Learning Media Development National Movement History Comics Indonesia's Main Material Development Ideology and Organization Movement Indonesian National for Students Class XI IPS SMA N 1 Bobotsari

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Abstract

This study aims to determine the needs of teachers and students for instructional media in the form of comics. As a research and development (R&D) study, it followed several stages: identifying potential problems, collecting data, designing the product, validating it with experts, making revisions, and conducting product trials. The instructional media, specifically a comic about the history of the Indonesian National Movement, was developed using Photoshop CS6 and CorelDraw X7 to combine visual elements effectively. The validation results from experts indicated that this comic-based instructional media is suitable for use as a learning tool. The study's findings revealed that current school learning resources primarily consist of textbooks and worksheets, which are often presented less engagingly, leading to student boredom. Although PowerPoint presentations are used, their application is still limited, highlighting the need for more practical, innovative, and creative instructional media. The introduction of the comic-based history learning media received a positive response from students during trials, suggesting that such media could enhance engagement and make learning more enjoyable.

Keywords: Learning Media, Historical Comic, History of the National Movement of Indonesia.

Introduction

Education is an effort to attract something within humans as an effort to provide programmed learning experiences in the form of formal, non-formal, and informal education at school and outside school that lasts a lifetime and aims to optimize individual abilities so that in the future, they can play a role in life. right (Triwiyanto, 2014, pp. 23-24; Cahyono & Iswati , 2018; Hadisi et al ., 2017; Riadi , 2018; Syafaruddin et al ., 2016). Through education, students are assisted and directed to become human beings who benefit the nation, state, and society, especially themselves, for the future (Rochmawati, 2018). So, in managing the educational process, optimal learning processes and learning experiences are required to produce maximum learning results. Formal educational goals are realized through learning at school. Basri (2015, p. 21) explains that learning is all the learning mechanisms and processes carried out by educators for students by involving all components. I am learning to support the achievement of learning goals. Every lesson has the task of educating students to gain knowledge at a time to develop character, talents, and skills, as well as the ability to apply them in real life (Jihad, 2013; Anwar,

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2018). In history learning, educational goals are more specifically realized, such as historical awareness of nationalism, patriotism, humanities insight, and academic skills (Aman, 2011, p. 3; Wijayanti, 2017). History subjects have strategic meaning in forming a dignified national character and civilization and forming Indonesian people with a sense of nationality and love for their homeland (Hasan, 2012; Zahro et al., 2017). This shows that in history learning, not only is there a process of transferring knowledge, but history lessons also have the task of instilling attitudes that support the formation of national character, which is carried out through students' learning process at school.

Minister of National Education Regulation no. 22 of 2006 concerning Content Standards for Primary and Secondary Education Units explains that history is a branch of science that examines society's origins and development and role in the past based on specific methods and methodologies. Regarding education in elementary school to middle school, this knowledge of the past contains wisdom values that can be used to train intelligence and shape students' attitudes, character, and personality (Aman, 2011, p. 13).

The reality in the field shows that the objectives of history learning implemented in schools are currently not being achieved optimally (Amar & Rahmawati, 2017). This is due to several inhibiting factors in the history learning process. Starting from less varied learning methods, teaching materials in the form of textbooks only contain a series of sentences and chronological numbers for an event, and there is not yet sufficient learning media available for use in learning history (Mujyati & Sumiyatun, 2016). Several factors cause the marginalization of history lessons in secondary schools, including the learning model and support for relevant learning media (Purnamasari, 2011; Herijanto, 2012; Malina et al., 2017). According to initial observations made by SMA N 1 Bobotsari researchers, history learning has not been implemented optimally. Based on an interview on January 26, 2016, with Retno Wardoyo S.Pd. as a history subject teacher in class, Students' interest in participating in history learning has not been maximized because not everyone Students have a high interest in history lessons.

History learning will be more successful if students are actively involved in the learning process (Komalasari, 2012; Aman, 2016). This implies the need for various facilities to support learning activities, including educational media, which is an integral part of the learning process and can make students actively participate in learning activities. Thus, we need an exciting and fun teaching medium for students that is not separated from the Competency Standards and Basic Competencies (SKKD) material for history learning. Comics are widely known by the public, especially children, as entertaining reading. Comics are a form of cartoon that reveals characters and acts out a story in a sequence closely connected with images. They

are designed to entertain readers (Sudjana & Rivai, 2009, p. 64). Furthermore, Rohani (1997, pp. 78-79) believes that the central role of comic books is their ability to create interest in students. Comics are a form of reading where students read without being persuaded.

Comics, with their advantages, can be developed into more exciting learning media for students (Saputro, 2016). Not only that, but comics can also attract students' enthusiasm for reading and teach students to translate stories into pictures, even if students are faced with a natural context so that a lasting effect appears on students and they can remember things longer (Taufik, 2017). It is hoped that the development of comics as a medium for learning history with more exciting material can help students understand the material on the development of ideology and organization of the Indonesian national movement and ultimately be able to improve student learning outcomes.

Method

This research employs the Research and Development (R&D) method, specifically designed to produce and test the effectiveness of new products (Sugiyono, 2015, p. 407). The development research process includes several stages: identifying potential problems, collecting data, designing the product, validating it with experts, making revisions based on feedback, and testing the product in real-world settings. By systematically addressing each stage, the research ensures that the developed instructional media is both relevant and effective. The study incorporates a qualitative approach during the preliminary stages to gather data on potential problems, providing a nuanced understanding of the needs and challenges faced by both teachers and students. This qualitative data forms the foundation for the subsequent development of the instructional media.

In the later stages, a quantitative approach is employed to assess the feasibility and effectiveness of the developed product. This involves obtaining assessments from validators, who are experts in the field, and gathering responses from students to evaluate the practical application of the instructional media (Semiawan, 2010). The sampling for testing the comic-based learning media on the history of the Indonesian national movement was conducted using cluster sampling, resulting in selecting class XI IPS 1 as the sample class. This method ensures a representative and manageable sample for testing purposes. Through this comprehensive approach, the research aims to develop innovative, engaging, and effective instructional media that addresses the identified needs and enhances the learning experience for students. The positive responses from students during the testing phase indicate the potential for such media to improve engagement and learning outcomes in history education significantly.

Results and Discussion

The needs analysis questionnaire for developing learning media for historical comics of the Indonesian national movement was given to history teachers and students' classes. Meanwhile, this media is only used as a presentation medium without requiring students to be actively involved. So, the teacher agrees that comic learning media has been developed to serve as a source of information about the history of the Indonesian national movement. Teachers hope that the content in the learning media is short, uses the right choice of words, and is straightforward to understand. Apart from that, the cover must be attractive, display pictures, and be colorful so that students are interested in reading the comic learning media for the history of the Indonesian national movement.

Based on the results of the interviews, questionnaires need to be distributed to the class each day. Meanwhile, the learning resources used are textbooks and worksheets. However, textbooks and worksheets tend to make students bored and uninterested in learning because there is too much material and only displays writing. So, students hope that there will be a development of learning media on material for the development of ideology and organization of the Indonesian national movement. The historical comic media of the Indonesian national movement is one media that can be used to overcome this problem. The comic learning media for the history of the Indonesian national movement is an engaging, innovative, and creative learning media created to make it easier for students to study historical material. This material is presented using cartoon illustrations based on real faces. Illustrations are supported by brief narration to clarify the storyline. The dialogue is structured to make it easier for students to understand. Comics are presented in printed book form so students can use them anytime and anywhere.

Based on the results of interviews and questionnaires, the analysis of students' and teachers' needs for media development indicates that there is a need for variations in learning media that are appropriate to the conditions of the problem, namely by developing learning media for comics about the history of the Indonesian national movement. The design for the development of comic learning media for the history of the Indonesian national movement was made by referring to the Education Unit Level Curriculum (KTSP) and is based on the basic competency of analyzing the relationship between the development of new ideologies and social transformation with national awareness and movement. There are several indicators in this material, namely, describing the development of the ideology and organization of the Indonesian national movement and identifying several vital events that resulted in the

emergence of the Dutch East Indies government's harsh policies towards the Indonesian national movement. Learning media was developed by combining two software, Photoshop CS 6 and CorelDraw X7. Photoshop CS 6 was used to adjust the image's coloring, while Corel Draw.

Various book sources were used to develop material for the comic learning media on the history of the Indonesian national movement. The titles of the books are National History of Indonesia V, Dynamics of the Indonesian National Movement from Awakening to Independence, Nationalism & Indonesian Revolution, National Awareness from Colonialism to Independence, Indonesia in the Flow of History, and History for SMA/MA Class XI. The comic learning media for the history of the Indonesian national movement has been completed and then receives validation, criticism, and suggestions from media experts, material experts, and practitioner experts. The comic learning media for the history of the Indonesian national movement was revised based on advice from experts and then tested on students. A learning trial using comic learning media about the history of the Indonesian national movement was carried out in class XI IPS 1 with a total of 36 students, and data on student responses were collected after using this media.

Media experts and material experts carry out validation or assessment to know the suitability of learning media based on rational thinking, not based on facts field. Products that have been completed are validated with validators and carried out in 2 stages. The assessment of comic learning media for the history of the Indonesian national movement is based on media and material aspects. The validator in terms of media is Andy Suryadi, S.Pd, a lecturer in the Department of History who teaches Information and Communication Technology courses. The validator of the comic learning media for the history of the Indonesian national movement in terms of material is Drs. Jayusman M.Hum is a lecturer in the history department teaching the New Indonesian history course, and Retno Wardoyo S.Pd is a history subject teacher for class XI IPS SMA Negeri 1 Bobotsari. Validation I was carried out using an assessment questionnaire and receiving criticism and suggestions for the product being developed. Then, after revision, validation II was carried out using an assessment of the validation questionnaire to learn media about the history of the Indonesian national movement.

In validation I, the media validator assessed that there were still several deficiencies in the media that had been created and suggested improvements. Several things that need improvement include the fact that there are still many errors in writing, the time and chronology of events are unclear, and the color choices are less attractive. Material validator: I found an error in the big title, "The Old and Present Movement," and suggested changing it to

"Indonesian National Movement." Furthermore, colors are differentiated for class atmosphere with colors when depicting historical stories. The validator of material II here is a practitioner expert, the history teacher of class XI IPS SMA Negeri 1 Bobotsari. He suggested that the material be developed in-depth and that the symbols/flags of national movement organizations be displayed.

The results of the phase I assessment by media validator I showed a percentage of 72% with appropriate criteria, material validator I showed a percentage of 78% with appropriate criteria, and material validator II showed a percentage of 66% with inadequate criteria worthy. The final average yield obtained was 72%. So, the conclusion from product validation in stage I is that the product is suitable for use in the field when product revisions are carried out. Suggestions from media validators and historical learning materials were used to perfect the media and improve the comic learning media for the history of the Indonesian national movement. After the design had been revised, the researcher carried out a validation test in stage II with the validator of the same media and materials as validation test I. Validation test II was carried out using a validation questionnaire for learning media about the history of Indonesian national movement comics on the learning outcomes of class XI IPS students at SMA Negeri 1 Bobotsari in 2015/2016 teachings, which contain 32 assessment items in terms of media and 30 assessment items in terms of material.

The results of the stage II assessment by media validator I showed a percentage of 79% with feasible criteria, material validator I showed 94% with very feasible criteria, and material validator II showed a percentage of 84.6% with very feasible criteria. The final average yield obtained was 85.8%. So, it can be said that the comic learning media for the history of the Indonesian national movement that has been developed meets the criteria, is very feasible, and can be tested on students. The product trial was conducted in class XI IPS 1 SMA Negeri 1 Bobotsari, totaling 36 students. Learning in this preliminary activity begins with the teacher greeting students and inviting them to pray, presenting students, providing motivation, and conveying the material to be studied, namely the development of the ideology and organization of the Indonesian national movement and the learning objectives. The teacher distributes 20 pre-test questions for students to work on for 20 minutes. Previously, the teacher distributed learning media about the history of the Indonesian national movement comics to each student. After the questions have been completed in the core activity, the teacher explains the factors that led to the birth of the Indonesian national movement and then explains the discussion steps using historical comic media of the Indonesian national movement. Students are divided into

six groups consisting of 5-6 people. The teacher gives each group an assignment in the form of a paper, where each group member gets a different sub-material.

During the discussion process, several students asked questions about the assignment because they did not understand when the teacher gave directions. Students look for sources of information according to their respective material in the comics about the history of the Indonesian national movement that students already own. Each group member is responsible for completing their respective tasks and collaborating with fellow group members if there are difficulties. The teacher goes around to help direct students in discussing the material for each group member, and the teacher can pay attention to each student's activities. After the discussion process is complete and the paper assignment is completed, each group member whose number is called by the teacher then comes forward and presents the results of their work. Other students are allowed to refute, ask questions, and add to the discussion results of the group members who advanced. Students with the following number repeat this activity, and group members who have not presented their work will make a presentation the following week. Then, the teacher reflects on the progress of the group presentations. Then, at the end of the lesson, students and teachers will conclude the material they have learned. The teacher distributes post-test questions, and students fill them in for 20 minutes at the end of the meeting to measure students' abilities after learning takes place.

After applying the comic learning media to the history of the Indonesian national movement in class with the historical material taught, 2) students stated that they strongly agreed that students liked comic media because comics are a varied media, 3) students stated that they agreed that the overall appearance of comic media was interesting, 4) students stated that they agreed that comic media did not make students confused and experienced difficulties in the learning process, 5) students agree that the use of comic media helps students understand the material, 6) students agree that learning using comic media helps students increase their knowledge, 7) students strongly agree that the use of comic media can help students remember important material or images in the material, 8) students agree that comic media makes the learning process run well and fun, 9) students agree that comic media makes students more active in learning activities, 10) students agree that students are enthusiastic about learning increases after using comic media, 11) students agree that using comic media can help students when studying independently, 12) students agree that comic media makes students like history lessons more, 13) students agree that students like the classroom atmosphere when using comic media, 14) students agree that using comic media helps students to solve history practice questions, 15) students agree that using comic media is able to help students find out and find

answers independently, 16) students agree that using comic media can encourage students to think systematically, logically and critically, 17) students agree that students find it easy to understand the concept of material on the development of ideology and organization of the Indonesian national movement using comic media, 18) students agree that comic media attracts more students' attention in learning, 19) students agree that using comic media is able to increase students' interest in learning, and 20) students agreed that students really hoped that comic media would also be applied to other appropriate historical materials.

Conclusion

Based on the results of the research and discussion, the conclusions from this research can be stated as follows: The learning resources used in schools currently are still in the form of textbooks and worksheets whose presentation is less attractive and even tends to make students bored, while the media used is still limited to PowerPoint. These two learning components are still insufficient to support the history learning process. The results of the analysis of teacher and student needs indicate that it is necessary to develop learning media that are more practical, innovative, and creative. The comic learning media for the history of the Indonesian national movement was developed based on an analysis of teacher needs and student needs by core competencies, essential competencies, and learning indicators for the material development of the ideology and organization of the Indonesian national movement. The comic learning media for the Indonesian national movement was developed by combining two software, Photoshop CS 6 and Corel Draw X7. The learning media for comics about the history of the Indonesian national movement, the primary material on the development of the ideology and organization of the Indonesian national movement, is very suitable to be used as a learning media according to media experts and material experts.nUse of learning media for comics about the history of the national movement Indonesia, the primary material on the development of ideology and organization of the Indonesian national movement, received a positive response from students.

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