



Original Article

The Influence of Comic Media on the Learning Motivation of Fourth-Grade Students at SDN Guyung 2 in the Material on the Arrival of Foreign Nations in Indonesia

Dian Nur Antika Eky Hastuti^{1✉}, Tsania Fadilla Arifah²

^{1,2}Universitas PGRI Madiun

Correspondence Author: nurantika@unipma.ac.id✉

Abstract:

This study aims to determine the influence of using comic media on the learning motivation of sixth-grade students at SDN Guyung 02, Gerih Subdistrict, Ngawi Regency. The research subjects consisted of 27 students. The type of research used is quantitative with an ex-post facto correlation design. Data collection was conducted through observation, questionnaires, and documentation. Based on the hypothesis testing results, a significance level of $0.000 < 0.05$ was obtained, indicating that the use of comic media has an influence on the learning motivation of sixth-grade students at SDN Guyung 2, Gerih Subdistrict, Ngawi Regency. Therefore, it can be concluded that students taught using comic media exhibit better learning motivation compared to those not taught using comic media.

Keywords: *comic, motivation learning*

Introduction

Learning motivation is a determining factor in the effectiveness of a learning process. [Kurniawan \(2019\)](#) states that several factors influence learning outcomes, including external factors originating outside the learners themselves and internal factors within the learners. Learning motivation is an internal factor that affects students' learning outcomes. This aligns with the opinion of [Amna \(2017\)](#), who explain that learning motivation has a significant influence in determining the goals and direction of learning. Similarly, [Brophy \(as cited in Aina, 2020\)](#) explains that learning motivation emphasizes cognitive responses, where learners are more inclined to engage in meaningful and beneficial academic activities in an effort to gain advantages from those activities. This implies that if students aim to achieve good learning outcomes, they must possess high learning motivation. Generally, students can learn effectively if they have motivation as a driving factor. With high motivation,



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each student can learn wholeheartedly.

Motivation is a change in energy within an individual, marked by an inner drive to achieve goals and excel in life. This drive enables individuals to make efforts, harbor desires, and possess determination to achieve high learning outcomes. Learning outcomes reflect a person's mastery of the subjects being taught. High learning outcomes symbolize a student's success in their studies. Students with high learning outcomes demonstrate a strong mastery of the programmed subjects. Motivation is a critical factor in determining students' learning outcomes, as it drives behaviors to work or study with initiative, creativity, and direction. Students with high learning motivation will always strive to improve and aim to be recognized as successful within their environment. On the other hand, students without learning motivation will not exhibit seriousness in their studies, leading to unsatisfactory learning outcomes. The higher a student's motivation to learn, the better their learning outcomes, and vice versa.

Effective learning and education will create individuals of quality and competitiveness. Teachers can be likened to travel guides who, based on their knowledge and experience, are responsible for ensuring the smooth journey of students throughout the learning process.

The development of information technology today has had an extraordinary impact on teaching and learning activities in schools. Several factors influence the smooth journey of students, such as motivation, maturity, the relationship between students and teachers, verbal abilities, a sense of security, and teachers' communication or interaction skills. These are crucial elements for teachers in the learning process. Learning in humans can be defined as a mental or psychological activity that occurs through active interaction with the environment, resulting in changes in knowledge, values, and attitudes. However, learning requires media that support the creation of innovative teaching methods and the achievement of learning objectives. Innovative media can greatly assist both students and teachers in the learning process. The term media is derived from the Latin word *medius*, which literally means "middle," "intermediary," or "conveyor." Gerlach & Ely (as cited in [Arsyad, 2013, p. 3](#)) broadly define media as people, materials, or events that establish conditions enabling students to gain knowledge, skills, or attitudes. Comics, for example, are stories that emphasize actions depicted through a sequence of images (visual symbols) accompanied by illustrations and words. Comic media can help students and motivate them to learn more enthusiastically. In this study, comic media refers to comics specifically designed to meet students' needs and tailored to the material being taught.

The concept of media in the teaching-learning process tends to be interpreted as graphic, photographic, or electronic tools used to capture, process, and reconstruct visual or verbal information ([Badruzaman et al., 2008](#)). The essence of comics, as stated by [Mustikan \(2013\)](#), lies in the combination of images and language. The discussion of comic structure cannot be separated from these two aspects, which complement, reinforce, and clarify each other. In comics, certain scenes require images with effects to enhance and explain the narrative. For example, a scene of someone riding a bicycle very quickly would likely include effects to convey the impression of high speed. Based on these visual and non-visual aspects, readers can interpret the characters depicted in the story.

In the current era of rapid development, teachers are required to be multi-talented. Learning, which was previously conducted only face-to-face, can now be carried out online or through blended learning methods. Based on observations conducted by the researcher at SDN Guyung 2, Ngawi Regency, many students were found to have relatively low motivation, especially in participating in learning activities. This is due to the lack of innovative media applied at the school. Teachers

primarily used WhatsApp to assign tasks without incorporating other media. This has become one of the reasons students lack motivation to participate in learning, particularly during online learning sessions.

Therefore, it is necessary to utilize supportive and innovative media in teaching, which can positively influence students' learning motivation. One type of media that can affect students' learning motivation is comic media. The use of comic media has proven to increase students' enthusiasm for participating in learning activities. Comics provided to students help motivate them to actively engage in each learning activity conducted by the school. This makes it easier for teachers to deliver lessons, while students, with heightened enthusiasm and motivation, can more easily grasp the material provided by the teachers. Comic media used by teachers in the learning process is expected to encourage students to read and comprehend the content and lesson material provided by the teacher.

One of the factors that has a significant influence is the use of creative and innovative teaching media. The media employed by teachers can affect students' enthusiasm for learning and help eliminate boredom, which can otherwise lead to a decline in students' motivation. Even during online learning, students remain enthusiastic about participating in lessons when innovative media are used by teachers. In this context, teachers utilize comic media in the implementation of online learning.

The use of comic media has a positive impact because students are attracted to the medium, resulting in high enthusiasm and motivation to participate in learning activities. In addition to reducing boredom and increasing students' engagement, the use of comic media is expected to enhance students' motivation, ultimately leading to better learning outcomes.

Methods

This research employs a correlational descriptive method with an ex-post facto design. According to [Arikunto \(2014\)](#), ex-post facto research is a scientific study where the researcher cannot directly manipulate or control one or more independent variables but instead observes the dependent variable to identify differences related to the manipulation of those variables.

The use of this method is considered sufficiently representative to determine whether there is an influence of comic media usage on the learning motivation of sixth-grade students at SDN Guyung 2, Ngawi Regency. Since the events studied have already occurred, this method simplifies the research process as it does not involve treatments that require a long period. The design and method only involve data collection and analysis to identify the influence between the independent variable (comic media usage) and the dependent variable (learning motivation).

The population and sample for this study consisted of all sixth-grade students at SDN Guyung 2, totaling 27 students. The sampling technique used in this research is saturated sampling. [Sugiyono \(2011\)](#) explains that saturated sampling is employed when all members of a population are used as the sample. This technique is often used when the population size is relatively small, less than 30 respondents. In this study, the entire population of 27 students was included as the sample.

The researcher collected data using observation, questionnaires, and documentation. Observation in this study was conducted to determine the extent of students' learning motivation during online learning. The use of questionnaires aimed to measure students' learning motivation and the use of comic media. The questionnaires contained questions with multiple-choice answers, where students were required to select the one answer that best described their situation. Each

questionnaire, for learning motivation and comic media usage, consisted of 15 items. The scoring of the questionnaire responses was based on a Likert scale, where each item was scored as follows: 4 points for "always" or "every day," 3 points for "often," 2 points for "sometimes," and 1 point for "never." Each response reflects the student's personal experience with comic media usage and their learning motivation.

The instruments used in this study included observation sheets, a comic titled *The Arrival of Foreign Nations in Indonesia*, and questionnaires. The comic used in this study was validated by language and media experts, achieving an average score of 3, categorized as good. The researcher also conducted a trial of the questionnaire instrument by performing validity and reliability tests on the questionnaire items. Once the results confirmed the validity and reliability of the items, the researcher conducted a trial with the students.

The scores obtained from the trial were then analyzed using the correlation formula (r) to determine the significance level of the influence of comic media usage on the learning motivation of sixth-grade students at SDN Guyung 2. The correlation formula used is as follows.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note :

r_{xy} = correlation coefficient between item scores and total scores
 X = item score
 Y = score total
 N = many subjects

The strength and significance of the relationship between the two variables, using the correlation (r), can be interpreted based on the table below, according to [Zein \(2019\)](#):

Table 3.1 Interpretation of Value Correlation Coefficient (r)

Coefficient Interval	Relationship Level
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Enough
0,60-0,799	Strong
0,80-1,00	Very strong

Furthermore, [Zein \(2019\)](#) explains that the correlation coefficient ranges between -1 and 1. If $r = -1$, it indicates a perfect negative correlation, meaning the significance of the influence of variable X on variable Y is very weak. Conversely, if $r = 1$, it indicates a perfect positive correlation, meaning the significance of the influence of variable X on variable Y is very strong.

Results

Based on the research activities, specifically the distribution of the questionnaires that were conducted, the results obtained are in the form of scores or

values of students' learning motivation before and after being taught using comic media. The obtained learning motivation scores can be seen in the data distribution in the frequency distribution and histogram below.

Kelompok	N	Min	Max	Mean	Me	Mo	SD
Student Motivation Before Using Comic Media	27	22	34	26,56	26	24	3,468
Student Motivation After Being Taught Using Comic Media	27	44	56	49,96	50	47	3,069

Based on the data above, it can be seen that the average learning motivation score of students before using comic media was 26.56. Out of a total of 27 students, the highest score was 34, and the lowest score was 22, with a standard deviation of 3.468. As for the learning motivation scores of students after being taught using comic media, the average score was 49.96%, with the highest score being 56 and the lowest score 44, while the standard deviation was 3.069. To further support the findings of this study, the results of the hypothesis testing will also be presented in the table below.

Table 4.4 Results of the Research Hypothesis Test

Group	<i>Paired Differences</i>				T	df	Sig.
	Mean	SD	Low	Up			
Student learning motivation before and after being taught using comic media.	23,407	4,684	25,26	21,554	25,965	26	,000

From the table above, it should be explained that the hypothesis testing in this study used a paired sample T-test. As previously outlined, H1 in this study is accepted if the sig. value is $< 5\%$. Based on the results obtained from the test, it was found that the significance value was $0.000 < 0.05$. Therefore, H1, which states "there is an influence of comic media usage on the learning motivation of sixth-grade students at SDN Guyung 2 Ngawi," is accepted.

The results of this hypothesis test align with the findings from [Rakhmawati \(2018\)](#), which stated that student motivation will be built if, during the learning process, interesting learning media are provided while still containing the material to be taught. Their research also explained that something that makes students interested in learning will create a strong drive in the form of motivation to further enhance and explore their academic potential.

In line with these findings, [Sanjaya \(2014\)](#) also found in their research that motivation, as an internal factor, is crucial in nurturing and developing various

potentials in individuals. In this case, the potential refers to learning skills. Based on these two findings, this study has met the criteria for empirical data.

Learning motivation is the overall energy that drives students as a trigger for learning activities, ensuring the continuity of the learning process and providing direction so that the desired goals can be achieved ([Sardiman A. M, 2007](#)). There are various factors that can affect learning motivation, including internal and external factors. According to [Siregar \(2011\)](#), the emergence of learning motivation can be attributed to two factors. First, external factors (originating from the environment), for example: (1) Non-social factors, including air conditions (cold or hot weather), time (night, day, morning), place (school quality, noisy or quiet), learning facilities or infrastructure, (2) Social factors, which are human factors (parents, counselors, and teachers). Then, internal factors include: (1) Physical factors, which encompass physical functions (particularly the five senses), health, and nutrition, (2) Psychological factors, which relate to aspects that either hinder or encourage students' learning activities.

The learning process is a series of learning activities carried out by students, both at school and in their home environment. The concept of learning is understood more broadly, not just focusing on cognitive aspects as the sole measure of educational success, but also considering the affective and psychomotor aspects of students.

In the field of education and learning, there is the term "three domains" that must be fulfilled to achieve the true learning objectives effectively. Related to this, the three domains refer to the affective and psychomotor domains. One of the most important aspects in both of these domains is learning motivation. Learning motivation is fundamental to achieving students' academic performance in learning.

The development of learning motivation can be done through the use of appropriate learning media. In this case, the learning media used must have an appeal for the students. One learning medium that can increase students' interest is comics. As a learning tool, comics can be used to develop students' learning motivation because they are created with a combination of images and storylines that are attractive to readers. Therefore, the use of comic media can be an alternative for developing students' learning motivation.

Conclusion

Based on a series of tests conducted in this study, it can be concluded that the use of comic media has an effect on the learning motivation of sixth-grade students at SDN Guyung 2 Ngawi. Overall, it can be said that the use of comic learning media can foster interest and subsequently form students' motivation to engage in the learning process in the classroom. Students' interest in comic learning media influences their attitude toward the learning process in the classroom. This attitude is influenced by one of the factors possessed by the comic media, which is its ability to spark enthusiasm and improve students' performance.

Suggestion

Based on the introduction, discussion, and conclusion outlined above, it can be suggested that the use of comic media can have a positive effect on students' learning motivation. Therefore, teachers should make use of innovative media in every lesson in

the classroom, so that students do not get bored during the learning process.

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