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META-ANALYSIS THE EFFECT OF COMIC MEDIA TOWARD STUDENT LEARNING RESULTS AT ELEMENTARY SCHOOLS

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Abstract: The purpose of this study was to determine the effect of comic media toward student learning result in elementary schools. This research method uses quantitative, the type of this reseach is meta-analysis, the data collection techniques are carried out using documentation, taking four journals that are on Google Scholar or Google Scholar. Data analysis techniques in this study used descriptive statistical analysis. The results showed 1) The learning outcomes of elementary school students who differed in place in the experimental class using comic media as learning activities increased compared to classes not using comic media in learning activities with an average grade of dick class of 51.10 and the experimental class of 65.11, 2) The use of comic media influences learning outcomes of elementary school students in different places, it can be seen from the difference in the average value between the control class and the experimental class of 14.01. Suggestions that can be given to teachers are to be creative in making use of comic media in learning activities, to the principal, to guide teachers to be creative in applying comic media in learning activities, the next researcher, impress the results of this meta-analysis study can be used as references in conducting activities further research.

Keywords: comic media, student learning outcomes.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh media komik terhadap hasil belajar siswa di Sekolah Dasar. Metode penelitian ini menggunakan kuantitatif dengan jenis penelitian meta analisis, teknik pengumpulan data dilakukan dengan cara dokumentasi, mengambil empat jurnal yang ada pada google scholar atau google cendekia. Teknik analisis data dalam penelitian ini menggunakan analisis statistik deskriptif. Hasil penelitian menunjukkan 1) Hasil belajar siswa Sekolah Dasar yang berbeda tempatnya pada kelas eksperimen yang menggunakan media komik sebagai kegiatan pembelajaran lebih meningkat dibandingkan dengan kelas yang tidak menggunakan media komik dalam kegiatan pembelajaran dengan nilai rata-rata kelas kontrol sebesar 51,10 dan kelas eksperimen sebesar 65,11, 2) Penggunaan media komik memiliki pengaruh terhadap hasil belajar siswa Sekolah Dasar yang berbeda tempatnya, hal tersebut dapat dilihat dari adanya perbedaan nilai rata-rata antara kelas kontrol dan kelas eksperimen sebesar 14,01. Saran yang bisa diberikan pada guru adalah hendaklah kreatif dalam membuat menggunakan media komik dalam kegiatan pembelajaran, pada kepala sekolah, hendaklah membimbing guru agar kreatif dalam menerapkan media komik dalam kegiatan pembelajaran, peneliti selanjutnya, hendaklah hasil studi meta analisis ini dapat dijadikan rujukan dalam melakukan kegiatan penelitian selanjutnya.

Kata kunci: media komik, hasil belajar siswa.

INTRODUCTION

Education is an important role in a major need for all people in the world and Indonesia in particular, as well as the application of a science which is a major role in technological progress and a struggle for the progress of the nation. The progress of the nation itself can be

seen by the improvement of a country in its education that can be measured in terms of the progress of a nation in the application model in an educational program. Therefore education itself is an important role that can shape quality human beings. Learning activities have an important role in improving students'

abilities, so as a teacher must have the competence to make children happy to learn, "Teaching activities are very important for teachers because teaching is the process that causes students to learn. For this, a teacher needs to create an appropriate environment and have sufficient competence to make students learn with him "(Nafiah et al., 2019). The teacher must be able to create a pleasant learning atmosphere for students, so students have the desire to learn.

According to the Ministry of Religion of the Republic of Indonesia (Khanifah, 2016: 17) So far, the application of teaching and learning practices in the classroom often occurs counterproductive, finally an assumption that occurs incorrectly in positioning the existing teachers and students. The role of a teacher is very influential because the teacher is the main factor that is used as a reference in front of the students. While on the other hand, students are declared as recipients of the input of learning in which students will always be under the auspices of the teacher to get knowledge in a learning model.

Teachers need to realize that the conditions of the learning environment must support success in the continuity of the teaching and learning process in the classroom. Being a teacher can have the ability to adapt, be creative, innovative, and make teaching and learning activities fun for students (Damayanti et al., 2020). In situations like this, the teacher's role is very important in encouraging and motivating students. Means of teaching and learning media must also be adequate. With adequate conditions, students will feel happy and active in obtaining learning material to face and solve learning model problems that they feel have difficulties in learning. The problem of the teaching style of the teacher must run behind "Tutwuri Handayani".

The learning process should be carried out interactively, inspirative, fun, challenging, motivating students to participate actively and provide

sufficient space for the initiative, creativity, and independence by the talents, interests, and physical and psychological development of students (Nafiah, 2017). The existence of students in schools is not only to learn science, but they also learn and interact with fellow students and teachers there. All children receive the influence of association, and what they see will be absorbed and stored which they have observed. Elementary school-age children are very critical of what they witness and observe that they will easily develop and emulate. This mimic behavior results in responses that result in interactions with their lifestyles, learning styles, and behavior. They do not understand good or bad behavior, so they need guidance to know the good and right attitudes, as well as polite and polite behavior.

This can make children become less focused and will quickly get bored with the material delivered. Therefore, with this research, it can be assumed that the desired attitudes in the subject of students are asked to be effective to carry out applying. With the existence of the game media "comics", to create a very interesting design that contains between picture, color, and content of the material, so that the comic media can be used as learning materials as well as entertainment to teach children through messages in it.

Pictures or characters in comics can give students memories. His ability is huge to influence attitudes and behavior (Sadiman, 2011: 45). The advantage of the comic itself is the model of the design contained in it contains visual elements and story models that are very strong and interesting. The visualized expression will make the readers, especially the students, feel bored in reading it. This can be made into another comic inspiration that contains other subject matter. One of the factors causing the apparent tendency, students are not so interested in books that only focus on writing or text that is not accompanied

by a funny and interesting illustration and picture models. Even though empirically, students prefer books with lots of pictures, lots of interesting colors and designs that are not just focused on writing. The comic itself as a learning medium that is highly expected to be able to increase students' interest in learning to read and understand the contents of the reading, so that the teaching in it can be easily understood by students so that ultimately able to increase literacy for students.

Comics can also be defined as an attractive form of the visual image to convey the message in it and are designed to provide entertainment to readers (Sudjana, N., & Rivai, nd: 64). By using comics as a medium in learning, it will improve student learning outcomes.

Learning outcomes are changes in behavior in students, which can be observed and measured in the form of changes in knowledge, attitudes, and skills (Coring & Nafiah, 2019). Learning outcomes can also be interpreted as achievements of learning activities undertaken by students. Learning outcomes are obtained after learning activities are given by the teacher to students which are usually expressed in letters and numbers. The use of comic media based on the results of previous studies found that there are differences in learning outcomes between students who learn to use comic media and students who learn without using comic media with an influence of 27.04% on the improvement of student learning outcomes in class X SMA Negeri 9 Pontianak (Y et al., 2020).

Based on the description above, the formulation of the problem in this

study are 1) How do the learning result of students in the experimental class and control class at elementary schools in different places?, 2) What is the effect of comic media toward the learning result of elementary school students in different places.

METHOD

This research method uses quantitative. This study uses a type of research namely meta-analysis. Data collection techniques are done by searching the articles on *Google Scholar* or Google Scholar. The keyword used in the search is the influence of comic media on elementary school student learning outcomes. Search Literature study itself is a search for various sources written both in the form of journals, books, articles, or others to examine a problem (Sugiyono, 2013). This data collection is done by collecting books, articles, journals.

From articles from journals, 4 articles were published in online journals that were taken by the keyword search articles. Analysis of the data in this study uses descriptive statistical analysis, which is looking for averages, minimum values, maximum values, standard deviations, and presents in tabular form.

RESULTS AND DISCUSSION

The data used in this study is very large and extensive so that the data is processed by summarizing and taking the essence after that is analyzed descriptively. The results of the analysis of the use of comic media on learning outcomes can be seen in the following table:

Table 1. Average Value *Post Test* Student Learning Outcomes in the Control Group and Experiment Group

No	Research Topics	Research	Place	Number of Students		Increased Learning Outcomes		
				Control	Class Experiments	Control	Group Experiment	Difference between

							Groups	the two groups
1	Effect of Thematic Comic Media toward Student Learning result in fifth grade of Elementary School	Arnelia Dwi Yasa, Denna Delawanti Chrisyaran i	Grade V SDN Sukun 1	20	20	59	81.2	22.2
2	Effect of Colored Comic Media toward Science Learning result of students	Fika Andriyani 1, Ni Nyoman Kusmariyanti	Grade II SDN 4 Kubutambah (Experiments) And Grade II SDN 7 Kubutambah (Control)	24	27	18.50	22.89	4.39
3	Effects of the Use of Comic Media toward the Learning Result of Student Grade IV on the Theme of the Beauty of My Country in school Elementary School	Emilia Rohmawati Fajrin	SDN Ketintang 1	37	37	73,243	85,676	12,433
4	The application of mathematical comic media to the improvement of the understanding the concept of multiplication and division	Dedi Kurniawan, Karlimah, Yusuf Suryana	SD Cibereum 1 and Kotabaru	20	20	53.67	70.67	17

	of counting numbers in elementary schools							
The average value is						51.10	65.11	14.01

Based on the results of the analysis in table 1 the average value of the learning outcomes of the control group of the four articles is 51.10, while the average value of student learning outcomes in the experimental group is 65.11. value of The average difference between group control and the experimental group on four articles ten comic tang media influence on student learning outcomes in primary school is 14.01, meaning that there is a difference between the class using

comics media and media classes that do not use the comic with a difference the average of the four different places is 14.01. Thus it can be concluded that the use of comic media can influence student learning outcomes. This is in line with the opinion of Sudjana Rivai (2013: 69) effectively, comics can be used by teachers to increase student interest in developing student understanding to make words and reading skills skilled.

Table. 2 Descriptive Statistics Student Learning Outcomes

	N	Minimum	Maximum	Mean	Std. Deviation
Kls_Kontrol	4	18.50	73.24	51.1033	23.25287
Kls_Eksperimen	4	22.89	85.68	65.1090	28.84031
Valid N (listwise)	4				

Based on Table 2 shows that the minimum value of student learning outcomes in the control group of four articles in the journal is 18.50 while the maximum value is 73.24 with a standard deviation of 23.25287. While in the experimental group the value of student learning outcomes using comic media was 22.89, with a maximum value of 85.68 and a standard deviation of 28.84031. Thus between classes conducted experiments with comic media with classes that do not use comic media student learning outcomes are better classes that use comic media in learning activities because comic media can arouse students' enthusiasm in learning. This is in agreement with opinion Daryanto's (2013: 128) that this comic's insight is that learning can increase students' interest in developing reading interest so that they can properly improve effective learning outcomes.

Learning with comic media influences improving student learning outcomes in several research sites that have been carried out in different areas. The use of comic media itself strongly supports students to get good learning outcomes. The style of the visual learning model offered by the comic itself can encourage us to examine the learning and the texts that are included. The visualization approach contained in the contents of this comic is usually used to attract reading interest and can make it easier to read and understand the material presented. Interesting learning can make a good response to students to improve learning outcomes themselves. In this issue strengthened by the results of research by Theodora Friska Andita (2016) he wrote that learning using comic media can have a good influence on learning outcomes.

CONCLUSION

Based on the results of the research from the analysis of four articles in the journal, it can be concluded that: 1) Student learning result in the experimental class using comic media as learning activities are improved compared to classes that do not use comic media in learning activities, 2) Use of media comics influence learning result of elementary school students in different places, it can be seen from the difference in the average value between the control class and the experimental class.

The suggestions that can be given to teachers are to be creative in making use of comic media in learning activities, to the principal, to guide teachers to be creative in applying comic media in learning activities, the next researcher, impress the results of this meta-analysis study can be used as references in conducting activities further research.

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