

# UTILIZATION OF DIGITAL COMIC MEDIA IN INCREASING SKILLS WRITE SHORT STORIES FOR ELEMENTARY SCHOOL STUDENTS

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## ABSTRAK

In the current era of globalization and technological development, the world of education has entered a period known as the 5.0 era, where technology is not only a tool but also an integral part of human life, including the learning process. In the world of education, technology should be utilized to improve the quality of learning. Quality learning will make it easier for students to achieve their learning objectives. The purpose of this study was to determine the extent of the influence of digital comics on the short story writing skills of fifth-grade students at SDN Gedangan. The method used was a quantitative experiment, one group pretest-posttest design, with a sample size of 15 students. Data analysis was performed using a t-test, and the results showed a sig. value (2-tailed) of 0.000 in the one-sample t-test. The sig. value of 0.000 is less than 0.05, meaning that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the use of digital comic media in teaching short story writing skills to fifth-grade students at SDN Gedangan has improved their skills. The results obtained after conducting the study indicate that digital media tailored to students' needs can serve as a new innovation in classroom learning and foster creative ideas among students.

## A. INTRODUCTION

In the current era of globalization and technological development, the world of education has entered a period known as the 5.0 era, where technology is not only used as a tool but has become an integral part of human life, including in the learning process. In this 5.0 era, humans focus on the synergy between artificial intelligence (AI), big data, and robotic technology with the role of humans to create a human-centered and technology-based society. Therefore, educators are required to be able to utilize technology, especially multimedia, in the learning process to create a richer, more effective, and meaningful learning experience for students. The use of multimedia in education not only enriches learning content but also accommodates various learning styles of students. Students in the digital era are more accustomed to visual, audio, and interactive content. The use of interactive learning media such as videos, simulations, and gamification applications increases student engagement in the learning process. Learning becomes more interesting and enjoyable, thereby

motivating students to learn. Despite its many benefits, digital transformation also faces challenges, particularly related to uneven technological infrastructure across regions. Additionally, teachers' skills in using technology are a crucial factor for the successful integration of digital media in learning.

Short story writing skills are one of the important competencies in Indonesian language learning at the elementary school level. However, in reality, many students still experience difficulties in expressing ideas, developing plots, and using proper grammar in writing stories. This low level of short story writing ability is often caused by a lack of motivation, limited imagination, and conventional teaching methods that are uninteresting to students (Fibiyanti & Nuroh, 2024). In this context, the use of digital comics is highly relevant and urgent to be studied, considering that this medium combines interactive visual and textual elements that can help students understand the material being taught, increase their motivation to learn, and encourage their creativity in writing. For students, learning will be more interesting, sparking

their desire and interest, and stimulating their cognitive development through colorful animations (Arief et al., 2022; Payanti, 2022). Additionally, digital comics have proven to be more effective than conventional methods because they stimulate imagination, provide a more concrete learning experience, and make students more focused and enthusiastic during the learning process (Batubara, 2019).

The use of *digital storytelling* and *digital comics* has proven effective in increasing students' interest and writing skills. This method not only makes learning more interesting but also helps students express their ideas better. Many students find writing boring, so they are not enthusiastic about doing it. Therefore, it is important to create a supportive and engaging learning environment, including the use of creative learning methods such as collaborative and image-based learning. One medium that can be used to facilitate the process of learning short story writing skills in elementary school students is digital comics (Wahid et al., 2021). Comics were initially associated with funny pictures to entertain readers (Ramadhani et al., 2022). Comics are used by teachers as a learning medium to summarize the content of a story because comics play a very important role in helping students remember and retain information in the long term. Comics have informational and educational purposes because they are clear and easy to understand. A storyboard that is told and read from left to right is called a comic panel (Syahmi et al., 2022). With technological advancements, comics have become more modern in digital form, accessible via smartphones anytime and anywhere without limitations. Comics were initially purely for entertainment and fiction, but with societal developments, new types of comics emerged incorporating educational elements such as factual information and more (Gunawan & Suwarjo, 2022). By using digital comic media, learning can become more active, creative, and innovative. Additionally, the material presented is easy for students to understand (Narestuti et al., 2021). Digital comics explain material relevant to the subject matter while discussing topics related to daily life (Tsuroyya et al., 2022). In writing activities, students require reading materials or media to generate creative ideas. Digital comics feature character animations, attractive colors, speech bubbles, and sound effects to depict situations

within the digital comic medium. Digital comics can be used as an educational medium. Therefore, comics can be tailored to the subject matter being taught (Bintoro et al., 2022).

Writing short stories is a form of creative learning. The 1994 curriculum states that the objective of creative writing is to train students to write creatively, edit their own writing or the writing of others, while paying attention to spelling, punctuation, and style (Halawa et al., 2023). Writing skills are greatly influenced by reading ability, as the more a writer reads, the broader their vocabulary becomes (Indriani et al., 2022). Writing is an activity that uses books, pens, pencils, and other writing tools as its main materials (Qadaria et al., 2023). To improve students' short story writing skills and motivation, effective learning media are needed with the aim of encouraging students' abilities and enthusiasm in writing (Wikanengsih & Ningrum, 2021). Short stories are a type of creative writing or imaginative fiction written concisely and succinctly that address a particular issue (Ramadhani et al., 2022). Short stories are brief literary works focused on the life of a main character. Typically, short stories can be read in one sitting and range in length from 2,000 to 10,000 words (Hermanto & Hasanudin, 2022). Short stories are also referred to as narratives, which are a type of prose that resembles free writing with short words and pages, as well as a limited plot (Ulfaida & Hasanudin, 2022).

Previous studies have stated that digital comics are very well developed, making them suitable for use in the learning process. Digital comics can be used as a learning medium to help students in their learning activities (Ranting & Wibawa, 2022). Other studies have stated that digital story-based media are effective in improving students' speaking skills. This medium not only helps students in language learning but can also be an innovative learning tool that can be adapted to students' needs, thereby encouraging their creative ideas (Cahyanti & Nuroh, 2023). Meanwhile, other studies have also stated that digital comics have an influence on the process of learning to write short stories (Ramadhani et al., 2022). The media used in this study and previous studies utilized digital story media and digital comics, but the primary focus differed. Previous studies employed digital story media for speaking skills, while others used digital comics for writing simple narrative stories.

This study introduces two main innovations: the media used and the skills being developed. Unlike previous studies that used digital story media for speaking skills and digital comics for writing simple narrative stories, this study aims to use digital comics to improve short story writing skills among students. To date, no specific research has examined the influence of digital comics on short story writing skills, so this study is expected to contribute new insights into the development of digital-based learning media.

Based on the problems found, including a lack of interest, motivation, and learning outcomes among students due to the use of learning media that is not in line with technological advances and lacks variety. Learning media must be interesting, easily accessible, and support independent learning. Digital comics are an inventive solution to existing problems, but are still not widely used in elementary schools. Therefore, this study is very important to develop, test, and prove that digital comics can improve the quality of learning and learning outcomes of students in writing short stories. This study will determine the extent of the influence of digital comics on the short story writing skills of elementary school students. The purpose of this study is to determine the extent of the influence of digital comics on the short story writing skills of elementary school students. Considering the current decline in writing skills among elementary school students, there are several influencing factors, such as a loss of interest in reading, the increasing use of gadgets for social media, and a lack of interest and motivation, which have an impact on low writing skills. In the digital era, we as educators must be able to adapt to digital media and utilize technology well in learning to create fun and innovative learning. This researcher utilizes digital comics to improve writing skills in students. Digital comics serve as a supportive and stimulating medium for expressing ideas and thoughts through writing. Students can first read the content in the digital comics, then write or develop the content into short stories using their own language. The researcher conducted observations by interviewing the homeroom teachers of fifth-grade students.

## B. RESEARCH METHODS

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This study used a quantitative method, namely a pre-experimental design with a one-group pretest-posttest design, with the aim of determining the effect of digital comics on the short story writing skills of elementary school students (Hikmawati, 2020). The subjects used in this study were 15 fifth-grade students at SDN Gedangan. The object used in this study is digital comic media, which will be applied to fifth-grade students at SDN Gedangan.

In the research procedure, the researcher will conduct observation and validation of instruments, assessment, and validation of the digital comic learning media. The theme and content of the story used are cultural diversity that includes local wisdom from the cultures of the Indonesian archipelago. The story theme was selected and adapted to the needs of the students regarding the introduction to various types of cultural diversity in Indonesia.

The research instruments used were pretest and posttest. The pretest was administered at the beginning of the learning process to measure the initial abilities of the students, and the posttest was administered after the treatment to measure the results obtained by the students.

The data analysis technique used is statistical analysis to test the hypothesis using a paired t-test with the help of SPSS software, which aims to test the difference in the average pretest and posttest scores of the related sample groups. Before the test is administered, it is necessary to conduct validity and reliability tests to test the research instruments. The validity test aims to test the validity of a test given to students.

After that, statistical data analysis was performed using a paired sample t-test. The paired sample t-test aims to determine the difference between the pretest and posttest results using the formula in **Figure 1**.

$$t = \frac{\bar{x} - \mu_o}{\sqrt{\frac{s}{n}}}$$

**Figure 1.** Uji paired sample t test (Sugiyono, 2016)

## C. RESULTS AND DISCUSSION

Make sure that the symbols in the equation have been defined before the equation or follow immediately after the equation. Symbols are typed in italics.

The results of the pretest and posttest showed an increase in scores among students in the short story

writing material using digital comics, thereby improving their writing skills. In learning using digital comics, students were more active and communicative. In learning using this medium, there was an increase in scores on the Posttest, with students writing short stories in accordance with the intrinsic elements that had been explained and examples provided in the digital comics.

To answer the research objectives, a Pretest and Posttest were conducted in the form of short story writing assignments for fifth-grade students. The Pretest was given at the beginning of the learning process to measure the students' initial abilities. During the learning process, students only received learning using print media or conventional learning. The Posttest was then given after the treatment to measure the results obtained by the students. During the treatment, students were given learning using Digital Comics.

The data obtained from the Pretest and Posttest results were then analyzed using normality tests and paired sample t-tests with the help of IBM SPSS Statistics 26. Normality tests were used to test whether the data distribution met the normal assumption or not. Meanwhile, paired sample t-tests were used to compare or determine the difference in the average scores on the Pretest and Posttest in paired samples.

The normality test used the Shapiro Wilk formula due to the small sample size. The results of the normality test for the Pretest and Posttest data can be seen in Table 1.

**Table 1. Normality Test**

Data	df	Sig.	Normalitas
Pre-test	15	0,277	Normal p(>0,05)
Post-test	15	0,110	Normal p(>0,05)

In **Table 1**, the pretest data obtained a sig. value of 0.277 and the posttest obtained a sig. value of 0.110, which is greater than 0.05. This means that the distribution is normal, so the study can continue.

After the data was declared to be normally distributed, a paired t-test was conducted to examine whether there was a difference in the mean between the two paired samples. The results of the paired sample t-test conducted using SPSS are presented in Table 2.

**Table 2. Paired Sample T-Test**

Paired Differences				
	Mean	Std. Deviation	t	df
Pre-test	-15,000	8,660	-6,708	15
				p-value
				.000

Based on the data shown in Table 2, the Sig. value of the Pair output (2-tailed) is  $0.000 < 0.05$ , so  $H_0$  is

rejected and  $H_a$  is accepted, and it can be concluded that there is a significant difference. With this, it can be stated that there is a difference, which means that there is an effect of using digital comics to improve short story writing skills in elementary school students.

Based on the results of the study, it was declared valid and to improve the short story writing skills of students, teachers can improve their writing skills by providing learning using interesting media, one of which is digital comics, so that students will find it easier to understand and create their own works in short story writing skills (Khotijah, 2018). Learning media is an important component in learning. With the development of the times, the selection of learning media must be adapted to the use of technology. Digital comics can be used as learning media, therefore comics can be arranged according to the subject matter to be conveyed. In this case, comics serve as conveyors of learning messages with visual elements, so that students are more interested in learning. For students, learning will be more interesting and can stimulate cognitive development with the presence of colorful animations. In this learning process, Digital Comics are used as a medium for conveying information in the form of sketches that convey messages to readers. As a form of implementing technological and knowledge development, Digital Comics can be used as a learning medium (Payanti, 2022). The benefits obtained in this study are that Digital Comics serve as an intermediary or tool in learning activities by providing encouragement to help students understand the material presented by the teacher, from abstract concepts to concrete images. Additionally, this approach prevents students from becoming bored with content that is solely text-based and allows them to leverage technological advancements without limiting their creativity (Payanti, 2022).

Teachers play a very important role in overcoming problems faced by students. In the learning process, teachers also need learning media as teaching aids because some material cannot be conveyed verbally alone, but also visually (Syahmi et al., 2022). Currently, technology is advancing and developing rapidly, especially in smartphones. Because of their affordable prices, all students in Indonesia have these devices. Technology facilitates learning by making it easier. To enhance the quality of learning activities, educators must make learning more creative and innovative. This will motivate students and provide them with opportunities to learn optimally, both in the classroom and through independent study (Amalia et al., 2020).

Another learning medium that has developed in this era of technological advancement is print and

digital media, which are not only in the form of test books, but also comics. Comics have evolved from entertainment media to media focused on education. Comics are used as a learning medium to transfer lessons from teachers to students. Digital comics, which feature images, characters, colors, text, and even audio-visual elements in digital form, help students easily understand the information embedded within them (Gunawan & Suwarjo, 2022).

The results of this study align with previous research stating that digital comics can be used in the learning process (Ranting & Wibawa, 2022). Another study indicates that digital story-based media can enhance students' speaking skills (Cahyanti & Nuroh, 2023). According to further research, digital comics influence the process of learning to write short stories (Ramadhani et al., 2022). Based on these studies, it can be concluded that digital comics are very suitable for use as a learning medium for elementary school students. The media developed in this study can be used by teachers as a bridge to improve students' interest and motivation to learn.

Comic media appears to be useful in education because it is humorous and multisensory. In fact, using digital comics in different classroom presentations can help improve student learning outcomes. Using digital comics in elementary school learning can improve student learning outcomes, interest, and motivation to learn. Digital comics can be used in learning to improve their understanding, strengthen language skills, and enhance creativity. However, it is also important to ensure that digital comics align with learning objectives, are appropriate for the students' age, and are integrated with other teaching approaches to maximize outcomes (Sari & Yatri, 2023).

#### D. CONCLUSIONS AND SUGGESTIONS

From the results of the research and discussion above, the researcher found differences among students in learning Indonesian language material on writing short stories when using digital comics. In the treatment given by the teacher using digital comics, there was an 81% increase in learning outcomes in writing short stories compared to using print media or conventional learning. Therefore, the use of Digital Comic media can be said to have a significant impact on improving short story writing skills in Grade V at SDN Gedangan. As a result, Digital Comic media can be utilized as an effective and enjoyable teaching tool or aid in the learning process.

To gain a more comprehensive picture of how effective digital comics are, further research should

explore the different types of content that can be used for different subjects. In addition, involving students in the process of creating digital comics could be an engaging way to increase their engagement and creativity.

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