



Development of comic learning media to empower elementary school students' science learning outcomes

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ABSTRACT

This research is based on the results of the documentation. The study conducted at one of the state elementary schools in Depok City showed low learning outcomes. This is due to the learning of IPAS, which is too monotonous and dominated by text, and the rare use of learning media. This study aims to develop KOPER (Comic Struggle) learning media as an effort to improve the learning outcomes of phase C students in the science and natural sciences subjects. This study uses the Design and Development (D&D) method with five stages, namely analysis, design, development, implementation, and evaluation (ADDIE). The subjects of this study were 20 students in phase C grade V at an elementary school in Depok City. Data collection techniques in this study were interviews, questionnaires, and tests. The data analysis techniques used were qualitative data analysis and quantitative data analysis. The development of the Struggle comic media was tested for its feasibility by validators, material experts, media experts, and learning experts through a Likert scale questionnaire with an average assessment result of 99.58% with a very good category. The results of this study are comic media struggles that substantively refer to learning objectives that refer to the revised edition of Bloom's Taxonomy cognitive domain that can support the achievement of learning that consists of three chapters, namely the Struggle of the Indonesian Nation in Fighting imperialism, the Struggle of the heroes in the effort to seize and maintain independence, emulating the Struggle of heroes in real daily actions. The results of the implementation through pre-test and post-test with the calculation of learning outcomes using the n-gain test, which experienced an increase in the moderate category with an average n-gain value of 0.55. The KOPER learning media can improve the learning outcomes of grade V students in the subject of IPAS.



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INTRODUCTION

The use of this learning media will increase the effectiveness, efficiency, and attractiveness of learning (Wulandari et al., 2023). The role of this media is very important and needed to support effective learning activities, especially in social studies learning because the text is too dominating and dense. Factors that influence social studies learning are less likely to be an important aspect to be the subject matter in the future. Social studies learning is often considered unable to offer new variations because the presentation seems monotonous, which results in students becoming uninterested in learning because they consider the learning uninteresting (Pratiwi et al., 2023).

The rare use of learning media in IPAS subject class V in one of the elementary schools in Depok City is a problem that underlies this research; this is obtained from the results of observations that have been made. Thus, the learning outcomes obtained are low because learning activities seem monotonous, and the material is dominated by text. This is evidenced by the results of the documentation study, which shows student learning outcomes that are still below the minimum completeness criteria with a range of scores of 30-70.

Based on Piaget's cognitive theory, children at primary school age begin to think operationally concretely; at this stage, their brains focus on real things (Maiyah et al., 2023). With media that is tailored to the characteristics of students, they will be more interested in carrying out learning because the media can take over their attention to support more effective learning activities. Learning media can improve the teaching and learning process, making it more effective and efficient and creating a good relationship between students and teachers (Silmi & Hamid, 2018).

Students tend to prefer attractive media displays, so students prefer books that are illustrated, colourful, and depicted in form, real or cartoon (Suparman et al., 2020). Long and complicated explanations of the text or learning topics read can be more easily understood and remembered by students because of the pictures (Handayani & Koeswanti, 2020). Based on these quotes, social studies, learning that is full of text, is expected to be resolved and become more interesting for students with the help of using comic media.

Based on previous research obtained through the results of literature studies by researchers when collecting data, found in the research of Rozy & Khotimah (2018) in the social studies subject matter of the proclamation of Indonesian independence in class V requires the development of learning media because it can help convey material easily. The difference between this research and the research is that the research model uses the R&D model, while this research uses the D&D research method with the ADDIE stage; the research subject is Jemundo Elementary School students, while this research at one of the elementary schools in Depok, City and material discussed the research is still limited, namely the proclamation of Indonesian independence. So, in this study, learning media will be developed again by discussing material from the imperialism period, important events leading up to independence, and the behaviour of heroes who should be emulated in everyday life.

Thus, in this study, researchers will develop learning media KOPER (Comic Struggle) IPAS phase C School with several stages, which include design, development feasibility testing, and implementation. This development is expected to help students to able to understand the material contained in the IPAS phase C learning outcomes, namely "Students tell the struggle of people struggles the Indonesian against imperialism, reflect on the of heroes in efforts to seize and defend independence and emulate the struggles of heroes in real daily actions". Thus, research on "Development of KOPER (Comic Struggle) as an Effort to Improve Learning Outcomes Phase C Student in IPAS " Subjects attracted the attention of researchers. The importance of learning history in IPAS subjects is the basis for developing learning media KOPER that presents historical material interestingly and easy-to-understand manner so that learning can run more effectively and improve student learning outcomes.

METHODS

In this study, researchers used the Design and Development (D&D). With research procedures using the ADDIE research model (method analysis, Design, Development, implementation evaluation). The following research procedures were carried out:

Table 1. Research procedure

No.	Research Stages	Research Procedure	Outputs and Outcome Indicators
1	<i>Analysis</i>	<ol style="list-style-type: none"> a. Analyze problems and needs learners b. Analyze the curriculum used c. Analyze Phase C Learning outcomes d. Formulate IPAS learning objectives e. Analyze the characteristics of comics. f. Formulate learning outcome indicators in cognitive .domain g. Integrate IPAS, learning objectives Comic Characteristics and Outcome Indicators learning in the cognitive .domain 	<ol style="list-style-type: none"> 1. Analysis Material IPAS lesson 2. Analyze characteristics comics 3. Analysis of outcome Indicators Learn in domain cognitive 4. Integration of social studies, AMP characteristics of comics and Learning outcome indicators in the cognitive domain
2	<i>Design</i>	<ol style="list-style-type: none"> a. Determine the theme of the Comic b. Create a comic overview containing flow, list of integrated IPAS materials with indicators of learning outcomes in the realm of cognitive c. Create scripts for each chapter Comics d. Designing character (base body, Mimic face, clothes, pose) e. Drawing the setting (Classroom, Hallway classroom, and field) f. Drawing additional ornaments 	<ol style="list-style-type: none"> 1. Design comic that customized domain cognitive 2. Script comic the customized domain cognitive 3. Elements comic (Setting Place, Characters, Additional) ornaments
3	<i>Development</i>	<ol style="list-style-type: none"> a. Developing customized comics With domain cognitive and combine them into a story that interesting according to the script that has been Made. 	<ol style="list-style-type: none"> 1. Development comic as appropriate 2. Results Expert Validation 3. Results comics after Revised

No.	Research Stages	Research Procedure	Outputs and Outcome Indicators
		b. Comic creation is done by Unify images into a scene. using <i>Canva</i> and <i>Ibis Paint</i> applications X then each scene were combined using the <i>Canva</i> .app c. The results of comic development are validated by experts and then revised according to the criticism Moreover, the advice provided.	
4	Implementation	a. Implementation comics in learning	1. Results-test and post-test student-test to Grade V students
5	Evaluation	a. Data processing of student test results b. Improvement of development products based on suggestions from expert validators	1. The final product of the struggle comic is an effort to improve learning outcomes in the cognitive realm of the Social Science subject Phase C.

Data collection techniques in this study are 1) work log, 2) interview; 3) questionnaire; 4) test. The data analysis techniques used were 1) qualitative, data analysis with three stages of data reduction, data presentation, and conclusion drawing; 2) data analysis, quantitative used to process data that has been generated from tests with the N-Gain test and expert validation questionnaire sheets using a Likert scale. This study used a Likert scale modified to 4 points to avoid confusion in calculating the expert validation questionnaire. The following is a lattice of validation questionnaire instruments with modifications that refer to the Learning Object Review Instrument (LORI) (Amarulloh, 2022).

Table 2. Material expert validation questionnaire grid

Aspects	Indicator	Number
Quality of Content	Thoroughness of Material	1, 2
	Accuracy of Material	3, 4, 5, 6
	Regularity of Material	7, 8, 9
	Accuracy of placement of material level details	10
Language	Accuracy of grammar and sentences used	11, 12

Table 3. Media expert validation questionnaire grid

Aspects	Indicator	Number
Characterization	Character suitability with the content and purpose of the comic	1, 2
	Attractiveness of character design in the story	3
	Appropriateness of text usage and placement comics	4, 5, 6, 7, 8, 9, 10, 11
Graphics	The accuracy of providing illustrations and images in comics	12, 13, and 14
	Accuracy of colour use	15, 16
	The suitability of the comic cover with the content	17, 18, 19, 20
	Accuracy of comic content	21, 22, 23
	Appropriateness of comic sizes	24, 25

Based on Tables 2 and 3, it appears that the validation criteria have been described according to the indicator points.

Table 4. Learning expert validation questionnaire grid

Aspects	Indicator	Number
Compatibility with objectives learning	Compliance with learning objectives	1, 2
	Suitability to the learning activity	3
	Suitability with assessment	4
	Suitability with student characters	5, 6
Adaptation	Products can be customized with models different learning models.	7 and 8
Motivation	Ability to motivate	9, 10, 11

The results obtained in the questionnaire were summed up and then calculated using the feasibility percentage formula to determine the feasibility criteria of the development product. The subjects of this research were phase C class V students in one of the elementary schools in Depok City, as many as 20 students, media experts, material experts, and learning experts.

Calculations can be made with the N-gain test to calculate the increase in comic learning as an effort to improve the learning outcomes of phase C students in IPAS subjects. Calculating the N-Gain obtained can be done using a predetermined formula (Oktavia et al., 2019). Based on these calculations, the results obtained can be converted into predetermined categories as follows:

Table 5. Classification of gain normality values

Gain Normality Score	Criteria
$0.70 \leq n \leq 1.00$	High
$0.30 \leq n \leq 0.70$	Medium
$0.00 \leq n \leq 0.30$	Low

RESULT AND DISCUSSION

The result of this research is a learning media of struggle comics as an effort to improve the learning outcomes of phase C students of IPAS subjects through the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The results that researchers have carried out are described below.

Analysis

The analysis stage is carried out by analyzing the curriculum used, namely the independent curriculum, which refers to the learning outcomes of the Decree of the Head of BSKAP Kemendikbudristek Number 033/H/KR/2022. These learning outcomes were developed into twelve indicators of learning objectives contained in the struggling Comic by referring to the revised edition of Bloom's Taxonomy KKO in the cognitive domain. Based on the indicators of learning objectives that have been compiled, researchers design learning plans and obtain a learning experience for students as follows:

Table 6. Learning experience

Chapter	Learning Objectives	Learning Objective Indicator	Learning Experience
1	Telling Indonesia's Struggle against imperialism.	Explaining the definition imperialism (C2).	Presented an illustration of a conversation between characters, which explains the definition of imperialism. From this explanation, learners are presented with a scene of a conversation between characters explaining the Western nations that came to Indonesia.
		Recount the arrival of the Portuguese (C2).	Learners are given a scene story about the arrival of the Portuguese to Indonesia.

Chapter	Learning Objectives	Learning Objective Indicator	Learning Experience
		Recount the arrival of the Spanish (C2).	Learners are given a scene story about the arrival of the Spanish to Indonesia wrapped in a conversation between student characters.
		Recount the events of the arrival of the Dutch (C2).	Learners are given a scene story about the arrival of the Dutch to Indonesia wrapped in a conversation between student characters. From the scene of the Dutch arrival, the story of the VOC is presented as links with the British trading partnership or EIC.
		Recount the events of the arrival of the British (C2).	Learners are given a scene story about the arrival of the British to Indonesia wrapped in a conversation between student characters. The story of the arrival of the British presents the period of success in the British controlling Indonesia during the time of Thomas Stamford Raffles. Presented a story scene about the return of Indonesia to Dutch hands through a London conference wrapped in conversations between characters.
		Analyze the important factors of the arrival of Western nations (C4).	Learners are given problems about the factors that cause the arrival of Westerners to Indonesia. From these problems, it is intended to obtain information by asking the teacher about the factors that caused the arrival of Western nations to Indonesia.
2	Reflecting on the Struggle of the heroes in the effort to seize and defend independence.	Identifying heroes who sought independence (C1).	It presents a scene of a character looking up some of the important heroes who worked for independence with various stories of these heroes.
		Identify the period of the national movement (C1).	Learners are presented with a scene where a character finds out about the movement period.
		Identifying the name of war in some regions (C1).	A scene of a character looking at some regional war names in Indonesia during the colonial era is presented.
		Analyze important events leading up to the proclamation of independence (C4).	Learners are given problems about important events in achieving independence. From problems of the problem aimed at obtaining information by asking the teacher about important events in achieving independence
		Reflect on the efforts to gain independence (C5).	Presented an independence scene of a character reflecting on the efforts made by the heroes in seizing, seizing and defending Indonesia.

Chapter	Learning Objectives	Learning Objective Indicator	Learning Experience
3	Exemplify the Struggle of heroes in real actions daily.	Exemplifying the Struggle of heroes in real daily (C2) actions	Learners are presented with a character scene that tells of an experience they have had in emulating a hero's Struggle.

Based on the table above, students will get learning experiences according to the learning indicators and objectives. Characteristics Chapter 1 contains content developed from learning objectives, namely, the Struggle of the Indonesian people against imperialism, which was then further developed into six indicators. Chapter 2 develops the learning objective of reflecting on the Struggle of heroes in an effort to seize and defend independence, which is further developed into five indicators. Finally, chapter 3 discusses the learning objective of emulating the Struggle of heroes in real daily actions, which further developed into one indicator.

Design & Development

In the process of designing and developing Struggle comic media using Ibis Paint X and Canva applications, which are composed of several components. Components These consist of a front, cover page learning, instructions for outcomes and objectives, introduction, character components content page, which are divided into three parts: author identity and back cover page. The front cover page can be seen in Figure 1, and Figure 2 shows the learning outcomes and objectives contained in the struggle comic.



Figure 1. Front cover page



Figure 2. Front cover page learning outcomes and objectives

There are page components that contain instructions for use and character introductions that can make it easier for readers. These instructions contain procedures for using the comic, such as reading directions from the struggling Comic and so on. Meanwhile, the character introduction contains character characters that fill the story in the content. This can be seen in Figure 3 regarding instructions for use and character recognition.

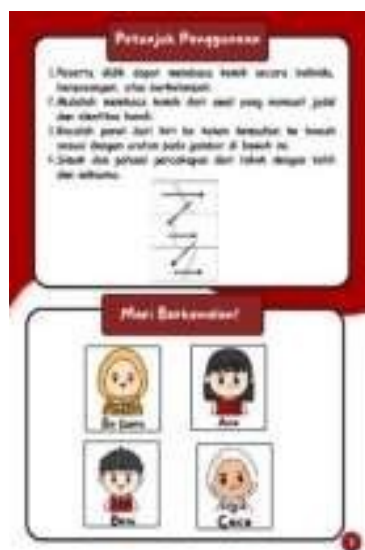


Figure 3. Instructions for use and character introduction

The content page component is an important part of the struggling Comic because it contains content that presents story scenes developed from the learning objectives that have been compiled. The components content page in the three chapters can be seen in Figures 4, 5, and 6.



Figure 4. Contents page chapter 1 Indonesian nation's struggle against imperialism



Figure 5. Chapter 2 Contents page the struggle of heroes



Figure 6. Contents page chapter 3 exemplifying the struggle of heroes in real daily actions

There is a component of the Author's identity that makes it easier for readers to find personal data about the Author. The last component of the Comic is the back cover page, which contains motivation, a brief description of the comic contents, the target audience, and an invitation to continue to maintain the fighting spirit of the heroes. The Author's identity can be seen in Figure 7, and the back cover page can be seen in Figure 8, listed below.



Figure 7. Author identity



Figure 8. Back cover page

Implementation

From the final results of the development product, a limited trial was conducted, which obtained the results of the pre-test and post-test assessments, which were then calculated using the test normality gain to determine the increase in learning outcomes obtained. With an average pre-test of 45.8 and an average post-test of 75.2, an N-Gain result of 0.55 was obtained in the medium category. The following are the results of the assessment on the implementation of the struggle comic media that has been carried out:

Table 7. Results of comic struggle media implementation

Total Score	Data Maximum	Average			Category N-Gain
		Pre-test	Post-test	N-Gain	
20	100	45,8	75,2	0,55	Medium

The following is a bar chart to see the improvement obtained from the pre-test results and learners:' post-test

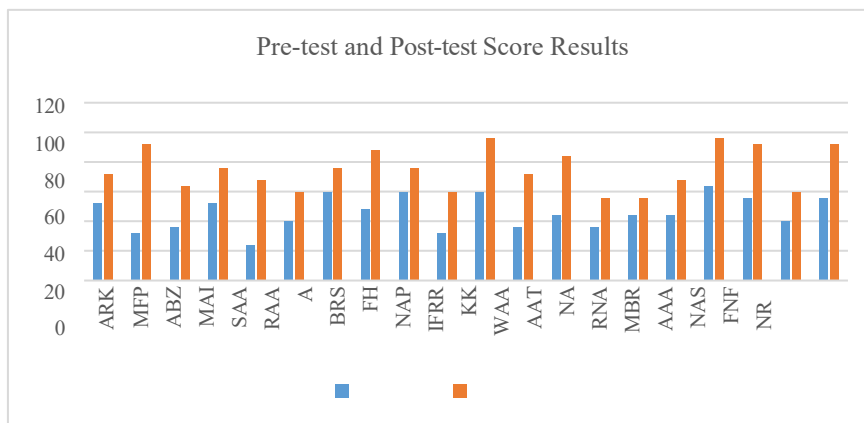


Figure 9. Results of pre-test and post-test values

Evaluation

The results of the development of the struggle comic media design that has been prepared are then tested for feasibility by material expert validators, media experts, and learning experts before being implemented by students. The validation results can be seen in the following table:

Table 8. Validation results before revision

No.	Validator	Assessment Percentage	Category
1.	Material Expert	98,75%	Very good
2.	Media Expert	95,93%	Very good
3.	Learning Expert	100%	Very good
	Average	98,2%	Very good

Table 9: Validation results after revision

No.	Validator	Assessment Percentage	Category
1.	Material Expert	98,75%	Very good
2.	Media Expert	100%	Very good
3.	Learning Expert	100%	Very good
	Average	99,58%	Very good

Based on Tables 8 and 9, it is known that the results of validation before revision obtained an average percentage of assessment of 98.2% in the very good category. Development products: However, there were suggestions and input from the media and expert validators. Then, from the results of the evaluation, the researcher made revisions to the development product and conducted the second evaluation by obtaining an average percentage of assessment that increased. So, the results of validation on the product development of Comic Struggle got a final assessment percentage of 99.58%, which is a very good category, which means it is very feasible for students to use learning media.

The results of the pre-test and post-test, which were the evaluation materials to see the improvement in student learning outcomes, obtained a significant increase with the normality test gain, showing an increase in the moderate with an average N-Gain of 0.55 category.

DISCUSSION

Analysis

The development of this comic media begins with the stage of analyzing the needs of students. Researchers found that learning activities seemed monotonous and less varied. The attractiveness of students to learn drops, so the learning outcomes obtained

are also low. The lack of use of learning media in social studies learning is the reason why researchers are developing media in these schools. The use of this learning media will increase the effectiveness, efficiency, and attractiveness of learning (Wulandari et al., 2023). One of the learning media in accordance with these problems is learning media in the form of comics. Comics are one of the alternative visual media that can present content in a funny, entertaining, attention-grabbing, and not monotonous way so that readers easily understand it (Negoro, 2022).

Learning activities at the school that the researcher aims to use the independent curriculum, so this struggle comic also uses the curriculum. Referring to the learning outcomes that refer to the Decree of the Head of BSKAP of the Ministry of Education and Culture Number 033/H/KR/2022, namely "Students tell the struggle of the Indonesian people against imperialism, reflect on the struggles of heroes in efforts to seize and defend independence and emulate the struggle of heroes in real actions everyday.". Outcomes This learning is in phase C of the IPAS (science and social) understanding element. These learning outcomes are derived into three learning objectives, which are then further detailed into twelve indicators of learning objectives in the C1-C5 cognitive domain, which is the basis for the development of this Comic.

Design & Development

In the process of design and development of Struggle comic media through several stages. The stages include the following: First, the researcher develops the narrative text by adjusting it to the ITP that has been compiled. Stage The is the selection of colours that match the character of the child. The colours chosen in this Comic are bright colours and pastel or soft colours. Children of primary school age prefer bright colours (Dirgantara et al., 2022). In some parts, the red colour dominates because researchers want to bring out the energy of enthusiasm in fighting for independence. The colour red is a symbol of strength, spirit, energy, and passion (Melanira & Wibowo, 2022). Meanwhile, pastel or soft colours give a pleasant, flexible, non-threatening, and non-stressful impression (Beatrice & Susanto, 2021). By using these two types of colours, the struggling Comic can attract children's attention and show a sense of spirit, but still in a fun and non-stressful impression to read.

The third stage is the selection of the font of the text contained in the Comic. The Struggle uses comic sans font because it matches the shape font used in making comics. In addition, this font can make it easier for students to read the comic content. This was chosen because it has a relaxed impression, which is suitable for story text, and it has a dynamic impression that exists in the nature of children (Putranto, 2018). stage comic sans font, and the determination to make characters and illustrations. Making fourth characters and illustrations background in comics takes the theme of the school so that students feel more appropriate or suitable for the environment around them still in elementary school. Children favour familiar illustrations because they have a pleasant impression (Syahnina & Patria, 2021).

This is determining the character expression used. The expression of the character of the struggle comic is adjusted to the narrative text in the conversation. In order for the fifth stage situation to seem real, the character's voice and expression must be adjusted (Rambe, 2023). stage, and sixth, determining the panel that will be used as a determinant of the sequence between stories. Panels in comics are used to maintain continuity and explain the sequence of events in a story (Pratama et al., 2022). Making panels is adjusted to the needs of the sequence of events in the struggle comic story developed by researchers using the Ibis Paint X application on the menu grid.

The seventh stage is the selection of the word balloons to be used. The word balloons contained in the struggle comic use the help of elements from Canva. The use of word balloons is adjusted to the intonation of the narrative text contained in reading it (Putra & Yasa, 2019). That way, the selection of word balloons is adjusted to the tone of the narrative text that has been created so that it will make it easier for readers to understand the text contained in the conversation. The stage in designing and developing struggle comics is to combine narrative text, illustrations, and panels into one canvas using the Canva application that is tailored to the characteristics of comics.

Implementation

The implementation stage is carried out for two days, the first day conducting a pre-test and continued by carrying out learning activities in accordance with the design. Has been prepared with the help of struggle comics and ends with a post-test. With the implementation results, that has increased. The increase in implementation results can occur due to several factors, the first of which is due to the selection of forms and types of media that are tailored to the characteristics of elementary school-age children, namely operational concrete. The use of comic media can play an important role because it has character values and conveys material that has not been drawn into a more tangible example (Aisyah et al., 2023). The colours chosen in the comic illustrations are colours that attract attention. Children of primary school age prefer bright colours (Dirgantara ., 2022). The characters used are also adapted to the characters of elementary children's school in school and the setting of elementary. Thus, students are more interested in learning the material and doing learning activities.

The preparation of Struggle comic material is carried out systematically. Systematic here means that the comic content is coherent according to the existing historical timeline. Long historical texts are simplified to suit the characteristics of children who do not like dominating texts. Second, social studies learning is often considered unable to offer new variations because the presentation seems monotonous, which results in students becoming uninterested in learning because they consider the learning uninteresting (Pratiwi et al., 2023).

Evaluation

The evaluation stage is carried out at each stage of the KOPER learning media development. Improvements to product development are made on the basis of suggestions and input from expert validators. After being improved, the product is checked again to find out the final results so that the next development research can be carried out.

The N-Gain results showed an increase but still in the medium category. According to the researchers' analysis, this can occur due to several research limitations; the first is the limited research time with extensive material coverage. Factor The are limited costs in the comic printing process; students read it together with their group members, which causes a second less than optimal understanding of the reading. materialThe success of a student in acquiring knowledge depends on their ability to read and understand (Wijayanti et al., 2022).

CONSLUSION

Validators material, expert experts, and media have validated the development of comic learning media and learning experts using Liket. Of the three results of the validation of the development of comic media struggles that have been carried out, an assessment falls into a very good category. The use of struggle comic learning media has

also been proven to improve learning outcomes in the domain of scale questionnaire cognitive phase C students in IPAS. This is evidenced by the average values obtained from the pre-tests, 45.8 and 75.2, which show a significant increase. The results obtained from the N-Gain test obtained an average result of 0.55, which means that there was an increase in student learning outcomes in the moderate category. post-test

Although there was an increase in the results of the N-Gain test conducted, the results obtained only fell into the moderate category. Thus, further research can be needed to develop the product by discussing the material in more depth so that it can get more optimal results. This research has limitations and shortcomings in printing costs and research time, as it was only conducted for two days with quite dense material. Researchers should be able to use the help of methods appropriate in carrying out learning activities. It is hoped that future researchers can carry out learning activities by determining and using appropriate methods in their implementation so that the results obtained are more optimal learning methods.

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