Jurnal Inovasi Pembelajaran

Development of historical comic strip learning media in indonesian national movement materials

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Abstract

The study aims to (1) analyze the conditions of history learning at SMA N 12 Semarang, (2) describe the development of historical comic strip learning media, and (3) analyze the feasibility of historical comic strip learning media. The research uses the Research and Development with a modification of the 4D development model. Several stages are passed in this research, including definition, design, and development. The results of this research are (1) students need learning media, (2) development of historical comic strip learning media in Indonesian National Movement materials entitled "Story of Athar" with manual sketches, digitalization, and digital coloring until finalization, (3) feasibility validation product, namely 94% from material experts, 96% from media experts. The effectiveness of learning media in increasing students' interest in learning is obtained from the results of the gain score using the formula for the difference between pre-test and post-test scores of 32,26%. Based on the results of this research, the scores of increasing students' interest in learning in class XI F 11 are included in the High category because the gain score is 0,767 and is in the range g > 0,7.

Keywords: Learning Media; Comic Strips; History Learning; Indonesian National Movement.

INTRODUCTION

Education is a bridge for every individual to achieve success. To reach the pinnacle of success, each individual must be motivated by a good education according to their needs. The Preamble to the Constitution of the Unitary State of the Republic of Indonesia of 1945 also gave a mandate to Indonesia to "Educate the life of the Nation," which means that all residents in Indonesia must reach an intelligent stage of life through the stages of education. According to Pristiwanti et al. (2022), education has a broad meaning, namely life. This means that education is all knowledge learned throughout life that can influence the growth of each individual positively. According to Mahmudah & Putra (2021), implementing good education

will also produce efficient educational results. Therefore, education providers, namely schools, also play a role in creating a high-quality generation. In Moto (2019), it is explained that schools should be able to create a comfortable and enjoyable learning atmosphere so that students can play an active role in teaching and learning activities, which will produce a competent generation. Then, to achieve this, students must also take part, namely by studying hard.

Learning is an activity in the form of changes in the new behavior of each relatively constant individual. Learning is not only limited to writing, reading, and listening, as well as doing assignments or tests, but learning is an activity that produces changes in behavior as a result of learning, which contains an interactive learning process with the surrounding environment with continuous changes (Setiawati, 2018). In a good learning process, students get stimulus from learning in class. Therefore, learning in class is essential to support students in receiving the material presented by the teacher. Studying and learning are two interrelated things; learning can be said to be a form of activity carried out by each individual by practicing so as to produce new changes, while learning is a system or process for teaching each individual according to what has been planned, implemented, and evaluated (Faizah, 2017). Therefore, in order for the learning process to be carried out well, the learning system must be effective. Effective learning is learning that, in the process, achieves previously planned learning objectives (Anis et al., 2021).

From a learning perspective, the curriculum includes content, objectives, and learning materials that are used as references in classroom learning (Suryaman, 2020). The Indonesian Minister of Education, Culture, Research and Technology, Nadiem Makarim Anwar, initiated a new curriculum, namely the independent curriculum. In the independent curriculum concept, students are required to be independent in the learning process, and they are given the freedom to gain knowledge from formal or non-formal education (Manalu et al., 2022). Then Ayundasari (2022) added that the independent curriculum has advantages recognized by the Ministry of Education and Culture, Research and Technology. The independent curriculum is a project-based learning process with the aim of developing students' abilities and character. The existence of a new curriculum will, of course, also have an impact on changes to the components of the learning system in school subjects. As with history lessons in the independent curriculum, there are new changes in both learning objectives, curriculum structure, and the scope of the material. In the independent curriculum, there is no longer a division between Indonesian history and specialization history, so the material for both is combined into one subject, namely history.

In this case, it will undoubtedly be a challenge for the teacher to convey all the material to students without eliminating essential material. This is because teachers have the responsibility to convey historical material. Besides that, teachers must also convey historical material using effective methods, strategies, models, and media so that the material can be conveyed optimally (Asmara, 2019). Likewise, teachers at SMA Negeri 12 Semarang feel that the components that support history learning, such as media, models, and strategies, must be made appropriate to the material to be delivered so that students can understand historical material

optimally and efficiently. Based on an interview on August 10, 2023, with the history teacher at SMA Negeri 12 Semarang, namely Mr. Nasta'in, S. Pd., data was obtained that the history material presented in the class had not been implemented optimally by the history teacher. In this interview, the history teacher said that in the learning process in class, the teacher explained the material using the lecture method. Then, the media used were textbooks and worksheets. Apart from that, students occasionally looked for reference sources on the internet. Furthermore, the history teacher added that if there were new learning media that could be applied in schools, it would undoubtedly support the learning process so that learning in class could be carried out optimally. Students could maximally accept the material presented.

Furthermore, this was strengthened after the researchers carried out a second observation on September 11, 2023, namely by collecting data by distributing questionnaires to students and history teachers. On September 11, 2023, researchers distributed a questionnaire in the form of history learning needs using a combination of words, pictures, and graphics that would be easy to understand and understand to students in class XI.F.11. Then data was obtained that 60% of students said they agreed and 37 12% said they strongly agreed. From this data, researchers interpreted that students still needed learning media with a combination of words, pictures, and graphics. The learning media chosen must be appropriate and efficient in accordance with developments in science so that good learning media will be created (Yanto, 2019). Apart from that, the use of learning media in delivering material is also part of the way to create learning conditions in the classroom that are effective, efficient, and interesting (Jayusman & Shavab, 2020). There are various learning media, one of which is comics.

Comics are a series of messages or stories expressed visually and can be seen in the form of sequential and framed images (Hardiyanti et al., 2019). According to Maharsi (2011) in Saputro and Haryadi's (2018) research, comic media can be grouped into several types, including comic books, graphic novels, comic strips, webcomics, and compilation comics. Of the five types of comics, comic strips were chosen as one of the media that can be said to have the potential to support the objectives to be conveyed because, in comic strips, there are visual elements with text or narrative that are short, concise, but still clear and do not lose the essence of the material being presented. to be delivered. Comic strips are information media that depict a simple story listed in several panels and are usually used in articles, textbooks, short stories, and narratology courses (Famsah & Ambarwati, 2022).

Comic strips can be used as a practical learning medium according to the material to be conveyed. This is reinforced by the opinion of Nadiyah et al. (2019), who stated that comic strip learning media is designed with an attractive story structure and appearance so that students become interested in reading the comic. If students read the comic, then they will not immediately learn the material that was included in the comic strip. Then, in implementing learning in class, using comic strip learning media requires a learning strategy so that learning objectives can be achieved optimally. The strategy applied in the process of delivering material using comic strip media is to use the principles of constructivism. According to Susilo

(2020), constructivism is a principle that explains that teachers have an essential role as guides in the learning process. Students can develop their knowledge and understanding by being active in class, whether asking questions, giving opinions, or communicating with each other.

In line with historical material, comic strips can interpret historical material with a wide range of material content, and what was previously abstract can become concrete (Tiara et al., 2020). In this research, the historical material chosen was the Indonesian National Movement, which is history material for Class XI's odd semester. Based on an interview with Mr. Nasta'in, S.Pd. A teacher at SMA N 12 Semarang on August 10, 2023, said that there was so much material on the history of the Indonesian national movement that if this learning were carried out using conventional media, namely the teacher explaining in front and the students just listening, it would certainly take a long time. On the other hand, students who listen to material from the teacher do not fully pay attention, so it can be said that in learning activities in class, students still lack interest in learning history. This was reinforced when researchers conducted observations at SMA N 12 Semarang. Many students were still busy talking with their friends, so students ignored the teacher when explaining the material. Thus, an appropriate strategy is needed to carry out learning with this material so that students can receive all the material in this chapter, namely by using learning media so that students not only get information in the form of material from the teacher's delivery but also from learning media as well.

Then Mr. Nasta'in added that because there was too much material, the learning method designed would use a group system. So, students will group and discuss the sub-chapters of the material that the teacher has distributed. However, the learning media that Mr. Nasta'in has implemented is in the form of PowerPoint, worksheets, and textbooks; no other media has been implemented in the class taught by Mr. Nasta'in. Based on the background of the problem above, it is the basis for researchers to be able to carry out research by developing learning media in the form of historical comic strips in the classroom learning process, which is structured with the title "Development of Historical Comic Strip Learning Media in Indonesian National Movement Materials for class XI SMA N 12 Semarang in Academic Year 2023/2024".

METHODS

This research uses the Research and Development research method. Research and development is a research method used to produce a product and test its effectiveness (Soegiyono, 2011). Apart from that, Research and Development research or R&D research is also a research process that focuses on user needs and then develops a product to meet user needs so as to produce a learning product such as learning modules, learning media, student worksheets and teaching modules (Wijayanti & Sungkono, 2017). In this study, the research and development steps carried out by the researcher used a design designed by Thiagarajan (1974) in Soegiyono's book (2022: 37-38). Thiagarajan stated that the research and

development steps are Define, Design, Development, and Dissemination, also abbreviated as 4D. This can be made more explicit by looking at the following figure 1.

Figure 1. Research and development steps
(Source: Soegiyono's 2022)

Based on Figure 1, there are several steps in research and development, according to Thiagarajan. The first is Define, which contains steps to determine what product will be developed. At this stage, the researcher analyzes what is needed; this is done through literature studies and direct research stages in the field. The second is design, which contains steps on how to create a design for a predetermined product. Third, Development, which contains steps regarding manufacturing, which is initially still a design, then becomes a product and continues with periodic validity tests until producing a product that complies with previously determined provisions. Fourth, Dissemination, which contains the dissemination of final products to the public for use according to their needs. In this research, according to Thiagarajan, the research and development methods used are Define, Design, and Develop.

RESULT AND DISCUSSION

Analysis of history learning conditions and alternative media needs material
In Research with the title "Development of Historical Comic Strip Learning Media in Indonesian National Movement Materials for class XI SMA N 12 Semarang in Academic Year 2023/2024, the research has been carried out to obtain the data needed. The data obtained was then continued with an analysis process to determine the needs and necessity of developing Historical Comic Strip learning media to support learning activities, especially material on the history of the Indonesian national movement. The development of historical comic strip learning media is considered necessary to overcome the problems that exist at SMA Negeri 12 Semarang. This Research uses a Research and Development (R&D) approach with a 4D development model.

The development of Historical Comic Strip Learning Media started from an analysis of students' needs, which was carried out at the initial observation, namely on August 10, 2023. At that time, researchers conducted interviews with the history teacher at SMA Negeri 12 Semarang, namely Mr. Nasta'in, S. Pd., regarding history learning and history learning media used at SMA Negeri 12 Semarang. The results of the interview on August 10, 2023, showed that Mr. Nasta'in only used learning media in the form of PPT or PowerPoint; then, for teaching methods, he also used

the lecture method. Apart from that, the media used also ranges from the internet and textbooks to student handbooks, and there is no innovative learning media to support learning in the classroom. Furthermore, Mr. Nasta'in also added that the current history material is so dense because there are no longer particular history subjects. In the Merdeka curriculum, the history subjects are combined into one and are called "History" subjects. Therefore, if the material is presented only in PPT and the lecture method is used, it is considered unable to fulfill the learning objectives. Therefore, auxiliary media is needed so that the material can be conveyed to all students.

Continuous observation as pre-research was also carried out again on September 10, 2023. The researcher came to the school to distribute questionnaires to students regarding their learning media needs. This observation was carried out directly on all students in class XI F 11, which had a total of 36 students. However, two students were absent, namely, the first was at an MPK meeting, and the second was sick. This research used a learning media needs analysis questionnaire. The results of this need analysis questionnaire showed that students said that there were still few learning media used during learning, especially in history subjects, such as the material on the history of the Indonesian national movement. This material is carried out for two lesson hours, with one lesson hour lasting 45 minutes. The method used by the teacher in this lesson is dividing students into several groups and continuing with interactive discussions.

Based on these conditions, it becomes a problem for students, namely the lack of students' understanding of the entire material; this is because students only understand the material assigned to their group; furthermore, regarding the teaching materials used by students in the learning process, namely in the form of textbooks and student handbooks. It is felt that the material on the history of the Indonesian national movement is still poorly understood by students; this is because students only receive a brief explanation of the material from the teacher, and assignments are given to students in the form of interactive discussions without being presented in front of the class because they have very little lesson time. Meanwhile, there is so much material on the history of the Indonesian national movement that not all of it has been conveyed.

Apart from that, this comic strip was also chosen because the form of a comic strip, which consists of one page, makes students feel lighter when reading. However, even though it is only on one page, this historical comic strip covers complete material according to the learning material; it is just packaged. in the form of a historical comic strip. In this comic strip, there are as many sub-chapters as there are materials on the history of the Indonesian national movement. Then, besides being able to help in the learning process in class, this historical comic strip learning media is also an innovation in the learning media at SMA Negeri 12 Semarang.

Development of historical comic strip learning media
Learning activities in class are expected to be interactive, fun, and inspiring and can increase students' motivation to be able to participate in learning activities in class actively; apart from that, learning activities can also be a forum that can encourage

students' creativity and independence in developing interests. and talent and also supports the physical and psychological development of students (Mirza et al., 2017). This learning activity is also inseparable from the teacher's role in preparing learning methods, materials, and media so that later, the learning material delivered to students can be conveyed optimally.

Based on the results of observations carried out by researchers at SMA Negeri 12 Semarang, especially for class XI Phase F, data was obtained that the learning process in class still uses a lecture-based learning method using learning media in the form of PPT. Then, when distributing questionnaires regarding students' learning needs and interests, data was obtained that students needed innovative learning media so that later, they could increase students' interest in learning. According to Luthfia et al. (2022), it is stated that learning media is one of the components in supporting learning activities in the classroom so that students can more optimally receive the material presented by the teacher and become a means of making it easier for teachers to convey material to students. Apart from that, according to Asfihani (2019), learning media is a teaching aid that assists teachers in carrying out the learning process for students in class. Furthermore, according to Pritandhari (2017), there are several benefits to learning media, as follows:

a. The learning process in class will foster students' attraction and increase their learning motivation.
b. Students can understand the meaning of learning materials more clearly, which will help them understand the learning objectives well.
c. c. The learning process will vary because it uses learning media; not only does the teacher explain the learning material to students, but the teacher also uses media to support the learning process.
d. Students become more active, meaning they not only listen to the teacher's explanations but can also explore the material's content using learning media.

Based on the results of the questionnaire distributed by researchers, students need learning media to support the learning process in class. According to Hutahaean et al. (2023), the learning process that utilizes learning media to support learning in the classroom is believed by teachers to increase motivation and help students master the material in the learning media. Learning media has a vital role in increasing students' motivation in the learning process; apart from that, learning media also encourages teachers and students to be more creative, which in turn can produce effective and active learning (Ghazalah et al., 2023). Meanwhile, according to Sanjaya (2014) in Wahyuni et al. (2023), several functions of learning media are stated, namely, (1) communicative function, meaning that learning media can facilitate communication between teachers and students; (b) motivational function, meaning that learning media can increase students' learning motivation because it has attractiveness in the presentation process; (c) meaningful function, meaning that learning media can trigger students' cognitive thinking about the meaning of learning material by analyzing and creating a product inspired by learning media; (d) perception level function, meaning that students have the same views as those conveyed by the teacher in the learning process in class; (e) individuality function,

meaning that learning media becomes a means to meet the needs of students according to the interests and learning styles of each student.

According to Pritandhari (2017), when you want to create learning media, it should be adjusted to the characteristics of the students; after that, it should be adjusted to the material to be delivered. When researchers distributed questionnaires regarding student needs, many said that students liked it if learning media used a combination of words, images, and graphics, not just writing, especially in the material on the history of the Indonesian national movement. Therefore, the researcher proposed a solution to This problem by developing historical comic strip learning media. According to Zalmansyah (2013), comics are images that are humorous or can be said to be funny and are usually printed or published through print media such as magazines or newspapers. Furthermore, Nadiyah et al. (2019) argue that comics are a collection of characters in cartoon form who play a story character with a plot sequence that is appropriate to the content of the material to be conveyed, then connected with pictures with the aim of giving the impression of entertainment to the readers.

According to Khair et al. (2021), comic learning media is a supporting tool for teachers to explain learning material in class. Apart from that, with this comic learning media, students can learn more independently without waiting for an explanation from the teacher. Then this comic learning media also helps teachers facilitate learning activities. On the other hand, by using comic learning media, the teacher can explain the material in two ways. The teacher explains the material and is assisted by using comic learning media to help students understand. Secondly, students can learn independently using comic learning media if the teacher does not attend class or is unable to attend so that students can study on their own. Then Sofyani (2023) also added that comic learning media has a vital role in instruction, namely in fostering students' interest in learning. Apart from that, learning media also has several functions to support learning activities. Comic learning media is a learning media with a visual form that uses the five senses, especially students' sense of sight, to be able to receive messages or learning materials delivered by teachers through stories in learning media comics (Nugraheni, 2017). In this research, the learning media proposed by the researcher and the hope is that it will be a solution to the problems at SMA Negeri 12 Semarang, namely the development of historical comic strip learning media.

According to Wahyuni et al. (2023), comic strips are comics that consist of three to six panels, have a storyline that is easy to understand, and only focus on one main idea of a story. According to Ariska et al. (2020), there are several advantages of comic strip learning media, namely: (a) they are concrete, meaning that comic strips are more realistic in showing learning material when compared to learning media using verbal media. ; (b) Practical to carry, in this case, comic strip learning media can be taken anywhere, including to class; this is because not all learning media objects, events, and objects that support learning material can be brought into the classroom so they require learning media that can be brought to class by creating drawings or photos related to the object; (c) This comic strip learning media can overcome students' limitations in observing the learning process using the five

senses. Comic strip learning media consists of a collection of images that form a story based on the learning material to be conveyed. The advantages are that comic media contains visual or visible elements and has a strong storyline. The various images outlined in this comic medium emotionally carry readers away according to the storyline, thus making readers continue reading the comic until the storyline is finished (Asfihani, 2019). Then Kusnida et al. (2015) added that comic strip media can be used as a tool for communication or a means to convey messages and stories to readers.

In the process of developing historical comic strip learning media on the history of the Indonesian national movement, researchers created comic strips in printed or visual form. Furthermore, because the material on the history of the Indonesian national movement is quite dense, the researcher divides the material into eight material sub-chapters, as follows.

1. The Rise of Eastern Nations (Asian Nationalism)
2. The emergence of the National Embryo of Indonesian Nationalism
3. National Movement Organization
4. World War I and its Influence on Indonesia
5. Youth Congress and Women's Congress
6. Press and Literature Bring Progress
7. Global Economic Crisis
8. World War II and the End of the Colonial Period in Indonesia

It is quite easy to use this comic strip learning media. The instructions for using historical comic strip learning media on the history of the Indonesian national movement are as follows.

1. Students first form groups of eight.
2. Distribute this comic strip to each group (each group gets one material).
3. Each group carries out a discussion with one of its group teams.
4. Present the results of each group's discussion, followed by a question-and-answer session.
5. Good luck.

Feasibility of historical comic strip learning media

The feasibility of learning media can be assessed using validation test data from experts. In this research, two stages of validation or feasibility testing were carried out: material validation with a validator, Mr. Ganda Febri Kurniawan, M.Pd., and media validation with a validator, Mr. Atno. A more complete explanation follows.

a. Materials expert

The material expert validator in this research is a history education lecturer, namely Mr. Ganda Febri Kurniawan, M.Pd. The validation results that material experts have tested are carried out to determine the suitability of historical comic strip learning media in terms of material. Then, based on the validation results of this learning media, it is assessed from the aspects of relevance of the material, aspects of material organization, and aspects of usefulness, as follows.

The first stage of validation was carried out on October 30, 2023. Based on the material expert assessment questionnaire with a total score of 29.00 out of a total of 10 indicators, it obtained 58%. It was included in the "sufficient" category of the Likert scale with five alternative answers. The types of errors, suggestions for improvement, and revisions that need to be carried out by researchers include (Table 1).

Table 1. Material improvement

Error Type	Improvement Suggestions	Revisions Made
Lack of historical facts contained in the comic strip narrative	- Add a QR code in the form of a voice-over regarding material on the history of the Indonesian national movement according to the sub-chapter and include it in the comic strip. - Please fix it according to the suggestions given	Adding historical facts to the comic strip narrative by adding reference sources from the comic strip material
The composition of the comic strip still needs to be clarified so that readers understand its contents.		The structure of the comic strip is clarified.
The use of language applied in comics is still poorly understood.		The grammar in comic strips is made in accordance with Indonesian language rules so that readers can understand the meaning of the content of the comic strip material. Create a QR code that contains material on the history of the Indonesian movement adapted to the sub-chapters of comic strip material.

Furthermore, the comments and suggestions given by Mr. Ganda Febri Kurniawan, M.Pd., namely that this comic is good and exciting but needs improvement according to the suggestions. The conclusion from the first stage of material validation testing is that it can be tested with revisions according to suggestions.

The second stage of validation was carried out on November 10, 2023. Based on the material expert assessment questionnaire with a total score of 47.00 from a total of 10 indicators, it obtained 94%. It was included in the "very good" category on the Likert scale with five alternative answers in the second stage of validation. At this point, the material expert said that there were no errors that were too important to

change, then added a comment that this media was worthy of being tried out in the field so that it could be concluded that the historical comic strip learning media with the title "Story of Athar" was worthy of being tried out.

b. Media expert

The media expert validator in this research is a history education lecturer, Mr. Atno, S.Pd., M.Pd. The validation results tested by media experts are carried out to determine the suitability of historical comic strip learning media from a media perspective. Then, based on the validation results of this learning media, it is assessed from the aspects of writing appearance and image display, namely as follows.

The first stage of validation was carried out on November 2, 2023. Based on the material expert assessment questionnaire with a total score of 36.00 from a total of 10 indicators, it obtained 72%. It was included in the "good" category on the Likert scale with five alternative answers. The types of errors, suggestions for improvement, and revisions that need to be carried out by researchers include (Table 2).

Table 2. Material improvement

Error Type	Improvement Suggestions	Revisions Made
The title is Story of Arya because if you read it openly by a historical person, it will trigger the perception that this comic is a story from the Aryan nation. Therefore, it is better to change the name of the character	- Character names changed - The size of the character's eyes is adjusted to the character of the Indonesian character	Replacing the name of the main character, namely Arya, with a character name that matches the historical material of the Indonesian national movement, in this case, the researcher changed the title of this comic to "Story of Athar."
The characters in this comic strip look like Japanese characters, or what are usually called anime characters,		The characters in this comic strip have been further refined, starting from the shape of the face, eyes, nose, and other components, so that they can support the spread of this comic strip story, especially in material on the history of the Indonesian national movement.
The panels in this comic strip are still too small, so readers cannot read this comic strip clearly.		The panel size is increased.

Furthermore, Mr. Atno, S.Pd., M.Pd., made comments and suggestions, namely improving the title and description of Arya's character. The conclusion from the first stage of material validation testing is that it can be tested with revisions according to suggestions.

The second stage of validation was carried out on November 10, 2023. Based on a media expert assessment questionnaire with a total score of 48.00 out of a total of 10 indicators, it obtained 96%. It was included in the "very good" category on a Likert scale with five alternative answers. In this second stage of validation, media experts said that the product created by this researcher was in accordance with the directions given in the 1st stage of the validation test. Apart from that, media experts also added comments and suggestions, namely that the name of this comic strip learning media has been changed to "Story of Athar," and the characters are also like Indonesian characters, so this comic strip is ready to be tested.

Effectiveness of using historical comic strip learning media
A limited effectiveness test was conducted involving 34 students in class XI F 11, who were used as samples. The testing system uses Pre-Test – Post-Test so that students will be given Pre-Test questions before using the historical comic strip learning media with the title "Story of Athar" and then Post-Test questions after using the historical comic strip learning media with the title "Story of Athar." This test aims to determine students' interest in learning history, especially material on the history of the Indonesian national movement. The increase in students' interest in learning in the form of pre-test and post-test data will be analyzed using the gain score formula. The response from students can be seen from the results of the assessment of the feasibility of the historical comic strip learning media with the title "Story of Athar" as well as from the results of the analysis of students' interest in learning about history learning, especially material on the history of the Indonesian national movement using the historical comic strip learning media with the title "Story of Athar." The results of student responses show that students' interest in learning after implementing the historical comic strip learning media with the title "Story of Athar" is higher in each measurement indicator. This can be seen from the attachment, which recapitulates the results of the student's learning interest questionnaire before and after using the learning media developed by the researcher.

The implementation of historical comic strip learning media with the title "Story of Athar" in class XI F 11 was carried out twice. At the first meeting, a Pre-Test was carried out before the learning activities began using historical comic strip learning media with the title "Story of Athar." After the pre-test was carried out, the researchers introduced the historical comic strip learning media product, "Story of Athar," to students by explaining the procedures for using this learning media. Next is the group division; because this comic strip consists of eight sub-themes, the groups are divided into eight groups. Then, each group discussed according to the sub-themes obtained; their discussion continued with each group coming forward one by one to present the results of their discussion using historical comic strip

learning media with the title "Story of Athar." On the first day, according to the teaching module, four groups came forward for the presentation. At the second meeting, the learning activities carried out by the class of Athar". Based on the results of the gain score calculation, it was concluded that the development of historical comic strip learning media with the title "Story of Athar" could increase students' interest in learning in history subjects, especially material on the history of the Indonesian national movement.

The impact of learning media regarding improving learning media is carried out using a comparative method so that after carrying out the comparison it can be seen the value/score of increasing students' interest in learning in history subjects, especially material on the history of the Indonesian national movement in class XI F 11. Based on the results obtained during the process from the initial and final measurements carried out in class, it can be concluded that the development of historical comic strip learning media with the title "Story of Athar" in material on the history of the Indonesian national movement can increase students' interest in learning with grades/scores increasing by 32.26% in class XI F 11. A recapitulation of students' learning interest scores can be seen in the attachment; apart from that, it can be seen briefly through the following recapitulation (Table 3).

Table 3. Recapitulation of the results of assessing students' learning interest

No.	Statement	Amount	Average	Enhancement
1.	Students learning interests before using learning media	2366	57,99%	32,26%
2.	Students' interest in learning after using learning media	3682	90,25%	

(Source: secondary data processed by researchers, 2023)

The score before and after using the historical comic strip learning media with the title "Story of Athar" can be found using the following gain score formula.

$$g = \frac{skor\ post\ test - skor\ pre\ test}{skor\ ideal - skor\ pre\ test}$$

$$g = \frac{3682 - 2366}{4080 - 2366}$$

$$g = \frac{1316}{1714}$$

$$g = 0,767$$

The results of calculations using the gain score show that the historical comic strip learning media with the title "Story of Athar" in history subjects, especially material on the history of the Indonesian national movement, is able to increase the learning interest of class XI F 11 students at SMA Negeri 12 Semarang by 0.767. The increase in interest in learning in class XI F 11 is included in the High category because the gain value is in the range of $g > 0.7$.

CONCLUSION

Based on the results of the research and discussion described, it can be concluded that the initial condition of history learning at SMA Negeri 12 Semarang is that

teachers use the lecture method. Students listen and then take notes on what the teacher says. The condition of students is still passive when in class; they still do not seem to want to learn independently, especially learning history. Furthermore, the media used in schools still uses PPT media. The results of the media need questionnaire analysis show that students want to learn media that uses a combination of words, images, and visual or printed graphics. The development of historical comic strip learning media with material on the history of the Indonesian national movement with the title "Story of Athar" began with making a manual sketch first, then digitizing digital coloring until finalization. This development uses a 4D model (Define, Design, and Development). Material experts and media experts validate the feasibility of learning media. The material expert percentage results were 94% in the outstanding category; the media expert percentage results were 96% in the outstanding category. Furthermore, the effectiveness of using historical comic strip learning media on students' interest in learning is obtained from the results of the gain score using the formula for the difference between pre-test and post-test scores of 32.26%. So, it can be concluded that there is an increase in students' interest in learning in class students' interest in learning.

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