi Suhardi, M.Pd. The results of validation by media experts obtained an average percentage of 90% with a very feasible category with improvements to the font and narrative text to be adjusted and perfect the content.

2. Material Expert

Material expert validator Mrs. Dr. Lailatul Usriyah which was conducted on March 2, 2024. The results of validation by material experts obtained a total percentage of 90%, which means that the media developed is in accordance with the content of the material to be taught.

3. Language Expert

The language validator was conducted on March 2, 2024 by Mrs. Dr. Khotibul Umam, M.Pd. The results of validation by linguists obtained an average percentage of 92% with a very feasible category with improvements in spelling according to the KBBI, sentences are more simplified and consistent in the use of terms.

No	Validator	Percentage	Criteria
1	Media Expert	91%	Excellent
2	Material Expert	90%	Excellent
3	Language Expert	92%	Excellent
Average		91%	Valid

Implementation

Implementation is an important stage in the development of learning media, where products that have been declared valid are tested in the real learning process. According to (Maryani & Amalia, 2018) implementation is the stage where innovations begin to be used in daily practice. In this context, the comic learning media that has been developed is tested at MI Nurur Rahman Jemberon grade III students with the thematic learning theme "Technological Development," specifically the subtheme "Development of Food Production Technology," in lesson 1 involving Indonesian Language and Mathematics subjects. Implementation is done through face-to-face learning in two meetings. In the first meeting, students received an explanation and deepening of the material without using comic media, and underwent a pretest. In the second meeting, comic media was used for the explanation and deepening of the material, accompanied by the implementation of posttests and large group trials. This approach allows the evaluation of the effectiveness of comic media in improving student understanding, in accordance with constructivist learning theory which emphasizes the importance of active and contextual learning experiences.

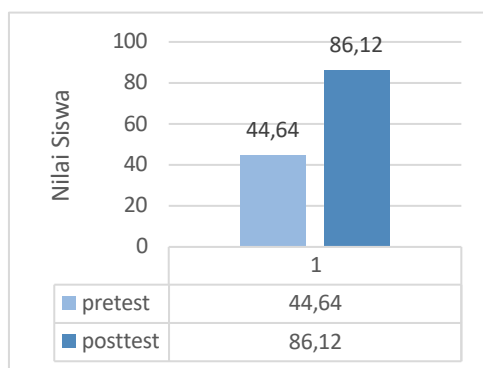
Analysis of students' responses was measured using a questionnaire of students against comic learning media. The results of the students' response questionnaire are shown in the following table:

Data	Score	Student respon category
Student Interest	99	Excellent
Average percentage	99%	Excellent

Based on the average score of the learner response questionnaire, an average percentage of 99% was obtained. The results of this percentage indicate that comic learning media has met the category worthy of use.

The effectiveness of learning media is obtained from learning outcomes (pretest and posttest), pretest is applied before using learning media, while posttest after applying learning media. Based on the results of the pretest conducted by researchers, the average score of 25 students was 44.64. The pretest was carried out in the form of a question consisting of 5 questions with different scores. Each item has a maximum score of 3. Based on the results of the posttest conducted by researchers, the average score of 25 students was

86.12. The posttest was carried out in the form of a description question consisting of 5 questions. Each item number 1, 2, 3, 4, 5 the maximum score is 3.



In the diagram, it can be seen that before being given treatment, the average pretest value of learning outcomes of class III students was 44.64. After being treated using comic learning media, the average posttest score increased significantly to 86.12. This data shows that the use of comic learning media substantially improves student learning outcomes. According to the (Kusrini et al., 2020) effective learning occurs when students are actively involved in the learning process through interaction with interesting and relevant materials. Comic media, with its interesting visualizations and stories, helps students understand and remember information better. In addition, (Nisak et al., 2021) supports that the combination of text and images in comics can improve understanding and retention of information. Therefore, comic learning media proved to be effective especially in thematic learning in grade III, according to the significant increase in learning outcomes in the posttest.

Descriptives

[DataSet0]

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	25	.57	1.00	.7369	.13495
Ngain_Persen	25	57.45	100.00	73.6923	13.49532
Valid N (listwise)	25				

The table above shows data on pretest and posttest scores and N-Gain calculations using SPSS. This method is used to determine the overall results and compare pretest and posttest scores. The calculation results show that the percentage of N-Gain Score values has an average of 73.693%. This means that there is an increase in learning outcomes by approximately 73% after the development of comic media products in thematic learning. Based on (A. S. Putri et al., 2021) this significant increase shows that comic media helps students achieve a higher level of understanding. In addition, (Malik & Shahid, 2016) stated that of multimedia learning emphasizes that the use of media that combine text and images, such as comics, can increase students' understanding and retention of information. Therefore, comic media products are declared effective and very suitable for use in learning, especially in thematic learning in grade III.

CONSLUSION

Based on the results of development research at MI Nurur Rahman Jember on Comic Media Development in Class III Thematic Learning, several conclusions were obtained. First, the steps of developing comic media on Thematic Learning Theme 7 Subtheme 1 Learning 1 using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. After going through the development process, comic media products were tested for validity by media, material, and language experts, with an average validation result of 91%, indicating a valid category and stating that comic media is suitable for use. Second, the effectiveness of comic media was measured through data analysis of pre-test and post-test learning outcomes which showed an average increase of 73%. The results of filling out student response questionnaires also show that 99% of students consider comic media to be very effective in thematic learning Theme 7 Subtheme 1 Learning 1 in grade III MI Fathus Salafi Ajung Jember.

REFERENCES

- Ariesta, F. W., & Kusumayati, E. N. (2018). Pengembangan media komik berbasis masalah untuk peningkatan hasil belajar ips siswa sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 22–33.
- Azemi, K., & Hidayat, H. (2024). PENGEMBANGAN MEDIA KOMIK PADA TEMA LINGKUNGAN SAHABAT KITA UNTUK SISWA KELAS V SD. *Jurnal Inovasi Penelitian*, 3(10), 7815–7822.
- Dewi, C. (2019). Pengembangan komik digital pelestarian lingkungan berbasis nilai karakter religi untuk pembelajaran tematik pada siswa sekolah dasar. *Muaddib: Studi Kependidikan Dan Keislaman*, 1(2), 100–109.

- Faradiba, D. G., & Budiningsih, C. A. (2020). Pengembangan media komik berbasis pendidikan karakter peduli sosial pada pembelajaran tematik-integratif. *Jurnal Inovasi Teknologi Pendidikan*, 7(2), 196–204.
- Kristiyanto, D., & Rahayu, T. S. (2020). Development of comic media on learning theme 7 sub-theme 4 in third grade elementary schools. *International Journal of Elementary Education*, 4(4), 530–536.
- Kusrini, D., Dewanty, V. L., & Hidayat, N. N. (2020). The development of comics as a media to improve Japanese writing skill. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 155–163.
- Malik, S. Z., & Shahid, S. (2016). Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan. *Bulletin of Education and Research*, 38(1), 197–208.
- Maryani, I., & Amalia, L. (2018). The development of science comic to improve student's understanding in elementary school. *Jurnal Inovasi Pendidikan IPA*, 4(1), 75–82.
- Meirisa, S. (2022). Pengembangan Komik Sebagai Media Pembelajaran Tema Sehat Itu Penting di Kelas V Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 8(3), 800–807.
- Ngazizah, N., Rahmawati, R., & Oktaviani, D. L. (2022). Pengembangan Media Komik Berbasis Kearifan Lokal dalam Pembelajaran Tematik Terpadu. *Science Tech: Jurnal Ilmu Pengetahuan Dan Teknologi*, 8(2), 147–154.
- Nisak, N. M., Arifin, M. B. U. B., Fahyuni, E. F., & Rahmawati, I. M. (2021). The Development of Comic Formatted Fiqh Textbook for Islamic Elementary School. *European Journal of Education Studies*, 8(1).
- Oktavia, F., & Eliyasni, R. (2020). Pengembangan Media Pembelajaran Berupa Komik pada Pembelajaran Tematik Terpadu Kelas IV Sekolah Dasar. *Journal of Basic Education Studies*, 3(2), 542–549.
- Pinatih, S. A. C., & Putra, D. B. K. N. S. (2021). Pengembangan media komik digital berbasis pendekatan saintifik pada muatan IPA. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(1), 115–121.
- Puspitasari, P. (2024). *Al-Adzka : Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah Development of Kalibataku Fraction Board Media to Improve Student Learning Results and Interest in Fraction Material*. 13(2), 99–109.
<https://doi.org/10.18952/aladzkapgmi.v13i2.9364>

- Putri, A. S., Mahmud, M., & Fajrin, N. D. (2021). DEVELOPMENT OF COMIC TEACHING MATERIAL BASED ON BESUTAN TRADITIONAL OF ART JOMBANG: Array. *CITRA: International Journal of Community Service, Informatics, Technology, Research in Education, Art and Humanities*, 1(2), 62–77.
- Putri Harapani, M., & Nurhasanah, N. (2022). Penggunaan Media Pembelajaran Sebagai Pengembang Potensi Belajar Dalam Aspek Keterampilan Membaca Siswa. *Journal of Innovation in Primary Education*, 1(1), 22–32.
- Putri, N. R., Widyaningrum, H. K., & Yanto, E. N. A. (2024). Pengembangan media pembelajaran komik digital terhadap kemampuan berpikir kritis siswa kelas v pada pembelajaran tematik. *Prosiding Konferensi Ilmiah Dasar*, 4, 852–863.
- Ramadhan, F. A., Muhith, A., Usriyah, L., Islam, U., Kiai, N., Achmad, H., & Jember, S. (2024). *EDUHUMANIORA : Jurnal Pendidikan Dasar Design of Electronic-Based Handout Teaching Materials with Problem-Based Learning Nuances in Learning Mathematics*. 15(2), 121–134.
- Saputro, H. B., & Soeharto, S. (2015). Pengembangan media komik berbasis pendidikan karakter pada pembelajaran tematik-integratif kelas IV SD. *Jurnal Prima Edukasia*, 3(1), 61–72.
- Sari, R. G., & Erita, Y. (2021). Pengembangan Media Pembelajaran Berupa Komik Digital Pada Pembelajaran Tematik Terpadu Di Kelas IV Sekolah Dasar. *Journal of Basic Education Studies*, 4(1), 3126–3142.
- Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Wahyuni, R. (2022). Pengembangan Media Pembelajaran Aplikasi Canva Pada Pembelajaran Tematik Tema Kayanya Negeriku Kelas IV SD. *EduGlobal: Jurnal Penelitian Pendidikan*, 1(4), 333–349.