Development of E-Comic Media Assisted by Class Minimum Competency Assessment (AKM) for Enhancing Competency in Elaborating Fairy Tale Messages among Lower Grade Students

(Pengembangan Media *E-Comic* Berkawal Berbantuan Asesmen Kompetensi Minimum (AKM) Kelas Upaya Peningkatan Kompetensi Menguraikan Pesan Dongeng pada Siswa Kelas Rendah)

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Abstract: Reading comprehension is the process of understanding information in a passage. Students with limited proficiency to elaborate fairy tale messages are the basis for this research. Students have the capability to read, but they have not reached the level of understanding the content the readings. The utilization of educational resources is restricted solely to books at present. This research aims to determine the design development, feasibility, and effectiveness of controlled e-comic media assisted by class minimum competency assessments (AKM) in improving student learning outcomes regarding the competency to elaborate fairy tale messages for third-grade elementary school students. The method used in this study is Research and Development using the Borg and Gall development model. Product validity testing is carried out by material expert validators and media expert validators. The results of this research show that the media feasibility test results obtained were 88% with the title very feasible and the feasibility test results from material experts were 90% with the title very feasible. The results of the large-scale trial showed improvement from pre-test to post-test with an average N-Gain of 0.67 and significance (2-tailed) of 0.000 < 0.05. The conclusion of this research indicates that controlled e-comic media assisted by minimum competency assessment (AKM) class is deemed feasible and effective in improving the competency of elaborating the message of fairy tales for third-grade students at SDN 1 Sangge and SDN 2 Sangge.

| Keywords | class minimum competency assessment, e-comic media, elaborating the message of fairy tales |

Abstrak: Membaca pemahaman merupakan proses untuk memahami informasi dalam sebuah bacaan. Kemampuan siswa pada materi menguraikan pesan dongeng yang masih rendah menjadi dasar adanya penelitian ini. Siswa sudah mampu membaca akan tetapi belum mampu memahami isi bacaan yang terkandung di dalamnya. Penggunaan media pembelajaran masih terbatas pada penggunaan buku saja. Penelitian ini bertujuan untuk mengetahui desain pengembangan, kelayakan dan keefektifan media *e-comic* berkawal berbantuan asesmen kompetensi minimum (AKM) kelas dalam meningkatkan hasil belajar siswa mengenai kompetensi menguraikan pesan dongeng siswa kelas III sekolah dasar. Metode dalam penelitian ini menggunakan jenis penelitian *Research and Development* dengan menggunakan model pengembangan *Borg and Gall*. Uji validitas produk dilaksanakan dengan validator ahli materi dan validator ahli media. Hasil dari penelitian ini menunjukkan bahwa hasil uji kelayakan media yang diperoleh sebesar 88% dengan predikat sangat layak dan hasil uji kelayakan dari ahli materi 90% dengan predikat sangat layak. Hasil uji coba pemakaian pada uji skala besar mengalami peningkatan dari *pre-test* dan *post-test* dengan rata-rata N-Gain 0,67 dan signifikansi (2-tailed) yaitu 0,000 < 0,05**.** Simpulan dari hasil penelitian ini menunjukkan bahwa media *e-comic* berkawal berbantuan asesmen kompetensi minimum (AKM) kelas dinyatakan layak dan efektif digunakan dalam meningkatkan kompetensi menguraikan pesan dongeng siswa kelas III SDN 1 Sangge dan SDN 2 Sangge.

| Kata Kunci | asesmen kompetensi minimum (AKM) kelas, media *e-comic*, menguraikan pesan dongeng |

INTRODUCTION

Makarim (2019) has made improvements by establishing and changing the Merdeka Curriculum from the 2013 curriculum on December 10, 2019. The government implemented four policies aimed at enhancing the quality of education. These include transitioning from the National Standard School Examination (USBN) to assessments, replacing the National Exam (UN) with AKM, which emphasizes literacy, numeracy, and student character development, aligning with international standards such as PISA and TIMSS Kemendikbud (2021). Additionally, lesson plans were streamlined to include three key components: learning objectives, activities, and assessments. Education serves as the cornerstone for nurturing high-quality human resources, which are essential for fostering strong literacy skills.

Proficient reading abilities are fundamental for students as they pave the way for developing other essential skills in the future (Klimova & Zamborova, 2020). Reading comprehension refers to a person's capacity to reconstruct messages from the reading material (Dewi et al., 2021). Reading comprehension refers to readers' understanding of the meaning and content of reading, with the purpose of allowing readers to comprehend the entire reading material they read (Sun et al., 2021). Reading is a mental activity that strives to grasp the content of the item being read (Melati et al., 2023; Daulay, 2021). Morrow in Niswariyana (2021) defines reading comprehension as a person's ability to absorb, interpret, and investigate the major concepts and material in a reading, both implicitly and explicitly.

The researcher conducted an interview with the third-grade teacher of SDN Sangge, Boyolali Regency, who stated that the students' limited proficiency in elaborating fairy tale messages is evidenced by the learning achievements of Indonesian language students in basic competence (KD) 3.8, which involves elaborating messages in fairy tales presented orally, in writing, and visually with the aim of pleasure, or in the independent curriculum in phase B (grades 3 and 4). The learning outcomes (CP) of the reading and viewing elements, namely students' ability to understand messages and information about daily life, narrative texts, and children's poetry in print or electronic form, are still low, remaining below the Minimum Criteria for Completeness (KKM) determined by the school, which is 70. The third-grade students of SDN 1 Sangge consist of 10 students, comprising 5 males and 5 females. Among them, 4 out of 10 students (40%) scored above the KKM, while the remaining 6 out of 10 students (60%) scored below the KKM, with an average score of 60.9. The third-grade students of SDN 2 Sangge consist of 8 students, with 4 males and 4 females. Among them, 3 out of 8 students (37.5%) scored above the KKM, while the remaining 6 out of 10 students (62.5%) scored below the KKM, with an average score of 62.6.

The purpose of reading comprehension is to obtain a thorough understanding of the information in a reading passage. In addition, students are also expected to understand the meaning in the text and answer questions from the text that has been read. There are many reading texts that contain moral messages that can shape students' characteristics, one of which is fairy tales. Fairy tales according to Kartika (2021) are a made-up story that never happened in real life, but it can be a good lesson as readers can learn the message from it. Students need to be taught to improve their appreciation of Indonesian literature; one way is by understanding the contents of fairy tale texts as an effort to preserve old literature (Nurjanah, 2022).

The competency of comprehending fairy tale messages refers to students' capacity to clearly articulate what messages are contained in a fairy tale. Not all students are able to capture and explain what messages are contained in a fairy tale. If students are able to understand the moral messages in fairy tales, it is hoped that students can imitate good things and apply them in everyday life. Students in improving reading comprehension need something that can interest them in learning so that they are easily able to reconstruct the messages contained in the text properly. Reader background and systematic development are important to improve reading comprehension skills (Smith et al., 2021). Students need things that can help increase their motivation during learning activities, for example by using learning media.

Learning media are all tools used to clarify the messages conveyed in order to achieve appropriate and efficient learning objectives. Learning media is any instrument used to communicate information and

messages during the course of educational instruction in order to encourage student participation and motivation to study (Arsyad, 2015: 10). Learning media is highly suggested for usage in learning activities at school. In line with Hasan et al., (2021), learning media is a connecting tool between professors who supply knowledge and students as recipients of information to motivate and it enables students to participate fully and meaningfully in the teaching and learning process.

The third-grade teacher stated that some pupils have not been able to understand the substance of the reading and extract information from the text that has been read, particularly understanding the message in a fairy tale book. This indicates the suboptimal use of learning media in achieving student competencies. Teachers have so far only conducted text-based learning and have not utilized media that can capture students' attention. These issues contribute to the low learning motivation of Indonesian language students in the competency of elaborating fairy tale messages. The learning model used by the teacher still adheres to a conventional approach and does not align with the syntax in the teaching module. If this situation is left unaddressed, it is likely that students' Indonesian learning outcomes will not improve. On the other hand, students should enhance their skills to become more involved and creative during educational engagements (Boysen et al., 2022).

The learning media developed needs to prioritize practicality and effectiveness in its use (Wallner & Barajas, 2020). Teachers must be able to construct learning models or tactics that catch students' attention in order to increase their reading comprehension skills. Teachers' communication competency in developing learning strategies is required in constructing and sustaining a classroom environment so that lessons can run successfully and efficiently (Mujianto, 2021). The Know Want to Know Learned (KWL) learning strategy can assist students in increasing their reading comprehension skills (Magdalena et al., 2020). Learning media can have an impact if the objectives, learning materials, learning strategies and evaluation tools are synchronized, thus requiring an assessment that can measure students' abilities, namely in the form of a class minimum competency assessment (AKM). Content, cognitive level, and question format are factors that must be considered in developing a class AKM instrument. Class AKMs are used to help classroom teachers diagnose each student's learning outcomes (Kemendikbud, 2020).

Based on this background, researchers are endeavoring to provide alternatives to solve problems in accordance with the requests of teachers and students, aiming to enhance the competence of describing fairy tales by developing media in Indonesian language learning lessons, particularly focusing on the material of describing fairy tale messages. This is done through conducting research entitled "Development of E-Comic Media Escorted with the Assistance of Class Minimum Competency Assessment (AKM) Competency Improvement Efforts to Elaborate Fairy Tale Messages" with the goal of fostering high learning motivation among students and making learning activities more interesting, ultimately leading to an improvement in student competence in describing fairy tale messages.

Study that supports this research, was conducted by Nurmnalina (2021), showed the usage of comic media in four grade students can increase their reading comprehension skills. The results of the difference test with an average of 0.037 and the gain value test of 0.376 indicate that comic media can help students improve their reading comprehension. Another study was conducted by Nuryani et al., (2023) entitled "Improving Understanding of the Content of Fairy Tale Messages Through the KWL Strategy for *Madrasah Ibtidaiyah* Students". The differences between cycles I and II demonstrate the study's findings. Cycle I achieved 67%, while Cycle II achieved 92% met all the criteria. The results of this study demonstrate that the learning material is appropriate to use in the teaching and learning process. Iman et al., (2021) conducted further research on AKM-based learning media and problem-solving, yielding positive results with a mean value of 3.5 ($3.5 \leq V \leq 4$). The evaluation results of student and teacher responses to the learning media are classified as practical, with an average assessment of 3.4 ($2.6 \leq XI \leq 3.5$). The results of student learning tests are classified as effective, with a percentage value of 61% ($60 < P \leq 80$). These findings suggest that the learning media is a viable option for use in the learning process.

Based on the preceding studies, the author cannot disregard earlier studies that explore the utilization of comedic media for education in elementary schools. Prior research indicates that comic media can enhance student learning outcomes regarding reading comprehension. However, comic media is often utilized without accompanying learning strategies and evaluations aligned with the media developed for students.

Learning tends to be solely focused on comic media without incorporating meaningful learning from the provided strategies and evaluations. While the KWL strategy is suitable for enhancing students' reading comprehension, such as identifying fairy tale messages, relying solely on this strategy can lead to student boredom and demotivation during learning. Therefore, in teaching reading comprehension of Indonesian language subjects, it is necessary to combine and appropriately integrate media, learning strategies, and innovative learning evaluations to improve student learning outcomes. Classroom minimum competency assessment (AKM) is one alternative that can be used to create varied evaluations aligned with student characteristics.

This study is unique in that it uses escorted e-comic media in conjunction with classroom minimum competence assessment (AKM), which has never been done before. The advancements in modern media, especially within the domain of the Indonesian language, offer valuable resources for understanding the underlying messages conveyed in fairy tales. The purpose of this research is to find out how to develop e-comic media design, as well as assess the feasibility and effectiveness of e-comic media integration with AKM support. This media development design is critical for creating material that meets the demands of students while they are studying. This media's practicality will have a big impact on its efficacy, as it will serve.

The development of *e-comic* media with class minimum competency assessment (AKM) is different from previous research because in this study the media used is more advanced, by utilizing the sophistication of today's technology. Escorted e-comic media, helped by class minimum competence assessment (AKM), can be employed in digital or printed form. Additionally, e-comic media begins with the KWL technique, which can make students more active before, during, and after reading activity. This e-comic media is created by utilizing a class minimum competence assessment (AKM) that may be used to test students' success in elaborating fairy tale messages. It also includes evaluation questions that refer to competency-based national exams learning media and e-comic media. Writings and interactive images can be used in a minimum competency assessment (AKM) class to stimulate and facilitate students' understanding of the contents of a fairy tale reading, thereby improving student engagement as well as learning results, particularly in the competency of elaborating messages in fairy tales.

The result of this study is able to contribute in the form of guided e-comic learning media assisted by classroom minimum competence assessment (AKM) that can be utilized in Indonesian language learning for the competency of describing fairy tale messages. This media can also assist teachers with instructional methods and learning strategies, provide various evaluations to assess students' abilities, and enhance students' comprehension of fairy tale meanings.

METHOD

This research is R&D (Research and Development) research. R&D research is a method used to test the effectiveness and to develop a product (Sugiyono, 2021). This R&D research, according to *Borg and Gall* in Sugiyono (2021: 404), has eight stages of implementation that are condensed according to the needs of researchers, which include: (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) trial use.

The data on the development process of *e-comic* media design, with the help of classroom minimum competency assessment (AKM) on the material of elaborating fairy tale messages, were obtained through observation, interviews and teacher needs questionnaires. The feasibility data and effectiveness data of this media development were obtained through the validation questionnaires of material experts and media experts, which then analyzed qualitatively, along with teacher response questionnaires.

The quality of the *e-comic* media material, aided by the minimum competency assessment (AKM) of the class, can be known through the testing and validation stage by material experts. Material validation has the aim of knowing the feasibility of the competency material to describe the message in fairy tales according to student needs. The following is a table of scoring provisions for each descriptor or statement according to Widoyoko (2018: 110).

Tabel 1
Provisions for Material Expert Assesment

Percentase	Criteria
0% – 25 %.	Less Feasible
26% – 50 %.	Decent Enough
51% - 75 %.	Worth
76% - 100 %.	Very Feasible

The material test consists of four aspects: learning objectives, students' level of thinking, support for learning content, and aspects of images in achieving goals. These aspects support learning content such as facts, concepts, principles, or generalizations. The five aspects can be translated into 20 indicators as follows.

Table 2
Indicators of Material Expert Validation Assessment

No.	Criteria	Number of Indicators
1	Actuary with learning objectivities	3
2	Appropriate to the students' level of thinking	4
3	Support for learning content	6
4	Images can facilitate the achievement of objectives	3
5	Appropriate to support lesson content	4
	Number of Indicators	**20**

The quality of *e-comic* learning media with the help of classroom minimum competency assessment (AKM) can be known through the testing and validation stage by media experts. The purpose of media validation is to assess the practicality of a medium required by students. The following is a table of scoring provisions for each descriptor of each indicator according to Widoyoko (2018: 110).

Table 3
Provisions for Media Expert Assessment

Percentase	Criteria
0% – 25 %.	Less Feasible
26% – 50 %.	Decent Enough
51% - 75 %.	Worth
76% - 100 %.	Very Feasible

There are four aspects in the media expert test, namely aspects of media suitability, media display, usage aspects, and aspects of excellence. The four aspects can be translated into 20 indicators as follows.

Table 4
Media Expert Validation Assessment Indicators

No	Criteria	Number of Indicators
1	Compatibility	4
2	Display	7
3	Usage	5
4	Advantages	4
	Number of Indicators	**20**

Data on the improvement of student learning outcomes in this study were obtained using the results of the *pre-test* and *post-test* in the large-scale test. The data analysis techniques used in this research

are qualitative and quantitative data analysis. Data analysis is a systematic collection of data obtained from interviews, observations and document data so that it can be disseminated to the public widely and easily understood Sugiono (2018: 482). Qualitative data analysis leads to interview activities, observations, and document data that are applied descriptively interpretative. While quantitative data is obtained from analyzing *pre-test* and *post-test* results in large-scale tests using the *paired sample t-test* and *N-gain* test.

The *paired sample t-test* was used to assess the effectiveness of the media, marked by the difference in the average before and average after treatment. The *N-gain* test aims to determine the increase that occurs on the average student learning outcomes before and after using the escorted *e-comic* learning media assisted by minimum competency assessment in the competency of elaborating fairy tale messages. The formula in the N-Gain test is as follows.

$$\text{N- Gain} = \frac{skor\ posttest - skor\ pretest}{SMI - skor\ pretest}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 5
Interpretasi Indeks Gain

N-Gain Score	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

RESULTS AND DISCUSSION

This research resulted in escorted e-comic learning media aided by classroom minimum competence assessment (AKM), or electronic comics designed to facilitate the learning process. In the initial stage, the researcher identified a problem: students' limited proficiency in elaborating fairy tale messages, as observed in the results of Indonesian language learning. Specifically, at SDN Sangge 1, the average score was 60.9, and at SDN Sangge II, it was 62.6, both below the KKM threshold of 70. Other issues were identified based on researchers' interviews, observations, and document analysis, including a lack of diverse learning media and students' difficulties in grasping the content of readings, leading to a decline in student interest in learning. The lack of variety in learning materials prompts researchers to develop a product.

Based on these problems, the researchers proceeded it with data collection through a series of interviews, observations, and questionnaires targeting teachers' requirements pertinent to the intended product. This process served as a foundation for researchers to ascertain the specifications of the product to be developed. The results of the recapitulation of the teacher needs analysis reveal that during Indonesian language learning, teachers do not capitalize on the availability of learning media, resulting in learning not being presented in an engaging manner. Teachers solely rely on reading books as a reference in teaching. Students require learning media that can capture their attention and be enjoyable. Throughout the learning process, students seek visual learning media rich in imagery and stories that engage them, thereby increasing their interest and motivation.

The following phase is to create the product based on the issues identified through interviews, observations, data collection, and teacher needs questionnaires.

Table 6
Recapitulation of Teacher Needs Questionnaire

No	Indicator asked	Answer
1	Is Indonesian language learning especially in elaborating fairy tale messages difficult to do?	Yes
2	Do the results of reading skills in elaborating fairy tales need to be improved?	Yes
3	Does the teacher still use the lecture method in delivering the material?	Yes

No	Indicator asked	Answer
4	Is there a need for more engaging learning media technologies to help the students enhance their reading comprehension?	Yes
5	Do students like digital learning media?	Yes
6	Which learning media display should be used?	Colorful and Attractive
7	How should the assessment of minimal competence (AKM) in the classroom be used in conjunction with the usage of escorted e-comic media?	Easy

Researchers offer an alternative by creating an e-comic (electronic comic) based on the KWL technique, referred to as starting. The *e-comic* media was also developed with the help of a class minimum competency assessment (AKM) which is used as an evaluation in measuring the extent of students' understanding of the material in elaborating the message of fairy tales. This media contains three stories adapted from local wisdom in Boyolali*, namely the *Poor Farmer, the Greedy Hunter,* and the Jackfruit *Tree and the Traveler.*

The process of implementing the KWL strategy starts with prompting students to respond to simpler questions to gauge their initial proficiency levels. Subsequently, prior to delving into reading fairy tales in e-comics, students are instructed to generate questions about the aspects they wish to explore within the fairy tales they are about to engage with. Students will read the fairy tale storyline presented with conversations between characters with interesting pictures and settings. After students finish reading the *e-comic*, students are directed to elaborate the information they get by using the *Liveworksheet* application and *Quizizz paper mode* to find out the extent of student understanding. All designs, beginning with tales, talks, and visuals, are organized and include learning about loving plants and animals in daily life. Research conducted by Purwati et al., (2021) provides support for the idea that there are numerous applications available for this approach that can be used in implementing Classroom AKM including *Google Form, Quizizz, Testmoz, ProProfs,* and other types of applications that are still unknown to teachers. *Google form and Quizizz* applications can be the most recommended alternative because basically teachers have practiced in facilitating learning.

The media is generated using Canva application. The media is in an electronic form, but it can still be utilized in a printed form. Also, the media technology used in this study is in the form of e-comic media or electronic comics as making comics nowadays is easier and able to provide both versions. With the rapid growth of technology, digital media has emerged as a new medium for generating comics (Wicaksana et al., 2020). The development of increasingly advanced technology makes almost every student have digital devices such as cellphones, laptops, and so on, and this makes students more interested in learning with multimedia (Maity, 2022). The application of technology is able to introduce students from an early age to face future advances in science and technology (Spiteri & Chang Rundgren, 2020). Henceforth, the product that the researchers developed, which is called E-Comic Media Guided by Minimum Competency Assessment (AKM) Classroom efforts to improve the competence of elaborating fairy tale messages in low-grade students, is applicable in this case: third grade students of SDN Sangge.

The next stage is product validation. Product validation is carried out with the help of experts in accordance with their fields to assess a product in order to find out its strengths and weaknesses. At this point, media and material specialists validated e-comic media for the class using the minimum competency assessment (AKM). Material expert validation was conducted by Dr. Sri Sukasih, S.S., M. Pd., a lecturer in the Indonesian Language course of Semarang State University's PGSD study program. Media expert validation was conducted by Moh. Fathurrahman, S.Pd., M.Sn., an art lecturer in Semarang State University's PGSD study program.

Subject matter experts and media specialists participated in a validation questionnaire. The outcomes revealed that subject matter experts attained a 90% rating, meeting the criteria for high practicality. Similarly, media experts achieved an 88% rating, also meeting the same criteria. Below is the table depicting the data.

Table 7
**Material Expert and Media Expert Validation Results**

No	Test Subject	Results	Qualification
1	Material Expert	90%	Very Feasible
2	Media Expert	88%	Very Feasible

From these discoveries, one could deduce that the e-comic product, supported by the minimum competency assessment (AKM) class, proves highly functional for its intended use. Once evaluated and advised by specialists, the product's shortcomings become apparent. Weaknesses that have been known are then made improvements by researchers in accordance with the direction and input of experts (Sugiyono, 2019: 302). The suggestions and improvements given by the validators are as follows.

Table 8
Validator Revision Results

No	Validation	Advice	Improvements
1	Material	Eliminate two similar words in one sentence	Eliminate two similar words in one sentence.
2	Media	Use Funs rift font	Replacing fonts that are not yet suitable with Fun serif fonts in some parts in media.

The design of the escorted e-comic media assisted by the minimum competency assessment (AKM) for the revised class based on the results of the validator's suggestions is as follows.
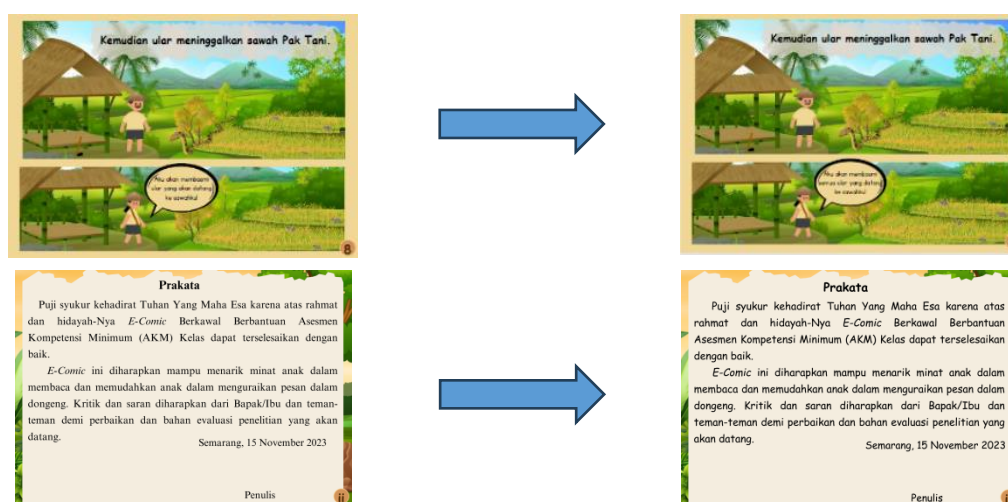
Figure 1
Design Revision

The results of changes after the product revision by material experts and media experts, the next stage is applied to improving the appearance of the e-comic media assisted by the minimum competency assessment (AKM) class. The following is the media display of the escorted e-comic media assisted by the class minimum competency assessment (AKM).

Figure 2
E-Comic Media Display

The next stage is product testing. During this phase, the product underwent testing with a small group to gather feedback and insights regarding the effectiveness of the e-comic media supported by the class minimum competency assessment (AKM). This study conducted a product trial by practicing the use of e-comic media aided by the minimum competency assessment (AKM) of the class in a small-scale trial, the sample taken by researchers amounted to 8 students of SDN 2 Sangge, Boyolali Regency.

The product testing phase involved conducting written tests (pre-test and post-test) utilizing the experimental method of a one-group pre-test-post-test design. The objective was to conduct a precise comparison of the outcomes before and after the implementation of e-comic media, with the support of the minimum competency assessment (AKM) class. Upon the conclusion of the learning sessions, the researcher administered a questionnaire or response survey to the teachers. This aimed to gather feedback and gauge the teachers' responses to the utilization of e-comic media supported by the minimum competency assessment (AKM) class in Indonesian language instruction.

Table 9
Results of Small Group Product Usage Trial

Action	Average	Lowest Score	Highest Score	Number of Students Completed	Percentage Description
Pre-test	50,6	37	75	2	25%
Post-test	85	61	94	6	75%

From the Table 9, it is evident that there is a noteworthy improvement in students' Indonesian language learning outcomes regarding the comprehension of fairy tale messages. This improvement is observed through the comparison of pre-test and post-test scores following the trial usage of the product in small groups. The total number of students who completed the pre-test amounted to 2 students out of a total of 8 students or obtained 25%, while in the post test action the number of students who completed amounted to 6 students out of a total of 8 students or reached 75% completeness. The existing data is then calculated using the N-gain formula to show that there is a discernible difference in the improvement of students' Indonesian language learning outcomes in the area of fairy tale message comprehending before and after using e-comic media in conjunction with the Minimum Competency Assessment (AKM) class in learning.

$$\text{N- Gain} = \frac{skor\ post-test - skor\ pre-test}{SMI - skor\ pre-test}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 10
Gain Index Interpretation

Value N-Gain	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

Additionally, the researchers calculated the available data in the small-scale trial using the N-Gain formula and the t-test, yielding the following results.

Table 11
Effectiveness Test Results

Criteria	Value
N-Gain Class	0,69
Sig. (2-tailed)	0,001

Table 11 shows that the small group experienced an average increase (N-Gain) of 0.69, meeting the medium criteria. This average rise indicates that the utilization of e-comic media in conjunction with minimum competency assessment (AKM) is beneficial for third-grade students of SDN Sangge in enhancing Indonesian learning outcomes, particularly in interpreting fairy tale messages. The pre-test and post-test mean difference test, conducted using the SPSS 25 application, yielded a value (2-tailed) of 0.001. The sig value (2-tailed) > 0.005 indicates that there is no significant difference between students' Indonesian learning results in decoding fairy tale messages in the pre-test and post-test. However, the t-test results indicate a significant difference (sig (2-tailed) 0.001 < 0.005) between the pre-test and post-test results in the ability to comprehend fairy tale messages.

After testing the product on a small scale, the researcher obtained feedback from the teacher response questionnaire, which highlighted weaknesses in the product. The suggestions provided by the validator will be utilized for enhancing the developed product to ensure its effectiveness when used. Closed questionnaires were employed in this study, utilizing a Guttman scale that provided alternative answer

options of yes and no for respondents, namely teachers. Respondents were required to tick the answer options that matched their opinions.

Table 12
Teacher Response Questionnaire

No	Criteria	Yes	No
1	The media display of the Escorted E-Comic Assisted with Minimum Competency Assessment (AKM) Class is interesting.	√	
2	The images and illustrations in the Classroom E-Comic Assisted Minimum Competency Assessment (AKM) media are clear.	√	
3	The text in the Escorted E-Comic media assisted by the Classroom Minimum Competency Assessment (AKM) can be read clearly.	√	
4	Escorted E-Comic Media Assisted with Minimum Competency Assessment (AKM) uses colors that are bright, attractive, and comfortable to the eyes.	√	
5	The instructions in using the Classroom E-Comic Assisted with Minimum Competency Assessment (AKM) media are easy to understand.	√	
6	Escorted E-Comic Media Assisted with Minimum Competency Assessment (AKM) Classroom can be studied alone or in groups.	√	
7	The use of escorted E-Comic media assisted by Classroom Minimum Competency Assessment (AKM) can increase learning interest.	√	
8	Learning objectives are clearly formulated.	√	
9	The material provided is consistent with the indicators to be achieved.	√	
10	Material in the media This E-Comic Guided by Minimum Competency Assessment (AKM) Class is easy to understand.	√	
11	The material in the Classroom Escorted E-Comic Assisted by Minimum Competency Assessment (AKM) media is quite complete.	√	
12	Add insight into reading comprehension.	√	
13	The language used in the Classroom Escorted E-Comic Assisted with Minimum Competency Assessment (AKM) media is easy to understand.	√	
14	The use of sentences is easy to understand.	√	
15	The terms used are understandable.	√	

The results of analysing teachers' responses can be summarised as follows that the class e-comic media aided by the minimum competency assessment (AKM) obtained a 100% assessment percentage with the assessment criteria "Very Feasible". The next stage carried out by researchers is product revision based on teacher suggestions and input when conducting small-scale trials. The teacher suggested changing the size of the writing in the section that details the character's activities so that students can read it more easily and with interest. The teacher's suggestions and input when conducting small-scale trials are as follows.

Table 13
Revision Results Based on Teacher Suggestions

Appraiser	Suggestions and Feedback	Before revision	After revision
Teachers and Students	It is better if the size of the writing in the explanation section is enlarged again		

Based on the results of the teacher response questionnaire research, the class e-comic media aided by the minimum competency assessment (AKM) obtained a percentage of 100%, implying that it is very feasible to be used on a large scale to improve students' competence to elaborate fairy tale messages.

The following step is the usage trial. The subjects were third-grade students at SDN 1 Sangge, with a total of ten students. The trial usage of e-comic learning media with the support of a minimum

competency assessment (AKM) class on the competency of describing fairy tale messages in order to determine media effectiveness based on students' Indonesian learning outcomes. The product trial was carried out through written tests (pre-test and post-test) using the experimental method of one group pre-test post-test design, allowing researchers to accurately compare the situation after and before the use of e-comic media assisted by minimum competency assessment (AKM) classes.

Table 14
Large Group Product Usage Trial Results

Action	Average	Lowest Score	Highest Score	Number of Students Completed	Percentage Description
Pre-test	62,5	42	89	4	40%
Post-test	88	61	95	9	90%

Based on Table 14, it is possible to conclude that there was a significant shift in students' Indonesian learning outcomes in the content of interpreting fairy tale messages on pre-test and post-test activities, as evidenced by the results of small group product usage trials. The total number of students who reached completeness during the pre-test amounted to 4 students out of a total of 10 students or obtained 40%, while in the post-test action the number of students who reached completeness was 9 students out of a total of 10 students or reached 90% completeness. The existing data is then calculated using the N-Gain formula to show that there are differences in the improvement of students' Indonesian learning outcomes in the material of elaborating fairy tale messages before and after using e-comic media with the help of a minimum competency assessment (AKM) class in learning, as shown below.

$$\text{N- Gain} = \frac{skor\ post-test - skor\ pre-test}{SMI - skor\ pre-test}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 15
Gain Index Interpretation

N-Gain Value	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

Furthermore, the researchers calculated the existing data in the large-scale trial based on the N-Gain formula and the t-test and obtained the following results.

Table 16
Results of the Large Scale Effectiveness Test

Criteria	Value
N-Gain Kelas	0,67
Sig. (2-tailed)	0,000

Based on Table 16, there was an increase in the average (N-Gain) of small groups in students' Indonesian learning outcomes regarding the material of elaborating messages, from the pre-test value of 62.5 to 88 in the post-test value, with an average difference of 25.5. This resulted in an average rise (N-Gain) of 0.67, meeting the medium criteria. This average rise demonstrates that the utilization of e-comic media with the assistance of minimum competence assessment (AKM) is effective for third-grade students of SDN Sangge in improving Indonesian learning outcomes, particularly in the topic of interpreting fairy tale messages. Table 14 also displays the results of the pre-test and post-test mean difference test using the SPSS 25 application, showing a value (2-tailed) of 0.000. The criteria for

testing a paired sample t-test are met if the sig value (2-tailed) > 0.005, indicating no significant difference between students' Indonesian learning outcomes in the material of describing fairy tale messages on the pre-test and post-test. However, the t-test results show that sig (2-tailed) 0.001 < 0.005, indicating a significant difference between the pre-test and post-test results. Based on these findings, the e-comic media assisted by the minimum competency assessment (AKM) in this class can be declared effective for implementation in learning activities, especially in the material of describing fairy tale messages in the class of 3rd grade students of SDN Sangge.

Research relevant to this study was conducted by Handayani & Koeswanti (2020) that there was an increase in elementary school learning interest with comic media. These results are evidenced by Sig. (2-tailed) of 0.000 or less than 0.05, so it can be said that the pre-test and post-test have significant differences. This study's findings suggest that comedic media can boost students' enthusiasm in reading.

Research conducted by Fitri et al., (2023) on the Development of Digital Comics to Improve Learning Outcomes on the Material of Pancasila Values of Grade IV Elementary School Students revealed the following results: 1) development of digital comic media for learning media for Pancasila values; 2) the media produced showed valid feasibility with an average validation value of 96.2%; 3) a percentage of 90.3% falls into the very valid category, obtained from student responses to the digital comics created; 4) the t-test results yielded a sig (2-tailed) value of 0.000 < 0.05, indicating a difference in the average pre-test and post-test results in both the limited test and the broad test. Thus, digital comics can increase learning results in the Pancasila moral material for students' grade 4th elementary school students.

Another study conducted by Al-Adwani et al., (2021) regarding The Effect of Using KWL Strategy on Reading Comprehension of 5th Grade EFL Students in Kuwait which shows results based on data analysis which shows that monitoring and comprehension strategies (K-W-L) which is effective and is a major marker of reading understanding among all children in the study. The KWL-plus technique has been shown to be successful in increasing comprehension abilities among young EFL students in Kuwait. KWL-Plus was able to increase student engagement with the curriculum by fostering collaborative brainstorming sessions. The KWL-plus strategy is an effective and practical method for increasing the comprehension of young EFL students in Kuwait. The implementation of KWL-Plus can result in a more interactive reading experience for students through the collective brainstorming process. Further research conducted by Chesa (2022) on the Assessment of Minimum Competencies (AKM) for Elementary Grades showed that this AKM can be used as a basis for determining students who have achieved the target learning competencies.

Based on the literature review, the development of e-comic media aided by minimum competency assessment (AKM) class has a difference with previous research because in this study the media used is the latest since it adapts to the current situation where technological developments are very fast and advanced where technology has entered all aspects of daily human life. Besides being contemporary, e-comic media also utilizes the sophistication of current technology because technology can make it easier to design images that are tailored to the competencies to be achieved, namely by using the Canva application. This is consistent with the concept that multimedia technology has proven to be the right strategy to bridge the gap in providing unlimited access to quality education and improve learner performance (Abdulrahaman et al., 2020).

Classroom-assisted minimum competency assessment (AKM) e-comic media can be used in digital or printed form, besides that this research is based on the steps of the KWL strategy by adjusting students' abilities and the evaluation questions used refer to the competency-based national assessment. E-comics have pictures and writing with a language that can increase student understanding quickly. An image can be said to be a visual display that is static and has certain information or messages (Momang, 2021). The learning media for e-comic media, with the help of the minimum competency assessment (AKM) class, has interactive writings and images that can stimulate and facilitate students' knowledge of the contents of fairy tales, allowing students to improve

their curiosity and learning outcomes, particularly in the competency of elaborating fairy tale messages in students of 3rd grade elementary schools.

This is consistent with research done by Manongga (2021) that technology can be utilized to support learning activities to achieve the desired results. When the learning and teaching process is carried out, learning media is the main requirement for creating active, effective, and efficient learning (Wijnen et al., 2023). The creation of this learning media has a positive impact on teachers to transfer knowledge to students in order to achieve learning goals with an interesting learning process (Jureynolds et al., 2021). Moreover, the presence of this media can address constraints in delivering content and enhance student motivation to engage in learning activities (Akhyar et al., 2018).

The utilization of the KWL strategy facilitates students in understanding the meaning of the message conveyed in the fairy tale, thus enabling them to formulate a fitting conclusion to the message. This KWL strategy has advantages in providing meaning about the content of messages in fairy tales such as being able to write down the information obtained and then linked to previous learning. The existence of this KWL strategy makes students have the right reading goals so that students understand about interpreting the content of the message in the reading presented (Satrijono et al., 2019). The implications of this KWL strategy are that students may like reading activities, be motivated, want to interpret the story material, and intend to read.

The application of methods can help children read effectively and efficiently to increase comprehension (Laoli, 2021). The researcher developed a class minimum competence assessment (AKM) to examine students' ability to understand the content of reading and elaborate fairy tale messages. Assessments are conducted to find out information about students' abilities whether they have achieved the expected abilities. This AKM class is designed the findings of information on improving the standard of learning and outcomes for learners in the classroom.

Furthermore, AKM is designed to increase the quality of learning, which can affect student results in the classroom. The existence of AKM can help teachers in developing learning strategies according to the right level (Rohim, 2021). Teachers can customize learning based on students' competency levels, allowing students to easily obtain skills in the disciplines presented. Competence is the ability needed to do something (Jayanti & Rosita, 2019).

The results of study and development of guided e-comic media, together with classroom minimum competence assessment (AKM), can benefit third-grade elementary school children. This material can pique students' interest and boost their learning motivation. Escorted e-comic media assisted by class minimum competency assessment (AKM) makes students have high curiosity when receiving learning. The media given makes it simple for teachers to teach content on elaborating fairy tale messages using appealing graphics that students can grasp. Not only that, but the media may assist students learn how to understand fairy tale messages in school.

CONCLUSION

Based on the results of research on the development of e-comic media with the assistance of a minimum competency assessment (AKM) class in Indonesian language subject matter, specifically on elaborating fairy tale messages in the 3rd grade class of SDN Sangge, it was created to meet the demands of teachers and students by utilizing digital technologies and the Canva application. The feasibility of e-comic media assisted by class minimum competency assessment (AKM) has been tested by the entire team of validators consisting of material experts and media experts. The research results indicate that the material expert's assessment reached 90%, meeting the criteria for being very feasible, while the media expert's assessment resulted in 88%, also meeting the very feasible criteria. Additionally, a 100% positive response was obtained from the teacher response questionnaire, further supporting the feasibility of e-comic media in conjunction with class minimum competency assessment (AKM). Escorted e-comic media, combined with minimal competence assessment (AKM), proves to be an effective method for improving the competency of reading fairy tale messages, with the average N-Gain learning outcome increasing to 0.67 and a 2-tailed significance level of $0.000 < 0.05$. The study's findings indicate that employing e-comic media in conjunction with

a minimum competency assessment (AKM) class can enhance third-grade students' ability to elaborate fairy tale messages.

The creation of e-comic media using class minimum competence assessment (AKM) can assist teachers in providing content to elementary school students in 3rd grade Indonesian language topics to enhance their understanding of fairy tale concepts. Classroom e-comic media contains images and storylines packaged in an interesting and engaging way, thereby capturing students' attention. This undoubtedly fulfils the purpose of learning media, which is to ignite students' interest and maintain their attention throughout the learning process to achieve learning objectives. This medium was designed to aid children in understanding the messages in fairy tales.

Based on research and development of e-comic media in conjunction with class minimum competency assessment (AKM), it is evident that this media can assist Indonesian language learners in elementary school in interpreting fairy tale messages. Teachers should create diverse and innovative Indonesian language learning materials to enhance students' comprehension and learning outcomes in Indonesian education. Students are encouraged to utilize escorted e-comic learning media as an independent learning resource at home, with the assistance of class minimum competence assessment (AKM). Schools are urged to provide facilities to teachers such as training aimed at developing innovative Indonesian language learning media to enable students to easily comprehend and improve their language skills.

Declarations

Author contribution	:	In this study, Mulyani was responsible for all stages of the research, including planning, data collection, analysis, and drafting the article. Dr Panca Dewi Purwati, M.Pd. and Nugraheti Sismulyasih SB, S.Pd., M.Pd. as supervisors provided crucial methodological direction and intellectual guidance. With their support, this research could be carried out well and this journal article was prepared appropriately.
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