

Local Wisdom Based Education Comics as a Media for Student Literacy Learning

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Abstract. *The most important, basic literacy are literacy in reading and writing. In reality, the literacy in reading on students in Indonesia is quite alarming. This can be seen from the PISA and PIRLS data which examine the reading capability of students in Indonesia. Educative learning media based on local wisdom are important to support literacy learning. This study aims to describe the steps of developing local wisdom-based educational comics as a medium for student literacy learning. The type of this research is research and development (R&D). The study was conducted using the Bogg and Gall development model in Sukmadinata. This research was conducted in April 2020. The data analysis technique used is descriptive analysis. The results of the research of the development in educational comics based on local wisdom described in stages, those are (1) conducting research and data collection, (2) planning the manufacture of products, and (3) developing a draft product in the form of a local wisdom-based educational comic.*

Keywords: *Comics, Local wisdom, Learning media, Literacy*

1. INTRODUCTION

In the era of globalization in the 21st century, national education must stand on three things, namely basic literacy, competence, and character quality. One basic literacy that must be mastered by every individual is literacy in reading and writing. Humans can find out various information and master knowledge through reading. To be able to absorb information well, the main skill required is not only to read fluently, but also to be able to understand well the contents of reading encountered. By reading, it will increase vocabulary so that writing ability will be better.

Based on 2015 Program for International Student Assessment (PISA) data, it is stated that Indonesian student literacy ranks 64 out of 72 countries studied (OECD, 2017). Previously, the 2006 literacy study was also carried out by the Progress in International Reading Literacy Study (PIRLS) which showed that the reading ability of grade IV elementary school students was ranked 42 out of 46 countries. The score obtained is 405, one level higher than Qatar (353) (PIRLS, 2006).

The low literacy rate is certainly caused by various factors. One of the factors that brings about the low literacy rate of students in Indonesia is caused by the culture and environment of students who have not yet realized the activities to make students skilled and fond of reading (Wulandari, 2018). In addition, based on observations made at SDN Nguwet Kranggan, Temanggung, the low student literacy score is also caused by low interest in reading, a school environment that is not yet rich in text, and a lack of literacy learning media. Literacy learning media are limited to books provided in school libraries so they are less attractive to students' interest in reading.

Based on the facts above, it is necessary and important that efforts need to be made to improve abilities and strengthen student literacy. One effort that can be done is to develop learning media with new nuances that are innovative and attract the attention of students, especially elementary school students. The media is in the form of comics. Comics are a mass communication tool that is packaged in a unique presentation that is a combination of text and images / illustrations (Maharsi, 2011). Comics are also interpreted as a textured cartoon image that is able to convey a message in a light and pleasant style (Aeni and Ade Yusupa, 2018).

As a learning medium, comics have the advantage of having considerable power to provide information that educates, entertains, and at the same time influences readers by paying attention to ethical and aesthetic frameworks so as not to leave the sublime culture at the root of its emergence (Maharsi, 2011). Considering that the books circulating today contain many elements of foreign culture, the comics developed are educational comics based on local wisdom.

Educational comics in this study contain educational values that are expected to transfer understanding more quickly to students. This is because in this comic it is not only text that is

presented, but there are pictures in it. In spite of being loaded with educational values, the comics developed are based on local wisdom, namely by bringing up local stories in Indonesia. It aims to instill the values of wisdom and culture of Indonesia in students. With the development of educational comics media based on local wisdom, it is expected to be able to improve, strengthen and enrich innovative literacy learning media for elementary school students. Preliminary studies have been conducted before by other researchers, including Bergen, van Elsje, Titia van Zuijen, Doroty Bishop, and Peter F. de Jong (2016) wrote an article published in the Reading Research Quarterly Journal 0 (0) entitled "Why Are Home Literacy Environment and Children's Reading Skills Associated? What Parental Skills Reveal ". This research is quantitative descriptive. The results of this study show that children's basic reading skills are related to several aspects of literacy in the home environment, but most are aspects of genetic ancestry. This study shows the correlation of children who inherit from their parents to read. This research is different from the research that researchers will do. The difference lies in the research method used. This study is using quantitative descriptive methods, while the research that researchers will do is research and development (R&D). The similarity is to study literacy.

Budiarti and Haryanto (2016) wrote an article which was published in Prima Edukasia Journal Volume 4 Number 2 with the title "Development of Comic Media to Improve Learning Motivation and Reading Skills of Class IV Students' Understanding". This research is an R&D research whose development step refers to the Borg & Gall development research model. The results of this study show that comic media are suitable for learning purposes and there is an increase in the pretest and posttest of Indonesian learning motivation and reading skills in the control class and experimental class. This research is different from the research that will be conducted by researchers, the difference lies in the output products that will be produced. This study only produces comics, while in research that will be conducted by researchers will produce educational comics based on local wisdom. The similarity is the development research and research subjects in grade IV elementary school students.

Musfiroh and Listyorini (2016) wrote an article in Litera Journal Volume 15, Number 1 entitled "Constructions of Literacy Competency for Elementary School Students". This research is a qualitative research. The results of this study are the literacy component of the PIRLS version including the concept of literacy reading, framework assessment, benchmarks, literary text components, and determination of the assessment system. Reading literacy competencies are constructed as the ability to read and understand literary and informative text types, and the Indonesian literacy competency constructions contains: 2-5 difficult words, 200 words long text, composition of low to advanced cognitive levels, text themes according to Indonesian conditions and culture, clear text illustrations, and tables / graphs are given in gradations. This research is different from the research that researchers will do. The difference lies in the research method used. Musfiroh and Beniati Listyorini's research uses qualitative methods, while researchers use research and development (R&D) methods. The equation is the same which is studying literacy.

Efendi (2017) wrote an article that was published in Volume 5 of Familiar Journal Edition 1 entitled "Learning Methods to Make Comics in an Effort to Improve Literacy Culture in PKBM Melati". This research is a qualitative research. Data collection techniques used were in-depth interviews, participant observation, and documentation study. The results of this study show that from the methods taught to students, there is an increase in literacy culture in PKBM Melati Indonesia and produce works that are recognized by the public. Efendi's research is different from the research that will be conducted by researchers. The difference lies in the research method used. Efendi's research uses qualitative methods, while the research method used by researchers is Research and Development (R&D). The equation is the same which is studying comics and literacy.

2. LITERATURE REVIEW

2.1 Definition of Literacy

Literacy can be simply interpreted as the ability to read and write. The Ministry of Education and Culture (2006) defines literacy as the ability to access, understand and use something intelligently through various activities. The term literacy today has more meaning than being able to read and write. Literacy is important for all aspects of life, from handling personal affairs, raising children, the workforce, and to participates in a democratic society (The National Academy, 2005). All forms of literacy have a role that is not only used to get the job done, but also in compiling the workplace culture (Belfiore et al, 2004).

Literacy can also be interpreted based on an analysis of educated children. There are several

things that must be produced by students in literacy activities including, (1) reading and writing with confidence, proficiency and understanding. (2) Students are interested in books, read happily, and can evaluate reading results well. (3) Students can know and understand various genres of text, understand and are accustomed to compiling ideas narratively. (4) students can understand and use a variety of non-action texts. (5) Students can arrange various reading cues to monitor and improve their own way of reading. (6) Students can plan, arrange, revise, and edit their writing. (7) Students have an interest in words, the meaning of words, and increasing vocabulary. (8) Students are able to write well and are easy to read (The National Literacy Strategy (1998) in Wray et al. (2002)). Based on several opinions about literacy, it can be concluded that literacy is an ability possessed by someone not only in the field of reading and writing, but also technological and political literacy. Being a literate individual will improve the quality of life.

2.2 *Local Wisdom-Based Education Comics*

Comics are an interesting learning media. This is because, the story is presented with illustrations in the form of images. Comics were originally created not for media learning, but to provide entertainment to readers. One type of comics is educational comics. Educational comics significantly contribute to the intellectual realm. Comics loaded with educational values can be used as a conveyor of educatively charged messages at various levels of education (Maharsi, 2011). McCloud (2008) argues that comics are containers that can hold a variety of ideas and images. Sudjana (2013) revealed that comics as a form of cartoon that explain characters and act out stories in a sequence that are closely connected with images and are designed to provide entertainment to readers. Waluyanto (2005) defines educational comics as a tool that comes to convey learning messages. Learning that is referred before is a process of communication between students and learning sources which in the form of educational comics.

Local wisdom-based education comics are comics with educational values that are integrated with Indonesian local wisdom values. Local wisdom is a view of life and science as well as various life strategies in the form of activities carried out by local communities in answering various problems on their need-fulness process. (Fajarini, 2014). In its development, local wisdom-based educational comics contain educational values also local wisdom and culture that exists in Indonesia. Comic that combines the values of education and local wisdom is expected to provide motivation and increase students' interest in reading so that they can become literate generations.

Educational comics as a learning media have strengths and weaknesses. The advantages of comics are (1) can motivate students during the teaching and learning process, (2) consists of images which are a way to improve the quality of learning process, (3) permanent, (4) can improve the interest in reading and make students to be more discipline in reading, and (5) comics are part of popular culture. There are also weaknesses of comics. The weakness are it might kills imagination, the delivery of subject is way too simple, and comics are only effective to students who have visual styles (Wurianto, 2009).

3. METHODS

The research model used in this study is Research and Development (R&D). In this study, the research model refers to the Borg and Gall research and development (R&D) model in Sukmadinata. The research and development steps are (1) research and data collection, (2) planning, (3) development of product drafts, (4) individual trials, (5) revision of trial results, (6) limited trials, (7) improvements to the limited trial results product, (8) extensive implementation testing, (9) improvement of the final product, and (10) dissemination and implementation. However, this research is limited only until the sixth step. This research was carried out in April 2020 and conducted by distance learning (online). Data collection technique in this research are observation and literature study. The data analysis technique used in this research is descriptive analysis technique.

4. RESULT AND DISCUSSION

4.1 *Result*

The results of the study are described based on the procedure of media development by Borg & Gall in Sukmadinata which is simplified into three stages, there are (1) research and data collection, (2) planning of product manufacture, and (3) development of product drafts. The steps for the development of educational comic media based on local wisdom are as follows.

a. Research and Data Collection

At the stage of research and data collection, there are two activities that are conducted, they are field study and literature. Field studies carried out by observing the class. This need to be done as to determine the conditions in the classroom, especially on the use of media literacy learning. Based on preliminary observations made on January 10, 2020, it shows that SDN *Nguwet Kranggan*, Temanggung Regency does not have any adequate supporting facilities to facilitate literacy learning. The only facility that exist is library. The availability of media literacy in SDN *Nguwet Kranggan*, Temanggung Regency is still very limited, such as books. One effort that can be done to overcome these problems is to develop media to facilitate student literacy learning. Media that can be used to support literacy learning are educational comics. This is because educational comics have the advantage of having considerable power to provide information that educates, entertains, and influences readers. The presentation is unique because it is equipped with pictures and text so that it can attract students' interest in reading.

The educational comics development are based on local wisdom with the topic of local cultural content in Temanggung Regency named *Kuda Lumping Dance*. Literature study is conducted by examining several theories and research results that are relevant to the research conducted.

b. Product Development Planning

The planning phase of product manufacturing is done by reviewing the material contained in the syllabus. Then, the product manufacturing plan is drawn up. Based on the results of the analysis of the elementary school class V syllabus, the appropriate material is contained in theme 8 of Our Friends Environment with Sub-theme 2 Environmental Change. Therefore, the educational comics media developed are educational comics based on local wisdom by elevating the local culture that is in the environment of students in Temanggung Regency. Because the educational comic media developed based on local wisdom, relevant stories or information were chosen in the form of *Kuda Lumping Dance*.

Kuda Lumping dance is a traditional dance originating from Java and preserved by dancers in Temanggung Regency. On almost every celebration, lumping horse dance is staged at various events in the Temanggung Regency. To find out information about *Kuda Lumping* dance, a literature study was conducted by reading various references obtained both from the Temanggung Regency Tourism Office and other reliable sources. After knowing the ins and outs of the lumping horse dance and its preservation in Temanggung Regency, a story was compiled to be included in an educational comic developed with a storyline that is easy for students to understand.

After the story is finished, the next step taken is to develop an educational comic media design. In this initial stages determined the characters or figures contained in educational comics. There are 2 chosen figures, representing male and female figures. Both figures illustrate the character of Indonesian children. For male characters wearing Javanese striated *surjan* clothes equipped with blangkon, while female characters wearing kebaya. Furthermore, sketches or drawings are made according to the contents of the educational comic story.

c. Product Draft Development

The stage to develop a draft product is carried out by developing rough product. Product development start from a rough draft and then make the product or prototype media. The development steps are as follows.

- 1) Make a sketch of images arranged sequentially according to the educational comic storyline *Mengenal Tari Kuda Lumping* which is made into 19 parts, those are:
 - a) Part one is the front cover of the educational comic entitled *Mengenal Tari Kuda Lumping*. There are illustrations of two male and female figures, as well as pictures of lumping horse dancers.
 - b) Part two is the introduction of the main character named Arka which is illustrated by a boy wearing Javanese lurik surjan dress and Divya is illustrated by a girl wearing a typical Indonesian kebaya.
 - c) Part three, there is Arka who explains that cultural diversity occurs because the community adapts to the surrounding environment.
 - d) Part four, there is Divya who explain one of Indonesia's cultural diversity is dance.
 - e) Part five, the two main characters informing that each dance has its own uniqueness,

as well as the kuda lumping dance.

- f) Part six, there is Arka who tells that *Kuda Lumping* dance is traditional. This page will also shows an illustrations of kuda lumping dancers.
- g) Part seven, there is Divya who asks what *Kuda Lumping* is made of.
- h) Part eight, there is Arka which explains that the *Kuda Lumping* is made of woven bamboo. On this page also comes with illustrations of *Kuda Lumping* used by dancers.
- i) Part nine, there is Arka who describe the number of dancers in the *Kuda Lumping* dance accompanied by musical instruments. On this page, there is illustrations of dancers who dance while riding *Kuda Lumping* accompanied by gamelan instruments and *kendang*.
- j) Part ten, there is Arka who is explaining the costumes used by the dancers. In this section there are illustrations of dancers who wear long or short sleeved warrior clothing and wear vests.
- k) Part eleve, there is Divya who explains that dancers wear shorts and are equipped with some accessories such as bracelets.
- l) Part twelve, there is Arka who informs that the *Kuda Lumping* dancer also wears a crown or *blangkong* which is also equipped with property such as swords or whips.
- m) Part thirteen, there is Divya who explains that in this *Kuda Lumping* dance there is a magical element because some dancers can be possessed.
- n) Part fourteen, there is Arka who explain that in a kuda lumping dance is usually escorted by the “handler” who performs the ritual by giving offerings and prayings to make sure everything will be fine. This part illustrates the “handler” who is currently holding a ritual.
- o) Part fifteen, there is Divya who informs that the *Kuda Lumping* dance is originated from Java and is widely played in various regions.
- p) Part sixteen, there is Arka who explains that one of the regions that preserves this dance is Temanggung, located in Central Java Province. This section is illustrated by the famous *Tugu Jam* (Land mark) in Temanggung.
- q) Part seventeen inform that the *Kuda Lumping* dance in Temanggung becomes a mainstay traditional dance that is often staged in various celebrations together with leak dance. In this part there is an illustration of *Kuda Lumping* dancers and *Leak* dancers.
- r) Part eighteen, there are Arka and Divya which explains that the cultural diversity presented in the *Kuda Lumping* dance together with *Leak* dance is a beautiful sight to enjoy. Arka and Divya also invite readers to preserve cultural heritage.
- s) Part Nineteen is the back cover.
 - 1) Giving ink or thickening the sketch that has been made.
 - 2) Giving color to the finished sketchSketches of finished images are colored according to the characteristics of elementary school students. Coloring is assisted with the Pro Create application and creating shadow effects.
 - 1) Lay out and provide textImages that have been color are arranged and given text with the help of the Pro Create application.
 - 2) Printing

The pictures that have been given text, arranged on a computer and then printed and bound into an educational comic titled *Mengenal Tari Kuda Lumping*.

4.2 Discussion

The educational comic media developed in this research is based on local wisdom whose topic is the environment around the students and the development is doing through several stages. The stages are (1) research and data collection, (2) product manufacturing planning, and (3) product draft development.

At the research and data collection stages, classroom observations and media observations were carried out. From the observations it is known that the use of media for literacy is still very limited so it needs to be developed so comes a media that interests students doing their reading literacy learning. The chosen media is comics.

The next stage is planning product manufacturing. At this stage, a review of the material adapted

to the curriculum and syllabus was conducted. The results of the review showed that suitable material was found on theme 8 of Our Friends' Environment with sub-theme 2: Environmental Change.

The next stage is the development of a product draft. At this stage product development is carried out starting from the rough design that has been made then making the product or prototype of the comic media. The steps are (1) sketching pictures arranged sequentially in accordance with the story line, (2) giving ink and thickening the sketch, (3) giving color to the finished sketch, (4) laying out and giving the text, (5) printing and bound it into an educational comic with the title of *Mengenal Tari Kuda Lumping*.

CONCLUSION

Based on the results of research and discussion, it can be conclude that (1) the educational comic media about *Mengenal Tari Kuda Lumping* was developed with steps of research and data collection, product planning, and product draft development. Educational comic media about kuda lumping dance can be used as a learning media for student literacy because it is presented in a unique form that attracts students' interest in reading. With the *Mengenal Tari Kuda Lumping* Comic, it is expected that cultural values in Indonesia, especially in Temanggung will be embedded early on and can fortify students from foreign cultures.

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