Local Culture-Based Comic Strip: Improving Elementary Students' Social Skills

Fahlila Mutia
Basic Education,
Postgraduate,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

Sugiharto
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

R. Mursid
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

Abstract: The aim of the research is to develop comic strips based on local culture that are suitable for use by students; develop local culture-based comic strips that are practically used by students; and develop local culture-based comic strips that are effectively used to improve students' social skills. The 4D development model includes the define, design, develop, and disseminate stages. The research was conducted at SD Negeri Babah Krueng Even Semester for the 2022–2023 academic year in Chapter 6, My Indonesia is Rich in Culture. At the development stage, it consists of validation tests and development tests based on validation assessments from media experts, material experts, and users (teachers). At this stage, trials and dissemination are carried out. The results of the validity test from three experts, namely linguists, presentation experts, and content feasibility experts, obtained results in the "Good" category. The results of the Practicality Test showed that the number of trial scores in percent was 90%. Thus, the results of the pilot study fall into the "very good/very practical" category. The effectiveness test results obtained Gain-Score or increased learning outcomes: seen from the pretest and protest, there is an increase in the classical average score of 0.6; when referring to the gain-score interpretation table, these results indicate an increase that is "Good". The observation results of student activities obtained a preset value of 75%, which is in the range of 61% to 80% with good achievement criteria.

Keywords: comic strips; local culture; social skills

1. INTRODUCTION

The process of children learning to recognize all the behaviors they imitate and beginning to be able to distinguish which behavior is acceptable and has a positive impact and which behavior is unacceptable After they are able to distinguish between what is good and what is not good, children begin to get used to good behaviors and are given reinforcement in accordance with the values and norms that apply [1].

Local culture or local wisdom begins with a community's thoughts, which are considered good thoughts, and then becomes a guideline for people's lives. The grip on local wisdom is based on a sense of tranquility and peace among the people. These local cultural values embody the rules that are currently increasing in society for joint activities. In the procedure for determining local wisdom, rules that direct good community behavior

Picture books make up a larger portion of the media provided in schools. Therefore, it is important to produce comics as outputs from this study, because around 73.3% of students will be enthusiastic about learning if they use colorful comics. Comic media develops in the form of colored comics. This is very relevant to the research conducted by Ririn [2], where teaching media can improve students' learning processes in teaching, which in turn is expected to improve the learning outcomes they achieve. Existing problems can be overcome with learning media, namely with its ability to provide the same stimulation, giving rise to the same perception [3].

The comic strips that have been published in electronic media so far only show a funny storyline, so they are only useful as entertainment. Therefore, the comic strip media that will be made is in the form of a book consisting of fairy tales with an instructional component. Because not all schools have complete facilities such as projectors in the classroom, the comic strips that are being developed are made in book form.

According to relevant research conducted by Indriasih et al. [4], the developed e-comic medium is able to increase students' motivation and interest in learning life skills, help activate students physically and emotionally, and make it easier for students to learn. Hidayah & Ulva [5] Student responses to comic-based learning media in Social Sciences lessons on cooperative material are very feasible for calculating total scores by giving student response questionnaires. Riwanto & Wulandari [6] The use of digital comic media can increase the effectiveness of learning the theme material, which always saves energy, Students become more enthusiastic about learning because, besides reading, they can also see pictures of cartoon characters.

In innovative learning, the teacher must use learning media, because the media is one of the factors that supports the success of the learning process in the classroom. Through media, learning materials will be conveyed easily, and creative use of media can expedite and increase learning efficiency so that learning objectives can be achieved [7]. There are significant differences in learning activities between students who use comic media and students who do not use comic media in the learning process. The activities of students who use comic learning media show better activity than those of students who do not use comic media during the learning process [8]. Based on the results of the research, comics containing simple airplane material can help students absorb the material in depth and completely. This comic is practical and effective for learning [9]

1.1 The Nature of Students' Social Skills

Social skills, or what is further translated into social skills, are the ability to carry out social interactions both verbally and non-verbally and with a positive mindset [10]. Social skills support the success of social relations and enable a person to cooperate with others effectively [11].

According to Riggio [12], social skills are verbal and non-verbal communication skills, including expressivity, sensitivity, and control. Expressivity refers to the skill of communicating or sending messages to others. Sensitivity refers to the skill of receiving and interpreting messages communicated by others. Control refers to skills that are able to regulate and manage communication processes. Social skills enable a person to interact with other people successfully. According to Thompson in Putri et al. [13], social skills are skills for managing thoughts and feelings expressed in an action or deed that does not harm oneself or others.

Based on the description above, the researcher concludes that social skills are the ability to carry out social interactions both verbally and non-verbally, including expressiveness, sensitivity, control, and a positive mindset in interacting with others so that they can be accepted or considered beneficial for themselves, their quality of life, and others.

According to Jarolimek (Bachri [14]), the skills that children need to have are (a) Living and working together, taking turns, respecting the rights of others, being socially sensitive, (b) Learning self-control and self-direction, and (c) sharing ideas and experiences with others. So, these social skills include aspects of life skills to work together: skills to control oneself and others; skills to interact with each other; exchanging thoughts and experiences so as to create a pleasant atmosphere for each member of the group.

Michelson, Sugai, Wood, and Kazdin in Nugraini [15] revealed that social skills are displayed as a means of interacting with other people in the form of skills to interact with each other, exchanging verbal responses, thoughts, and experiences so as to create a pleasant atmosphere for every member of the group. A person with social skills can build competent social relationships with others and perform a strengthening role, standing as a model for those with whom they interact.

Table 1. Dimensions of Social Skills

Dimensions of Social Skills	Skill Indicator
Peer relational skills	1) Learn to say the names of people. 2) Pay attention to the person who is talking.. 3) Use eye contact with others when speaking. 4) Accommodate other people's comments and ideas. 5) Participate appropriately in small talk. 6) Respond with humor.
Self-management skills	1) Using the appropriate loudness and tone of voice.. 2) Express your own feelings when necessary.
Akademic skills	1) Pay close attention to people's understanding. 2) Ask appropriate questions.

Dimensions of Social Skills	Skill Indicator
	3) Keep captions at proper spacing 4) Ask for directions or assistance.
Compliance skills	1) On time. 2) Stay together in your own group. 3) Take care of other people's feelings. 4) Respect the time limit.
Assertion skills	1) Look at someone's understanding. 2) Ask questions 3) Offer to explain or clarify..

The five dimensions that are indicators of social skills mentioned above are interrelated and form a single entity that can provide an overview of an individual's ability to express his feelings both verbally and non-verbally so that they are able to be responded to by others when social interaction occur.

1.2 The Nature of Learning Media

Gagne' and Briggs in Azhar Arsyad (2013: 4) implicitly say that media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn.

The opinion above was added by Sanjaya [17], who stated that media is everything, such as tools, environments, and all forms of activity that are conditioned to increase knowledge, change attitudes, or instill skills in everyone who uses them. In the learning process, the media are needed to channel the information that the teacher wants to convey to students.

The learning media used can be obtained by the teacher by utilizing various existing sources as creatively as possible. Learning media, as a communication intermediary, will play an important role in the learning process. The teacher, as a source of information that will provide knowledge to students as recipients of information, will be helped by the media. The medium used by the teacher to facilitate the process of conveying knowledge can be said to be a learning medium.

Learning media will make the learning atmosphere more enjoyable and add to the learning experience for students. The above statement is reinforced by Sanaky [18], Mursid [19], who state that learning media is an educational tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals.

Munadi [20], who defines learning media as anything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively.

Media as an educational tool that can create effective and efficient learning can be realized in various forms. Sharon, Deborah, Mims, and Russell [21] categorize media into six categories, namely: (1) text is the most commonly used media, which is alphanumeric characters displayed in any format such as books, posters, blackboards, or computer screens; (2) audio includes anything that can be heard either directly or recorded, such as people's voices, music; (3) visuals used to trigger learning include diagrams, pictures on the blackboard, cartoons, and photos; (4) video is media that displays movement, such as DVDs, video recordings, and animations; (5) the engineer is a three-dimensional medium and can be

touched by students; (6) people can be teachers, students, or subject matter experts.

Sanjaya [22] explained that there are several criteria in the selection of learning media, namely: (1) appropriate and directed to make it easier for students to learn in an effort to understand the subject matter; (2) appropriate and directed to achieve learning objectives; (3) according to the learning material; (4) in accordance with the interests, needs, and conditions of students; (5) paying attention to effectiveness and efficiency; (6) according to the teacher's ability to use it.

1.3 Local Culture-Based Comic Strip

Local culture is a culture that develops in a certain area, is continuously maintained and preserved, and is then recognized by all the people in that area. Aceh is one of the provinces in Indonesia that is very well known as the city of Serambi Mecca. This is because Aceh has Islamic ideological values that are inherent and so strong in the lives of its people.

Comics are considered to make children just happy to see pictures without having to learn to read, resulting in illiteracy. The real criticism is the image elements contained in the comic. The images presented in it contain a lot of hard, rough, and brutal actions taken by comic characters in conveying the story [23]. From a positive perspective, reading comics can help develop a child's imagination. Comics can provide a model that can be used to develop a child's personality [24].

Nurgiyantoro [25], who stated that comics come by displaying pictures in panels (boxes) in a row accompanied by written text balloons and forming a story. The digital comic media used in

science learning using Cartoon Story Maker software on the theme of always saving energy can increase the effectiveness of learning and have a significant effect on the learning process of fourth-grade students [26].

Correct use of language and actual depiction Real dialogue in everyday life makes comic strips attractive to all age groups [27]. Through several panels, the comic strip has been able to briefly represent the overall story. So that the comics in this research are in the form of comic strips, which only consist of four panels or boxes. Each panel contains pictures and the texts of the characters' conversations. The text of the conversation is written in the form of text balloons, which can represent a story as a whole.

Comic strips containing pictures and writing can make students who read them interested. Munadi [28] states that when students pay attention to pictures, they are encouraged to interact with the pictures to make new connections and ideas because pictures can make people capture the information contained in them more clearly than expressed in words.

This comic strip can provide benefits for teachers and students, especially in character education in the form of social care characters and analytical thinking skills. The use of comic strips in education provides an interesting reading experience for students because they present simple cartoon characters [29]. In line with the opinion of Suryatin and Sugiman [30], stating that the use of comics has expanded to become a learning medium, students who use comics during learning gain double benefits, namely feeling satisfied because they have done what they like and can build their knowledge.
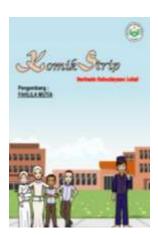

Figure 1. Display of scripted comics based on local culture

The research problem is formulated as follows: (1) Are comic strips based on local culture appropriate for use in learning? (2) Are comic strips based on local culture practically used in learning? (3) Are comic strips based on local culture effectively used to improve students' social skills?

2. METHOD

The model used is the development of a 4-D model. The 4-D (Four D) development model is a learning device development model. This model was developed by S. Thiagarajan. The 4D development model consists of 4 main stages, namely: Define, Design, develop, and Disseminate. These methods and models

were chosen because they aim to produce products. The products developed were then tested for feasibility, validity, and product trials to determine the extent to which students' social skills increased after learning to use local culture-based comics.

This research will be carried out at SD Negeri Babah Krueng Even Semester for the 2022/2023 academic year in Chapter 6 of My Indonesian Rich Culture, which will be carried out in four meetings. The subjects in this study were Grade IV students, with a total of 34 students, and the object of this study was comic strip media based on local culture.

Table 2. Validation grid content eligibility, presentation feasibility, language eligibility

No	Assessment Indicator Components	descriptor
Content eligibility		
1	Material Suitability	Material completeness; Material breadth; Curriculum Depth
2	Material Accuracy	Concept accuracy; term accuracy
3	Updating the material	The suitability of the material with the child's language development; Examples and illustrative cases; update
Eligibility of Presentation		
1	Presentation technique	Presentation systematic consistency; Servant cramps; Material balance
2	Presentation Support	Introduction; Chapter introduction; Summary; bibliography
3	Learning Support	participatory interactive; Encouraging student involvement for independent and group learning that is interactive with learning resources; Encourage critical, creative and innovative thinking
4	Coherence and coherence of thought flow	Linkage and integration of meaning in chapters
Language Eligibility		
1	Accuracy	Accuracy of sentence structure; sentence effectiveness
2	Communicative	Understanding of the message
3	Appropriateness of language rules	Grammatical accuracy; Spelling accuracy; Appropriate level of intellectual development of learners
4	Appropriateness of the development of students	Appropriate level of social emotional development; Learning outcomes test enrichment material

Table. 3. Grid of Social Skills Instruments

No	Aspek	Indikator
1	*Living and working together; taking turns; respecting the rights of others; being socially sensitive.*	Work well together in study groups..
		Students are able to mingle with friends of different religions, ethnicities, and races
		Able to involve themselves in working on assignments in groups
		Respect other people's opinions
		Appreciate the work of friends
		Pay attention and listen to people who are talking or expressing opinions
		Memorize the name of the interlocutor
2	*Learning self-control and self-direction*	Comply with school regulations and health protocols (clothing, hair styling, wearing masks, keeping a safe distance from class pickets, class entry times and break times)
		Calm in conveying or demonstrate something
		Not easily angry Comply with the rules set by the teacher while in learning Obey the rules set by the teacher while in learning
		Responsibility in carrying out their duties independently
		Follow the instructions in the implementation of the project
		On time dating to school
3	*Sharing ideas and experience with others*	Express opinions during discussions..
		Look at other people's understanding and then ask questions that are appropriate to the topic
		Offers to explain or clarify his work.
		Share with friends

Table 4. Social Skills Scale Grid

Variable	Aspects	Grid
Social Skills	*Peer Relation Skill*	1. Attitude of Mentioning People's Names 2. The behavior pays attention to the person who is talking. 3. The attitude of using eye contact with others when speaking 4. Attitude accommodates the comments and ideas of others 5. Behavior participates appropriately in small talk 6. Attitude responds to rumours
	Self-management skills	1. Attitude using appropriate loudness and tone of voice 2. Attitude expresses one's own feelings when necessary
	Akademic skills	1. The behavior of paying attention to the understanding of others 2. The attitude of asking the right questions 3. Attitude maintains proper distance information 4. The attitude of asking for directions or help
Number of Questions		

To find out the practicality of comic strips, this instrument must be filled in by teachers/comic strip users, along with indicators from the comic strip practicality questionnaire.

Table 5. Practicality questionnaire grid

Observed Aspects
1. media can overcome the limitations of experience that students have
2. media can transcend classroom boundaries
3. media can allow for direct interaction between students and their environment
4. media can add basic concepts that are true, real and precise
5. the media can control the speed of student learning
6. media can provide a comprehensive experience from the concrete to the abstract

Data analysis technique
The purpose of the data analysis carried out in this study was to answer the level of validity, practicality and effectiveness of the comic strip being developed.

The Validity and Practicality of Comic Strips
Determine the Va value or the total average value of the average value for all aspects with the formula:

$$Va = \frac{\sum_{i=1}^{n} A_i}{n}$$

(Susanto, 2012:75)
With:
Va is the total average score for all aspects
A_i is the average score for the i-th aspect,
n is the number of aspects.

Table 6. Categories of Comic Quality Assessment and Student Responses

Rating Level	Category
0% - 20%	Not Good
20,1% - 40%	Not Good
40,1% - 60%	Enough
60,1% - 80%	Good
80,1% - 100%	Very Good

Analysis of students' Social Skill Sheets
The data based on the questionnaire given to the teacher needs to be calculated so that it can be presented qualitatively. The steps taken are as follows:
1. The questionnaire that was filled in by the respondent, was checked for the completeness of the answers, then arranged according to the respondent's code.
2. Quantify the answers to each question by giving a score according to a predetermined weightbelumnya.
3. Create data tabulation.
4. Calculate the percentage of the questionnaire components with the following formula:

$P_{(k)} = S/N \times 100\%$

Information:
$P_{(v)}$ = percentage of components
S = total score of the components of the research results
N = maximum number of scores

According to Arikunto [31], data in the form of figures from calculations and measurements are processed by adding them up and comparing them with the expected amount to obtain a percentage. Based on this opinion, the results and calculation of the percentage of this study, the researchers interpreted the criteria into the following:

Table 7. Classification of Student Skills Questionnaire

No	Criteria	Percentage
1	Very Good	86%-100%
2	Good	76%-85%
3	Enough	60%-75%
4	Less	55%-59%
5	Less than once	< 54%

Source: Ngalim Purwanto (2006: 103)

According to Arikunto [32] the advantage of using percentages as an information tool is that with percentages the reader will find it easier to know how far each aspect contributes, related to the research being carried out. This study interprets quantitative data verbally, namely by comparing the results of the questionnaire obtained by the subject before and after being subjected to the action, then discussed descriptively from the results of the social skills questionnaire.

Comic Strip Effectiveness Analysis. The design used in this study is one group pretest and post test design as follows:

Pretest	Treatment	Post Test
O1	X	O2

Keterangan :
O1   = Pretest
X   = Comic Strip Use
O2   = Posttest

After the results of learning before and after the use of comics are obtained, an N-Gain or Gain Score analysis is then carried out to see the effectiveness of comic strips. Statistical analysis of student learning outcomes uses the following hypothesis:
Ho: There is no difference in student learning outcomes before and after using local culture-based comic strips.
Ha : There are differences in student learning outcomes before and after the use of local culture-based comic strips.

The data analysis technique used to assess and determine the increase in student learning outcomes is gain-normalized analysis. The normalized gain, or N-gain score, aims to determine the effectiveness of using a particular method or treatment in research. The N-gain score test is carried out by calculating the difference between the pre-test scores and post-test scores. By calculating the difference between the pre-test and post-test values, or the gain score, we can find out whether the use or application of a particular method can be said to be effective or not.

$$g = \frac{Tf - Ti}{SI - Ti}$$

Information :
g = Normalized gain
Tf = Post-test score
Ti = Pre-test score
SI = Ideal score

Table 8. Interpretation of Normalized Score Gain

Besar Persentase	Interpretasi
Gain > 0,7	High Boost
0,3<Gain <0,7	Moderate Increase
Gain<0,3	Low Gain

3. RESULTS AND DISCUSSION
3.1 RESULTS

Assessment results by Validation of Linguists; Material Expert Validation; Learning Design Validation; Small Group Trial; Large Group Trial for all aspects of the assessment is determined by the average score. The results of the assessment are then analyzed and determined whether or not it is appropriate to develop comic strip media based on Local Culture. The average percentage of the results of the assessment is in table 9 below:

Table 9. Feasibility of comic strip media based on local culture

No	Categorization	Percentage of average score %	Criteria
1.	Linguist Validation	93,00	very feasible
2.	Material Expert Validation	83,00	very feasible
3.	Learning Design Validation	61,00	feasible
4.	Small Group Trial	70,00	feasible
5.	Large Group Trial	76,00	feasible
The average		76,60	very feasible

The practicality test for users regarding the user's or teacher's response to comic media is 30. The results of this trial then use the existing formula; the total score of the trial in percent is 90%. Thus, the results of the pilot study fall into the "very good/very practical" category.

In trial I, students were given 15 multiple-choice questions as test instruments in the pre-test and post-test, which were then tested for Gain Score. The pre-test and post-test were attended by 34 students. In general, data analysis on the effectiveness of learning media used by students in the Gain Score test It can be seen that there was an increase, where the total score at the time of the pretest was 55.10 and at the time of the posttest was 82.94.

In measuring the level of student skills, there are three aspects: peer relationship skills, self-management skills, and academic skills. The results of the questionnaire before learning were carried out using comic-book learning media. shows that the average percentage of the 34 students in the school only reaches 75%, which, if adjusted to table 3.7, is in the "good" category. Therefore, it is necessary to do a treatment in the form of applying comic scripts to learning.

An observation of student activity was carried out to determine the level of students' social skills during learning using Comic Strip media. The social skills expected by researchers include living and working together, taking turns, respecting the rights of others, being socially sensitive, Learning self-control and self-direction, and sharing ideas and experiences with others. The average of the results of student activity can be seen from the table above, namely 3.73. The average effect on the assessment of students' social skills is to find out the value of each student based on the achievement category of each student. Student activity sheets that focus on social skills obtain a preset value of 75%, which is in the range of 61% to 80% with the achievement criteria "Good".

3.2 DISCUSSION

To test the level of validity of the presentation expert component with indicators such as consistency of presentation systematics, Consistency of presentation, Balance of presentation of material, Introduction, Introduction to Chapters, Summary, Bibliography, Participatory Interactive, Encouraging student involvement in independent learning and interactive groups with learning resources; encouraging critical, creative, and innovative thinking; and linking and integrating meaning in chapters. The score obtained is only 15, where the maximum score of the assessment is 55. If the percentage of the score obtained from the analysis of linguists is only 27%. category "Not Good" with the conclusion "Easy to use in the field with revisions" with several revisions: (1) Summary, (2) Bibliography. (3) Participatory Interactive, (4) Linkage and Integration of Meaning in Chapters After the comic has been repaired or revised according to the directions from the validator, the score obtained is 30, where the maximum score from the assessment is 55. If the percentage of the score obtained from the results of the analysis by content feasibility experts reaches 61%, These results, when referring to Table 3.5, are included in the "Good" category with the conclusion "Easy to use with revision".

Based on the results of calculations and descriptions of each aspect of language validation, content eligibility validation, and presentation feasibility, it can be concluded that the results of the validation test for local culture-based comic strip media have fulfilled the validity criteria. According to Soedarso [33], the comic strip is the development of serial Folklore comic media, which is presented with a series of images that are presented briefly and serially and do not beat around the bush in their delivery. Cartoon images in comics can be the first thing readers see to enter into the story that will be conveyed; therefore, the selection of images in comics must be considered. Comic media also uses various colors to make it look more attractive.

After conducting validation tests on 3 experts, the researcher continued the comic practicality test stage, which was divided into 2 stages, namely small or limited group trials, which were attended by 5 students in grade 4 of SD Negeri Babah Krueng. Small-group trial data were obtained from a questionnaire and analyzed as a basis for improvement. The result of the 10 statements submitted and filled in by 5 respondents obtained an average score of 3.52 and a percentage of 70%.

Furthermore, after repairs were made, the researchers conducted a large-scale trial; the instruments used were still the same, only the number of respondents was increased to 34 grade 4 students at SDN Babah Krueng. obtained a large group trial consisting of 10 statements submitted and assessed by 34 respondents. Data from large group trials show that comics are included in the "good" criteria. This can be seen from the average results obtained at 3.82 and, if percentaged, at 76%. From the testing activities of the large group of enthusiastic students using local culture-based comics that were developed.

The study revealed an interesting finding: students seemed more interested in learning by viewing media before learning

actually started. Students were very enthusiastic about seeing photos and discussing with their classmates the visuals and stories in comic media. Students concentrate on listening and understanding the explanations given during the explanation of the contents so that they are not confused when reading comic books and can easily complete the assessment. When students copied the stories in their own sentences, it was seen that the stories they wrote were acceptable and no narrative components were forgotten, making it easier for students to understand the contents of the stories they read while studying. As revealed by Gunawan & Sujarwo (2022), data on the practicality of comics was obtained from student practicality sheets, which were filled in by students who used comics during practicality tests. Comics that were developed were said to be practical if the criteria for practicality were practical or very practical.

This criterion is in accordance with previous research conducted by Gunawan and Sujarwo [35], where the practicality aspect of comic books was measured using a student response questionnaire. The distribution of student response questionnaires was carried out after students read and understood the contents of the comic book. The practicality of teaching materials is related to their ease of use.

Product effectiveness can be seen from the pretest and posttest trials conducted and analyzed with the Gain Score test. The pre test and post test were attended by 34 students. The percentage of the average student score in the gain score test was 0.62. If it is associated with the interpretation table, the increase in student learning outcomes traditionally associated with the gains from the core test is in the "Medium" category. This states that students in Class IV have fulfilled the percentage of classical completeness and are categorized as effective because they can improve student learning outcomes.

Based on the information above, it can be indicated that, in general, students are able to absorb lessons when the teaching and learning process uses comics, and there is a significant difference in effectiveness between learning using comics and without using comics. This is in line with Santo Santoso's opinion, Seni Apriliya [36], which states that comics have the ability to create student interest in learning and help students make it easier to remember the learning material they are studying.

The effectiveness of comics can also be seen from student activities by conducting observation sheets to determine the level of student skills, including living and working together, taking turns, respecting the rights of others, being socially sensitive, Learning self-control and self-direction, and sharing ideas and experiences with others. The average of the results of student activity can be seen from the table above, namely 3.73. The average effect on the assessment of students' social skills is to find out the value of each student based on the achievement category of each student. Student activity sheets that focus on social skills obtain a preset value of 75%, which is in the range of 61% to 80% with Good achievement criteria.

Effectiveness and efficiency mean that the success of learning is measured by the level of achievement of the objectives after the learning has been carried out. If the learning objectives are achieved, the learning is said to be effective; if the achievement of learning objectives using the media is minimal, then the learning is said to be efficient [37]. Effective and efficient media can support learning achievement. In this case, the purpose of this research is to improve students' skills, and with

the results obtained, the comics developed are in the Effective category.

The results of this study can be compared with those of other studies. This research is different from previous research conducted by Jois Nilantira (2015) with the title Development of Folklore Comic Media for Fiction Writing Skills for Grade IV Elementary School Students. In the previous research, the media was developed for writing skills, while in this research it was developed for students' social skills. In this study, it was tested on students by measuring the effectiveness of the media, so that student test results became a reference for research results. Meanwhile, in this study, in addition to using student learning outcomes tests, instruments were also used to measure students' social skills improvement.

4. CONCLUSION

1. From the results of the validity test of three experts, namely linguists, presentation experts, and content feasibility experts, the results are: (1) The percentage of scores obtained from the results of the analysis of linguists reaches 93%. These results fall into the category of "Very Good". (2) The percentage of scores obtained from the results of the content feasibility expert analysis reaches 61%. These results fall into the category of "Good". (3) The percentage of scores obtained from the results of the content feasibility expert analysis reaches 61%. Results in category "Good".

2. From the results of the Practicality Test, it is determined that the total score of the trials in percent is 90%. Thus, the results of the pilot study fall into the "very good/very practical" category.

3. From the results of the Effectiveness test obtained, the gain score, or increased learning outcomes seen from the pretest and protest, shows an increase in the classical average score of 0.6. Referring to the gain score interpretation table, these results indicate an increase in "Good" learning outcomes. Therefore, comic strips have been said to be effective in increasing learning outcomes.

4. From the results of the assessment of the social skills questionnaire filled out by the teacher before using comics, the average percentage of 34 students at the school only reached 75% in the good category. very good category. With the difference in the results above between the pretest and posttest, it further emphasizes that comic media can improve students' social skills. From the results of observations of student activities, a preset value of 75% was obtained, which was in the range of 61% to 80% with good achievement criteria.

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