

Development of Digital Comic KOMA (Komik Majas) for Teaching Personification in the Fourth Grade of Elementary School

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Abstract: This research is motivated by the lack of innovative media in Indonesian language learning activities on the material of personification. This study aims to describe the development process, feasibility, and effectiveness of KOMA (Komik Majas) media. This research is included in the type of research and development (R&D) with the ADDIE model and a quantitative approach. Data were obtained from teachers, students, documents, and experts. Data collection was conducted through test methods in the form of pretests and posttests, as well as non-test methods such as interviews, questionnaires, and documentation. To test the validity of the data, item analysis was used. Data analysis included a normality test and a paired t-test. KOMA (Komik Majas) media obtained a very feasible score from the material expert of 90% and from the media expert of 93%. The student response questionnaire showed a result of 92%, while the teacher response questionnaire amounted to 95%. The results of the paired t-test showed that the development of KOMA (Komik Majas) media significantly improved and was beneficial for supporting the use of creative and contextual learning media to improve students' reading comprehension skills, particularly in understanding figurative language in fourth-grade students of SD Negeri Podorejo 03. The media developed also has the potential to be sustainably applied and adapted to other types of figurative language materials and different grade levels in elementary education.

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Introduction

The Merdeka Curriculum is officially established as the main reference for the curriculum structure for elementary schools in Indonesia through the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024. Through the Merdeka Curriculum, education in primary schools is directed to empower the potential of students who can adapt to advances in technology and science and prioritize literacy that is relevant to global developments (Nurhaswinda et al., 2025). According to Suparlan (2020), primary school is the first foundation in formal education in Indonesia, which aims to develop and shape the potential of students before entering a higher level so that students have provisions and readiness for social life in society. Therefore, in elementary schools, teaching and learning activities are carried out, including learning Indonesian.

Mastery of language skills in primary school is crucial for supporting students' ability to think critically and communicate effectively. In learning Indonesian, there are four language skills, namely listening, reading, speaking, and writing (Alifa & Haryati, 2020). Among the four language skills listening, reading, speaking, and writing, reading comprehension holds a central role because it forms the foundation for understanding various learning materials across subjects. However, in actual classroom practice, many students struggle to grasp the meaning of texts deeply, especially when texts contain abstract elements such as figurative language. Indonesian language in primary school learning plays a major role in improving language skills through the learning process (Mubin & Aryanto, 2024). According to Harianto (2020), reading is a thought process in understanding, interpreting, and reconstructing the meaning of written language using the sense of sight. A similar opinion was conveyed by Alpian & Yatri (2022) that reading comprehension is the skill of a reader in obtaining the content, message, and subject matter contained in reading and being able to produce reciprocity from reading.

According to Ryandi et al. (2025), there are difficulties that students often face in learning Indonesian, difficulties in understanding text, and difficulties in understanding language skills in Indonesian language material. This condition occurs because learning activities are still fixated on old curriculum books, and the learning media used are still minimal, resulting in students getting bored easily and not having an interest in reading activities in learning Indonesian. Teachers need to play a role in creating creative ideas in learning so that students can understand the contents of a reading (Lestari et al., 2022). According to Karyati (2021), the better students are at reading, the easier it will be to understand the information or material being taught. However, there are still many students who have no interest in reading, even though reading skills have a big influence on learning activities and outside learning activities to support their learning achievements.

Based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 032/H/KR/2024 on the reading and viewing elements of phase B, students should be able to read new words with recognized letter combination patterns fluently. Students can interpret new vocabulary and/or Indonesian vocabulary absorbed from local languages from texts read or shows watched about interesting things in the surrounding environment. Students can understand messages and information about daily life, narrative texts, and children's poetry in print or electronic form. Students can understand the main idea and supporting ideas in an informative text and a narrative text. Based on the learning outcomes in phase B, through Indonesian language learning activities, students should be able to understand and interpret new vocabulary from the text read, one of which is personification.

Similar problems were found when conducting observations in class IV of SD Negeri Podorejo 03 Semarang City. Based on data obtained from observations and interviews with class teachers, it was found that the problem in learning was that students' interest in reading was still low, causing them to have difficulty understanding the material of personification. Whereas in learning Indonesian the learning content is a lot of reading text that requires understanding. According to Kudsiah et al. (2021), learning media that are less interesting and less to the needs of students causes students to be lazy to read and easily bored in learning Indonesian, which results in low interest and reading comprehension skills of students. This agrees with Asiyah et al. (2025), which states that current technological developments should be utilized to facilitate students in using learning media, one of which is through the use of digital learning media.

Learning media are all intermediaries in the form of facilities, tools, or pathways that facilitate the source or provider of information to convey messages that can be visualized or not to information recipients (Yuniastuti et al., 2021). The same thing was conveyed by Resti et al. (2024), who explained that learning media is something that is used to stimulate students' interest in the message or information provided by the teacher so that it can be conveyed optimally. Learning media is any intermediary used by the teacher as a messenger or information in learning to students as recipients of information, which aims to provide a stimulus to students so that they are motivated to follow and understand learning optimally.

Digital comics are the development of comics in digital form that have an attractive and entertaining design that functions to convey information or knowledge in a fun way (Maulidya et al., 2024). According to Putri & Rayhan (2024), comics can be said to be learning media if the story contains learning material that can be conveyed interestingly so that it is easy for readers to understand. The presentation of comics in digital form can make it easier for teachers to make comic stories more interesting for students by adding various educational and decorative elements to attract students' interest in learning (Devi & Hadi, 2024). Digital comic media can increase students' reading interest and learning motivation because there are contextual supporting illustrations that make it easier for students to understand the reading content (Mekalungi et al., 2025).

Similar research was conducted by Syafira et al. (2024), who developed digital comics to improve reading literacy in elementary schools. Digital comic media has been validated by experts with excellent results, and when applied to teachers and students, shows a positive response, which indicates that this medium is effective. Another supporting research conducted by Aulia et al. (2024) proved that the application of digital comic media in Civics learning can increase students' motivation, interest, critical thinking skills, and understanding so that the learning process becomes more effective and enjoyable. Digital media, such as comics, are still rarely used in Indonesian language learning, so the potential of this interesting visual aid has not been fully utilized. This is an opportunity to develop learning media specifically designed to improve understanding of the personification trope.

The development of digital comic media to improve the understanding of personification at SD Negeri Podorejo 03 is very important, considering the low interest and understanding of students towards personification. Based on observations during the preliminary study, it was found that students had difficulty identifying and interpreting personification in reading texts, as the material was often delivered through monotonous methods such as lecturing and worksheet-based assignments. In addition, the teaching media used by teachers were still conventional and lacked visual appeal, making it harder for students to relate to abstract figurative language. This condition led to low student engagement and minimal retention of the material. Therefore, an alternative was needed to present the material in a more engaging, contextual, and student-friendly way. The introduction of digital comic media was chosen as a solution to address these problems, making the learning process more interesting and relevant to the technology that is familiar to children today (Ismail & Diningrat, 2024). The use of this media is also in line with the digitalization of education, which encourages the use of technology to improve the quality of learning (Putra et al., 2024). The development of digital comic media aims to support the achievement of learning outcomes in phase B. Based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 032/H/KR/2024 on the reading and viewing elements, students should be able to interpret new vocabulary and/or Indonesian vocabulary absorbed from regional languages from texts read or

impressions watched about interesting things in the surrounding environment. The development of KOMA (Komik Majas) media supports the achievement of phase B Learning Outcomes of reading and viewing elements to help students develop language skills, especially in understanding personification.

Research Method

This research is a type of research and development (R&D) that uses a quantitative approach. Research and Development (R&D) is a research method that combines research and development to produce new products or improve existing products. R&D is not just about creating a product but also ensuring that the product is effective and useful for its users. The R&D process involves an iterative cycle that includes needs analysis, product design, prototyping, testing, and revision (Sugiyono, 2019).

This research uses the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation (Branch, 2010). According to (Rachma et al. (2023), the advantage of this model lies in the attachment of the steps that have been refined previously so that product development can be carried out effectively by ensuring continuous improvement. The main purpose of this research is to describe the development process, measure the level of feasibility, and assess the effectiveness of using KOMA (Komik Majas) digital comic media.

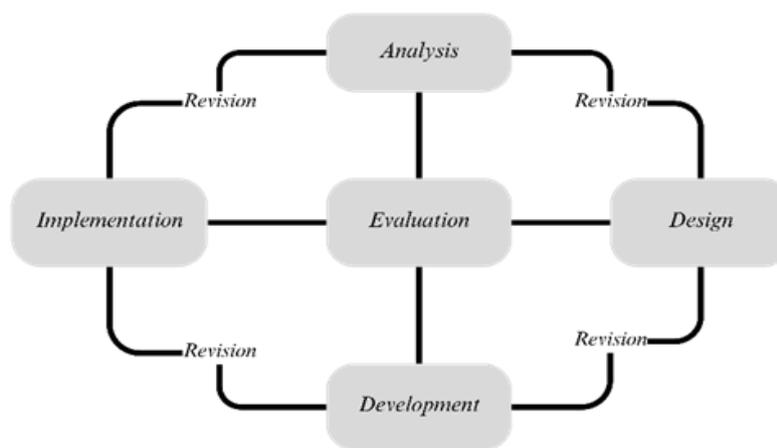


Figure 1. Stages of the ADDIE Model

The first stage, namely analysis, aims to identify problems that occur in the field by collecting information through unstructured interviews and documentation related to personal data and student learning outcomes. The next stage is design, which involves compiling the initial design of the product to be developed. The development stage is carried out by refining the design to match the specifications that have been designed. This process includes compiling story content, determining product specifications, and adjusting so that the media can be accessed easily. Validation was carried out by two experts, namely material experts and learning media experts, using a percentage evaluation technique. The implementation stage is

the phase of applying the media in learning at school, using a pre-experiment design in the form of a pretest-posttest group (Sugiyono, 2019). Furthermore, the evaluation stage assesses the entire series of development processes, ranging from manufacturing to product conformity to predetermined standards.

The research was conducted from February 10, 2025, to March 10, 2025, at SD Negeri Podorejo 03, located at RT 03, RW 06, Jl. Kiyai Tuban, Grujugan Hamlet, Podorejo Village, Ngaliyan District, Semarang City, Central Java, 50187. This study collected two types of data: qualitative and quantitative. Qualitative data was obtained through interviews with classroom teachers and observations of their teaching activities, while quantitative data was obtained from students' learning outcomes in Indonesian language subjects, especially on the material of personification. Data sources in this study include teachers, 9 pilot test students, 21 field test students, related documents, and two experts.

Data collection methods used test and non-test techniques. Test techniques included pretests and posttests, while non-test techniques included interviews, questionnaires, and documentation. To ensure the validity of the data, item analysis was conducted. The data analysis process is divided into two stages, namely initial data analysis and final data analysis. The initial stage includes a normality test, while the final stage uses a paired t-test.

Result and Discussion

Analysis

At this stage, the analysis identified problems that occur in the environment of SD Negeri Podorejo 03. This was done through unstructured interviews with fourth-grade teachers and documentation of student learning outcomes data. The purpose of this step is to identify problems precisely so that the solutions found can provide optimal benefits (Zamsiswaya et al., 2024). Problems exist in learning Indonesian in grade IV, namely learning resources used are still limited to textbooks and student books, learning media used are still less innovative, students' interest in reading is low and students are less interested in learning Indonesian because the material presented uses a lot of text and is memorized, for example in personification material in grade IV. Whereas the use of learning media is very influential in the achievement of learning objectives. Therefore, innovative and effective learning media are needed to help overcome these problems. Based on the identification of problems, researchers focus on the problem of low understanding of grade IV students in learning Indonesian language material on personification and the lack of use and availability of interesting and innovative learning media. Therefore, researchers designed the development of digital comic learning media, KOMA (Komik Majas).

Design

In the second stage, the design of the media to be created is carried out. The first step is to design a storyline for digital comics that includes various important components, such as setting a coherent and interesting storyline, introducing relevant characters, and integrating teaching materials, namely personification into the story. After the storyline is formed, the next step is to apply the design using tools such as Pixton and Canva. Digital comics are developed using Pixton and Canva applications with content consisting of text and images in the form of stories that are interesting and make it easier for students to understand the material in them (Tarusu & Wongkar, 2024). The visual design uses bright colors such as blue, green, and yellow with attractive, simple illustrations supported by easy-to-read fonts such as Poppins and Open Sans. The storyline is arranged in comic panels equipped with word balloons for dialogue with text that emphasizes words or sentences containing personification. This media also

integrates interactive features in the form of navigation with hyperlinks between pages. This digital comic has a total of 28 pages designed to be compatible with various devices such as laptops, tablets, or cell phones and can be used in classroom learning or independently at home.

Development

At the development stage, the design that had previously been made was refined into a final product. Making digital comic media uses a combination of Pixton applications to create comic characters and scenes, and Canva to edit and compile the final comic design. After the digital comic media development stage is complete, the next step is to conduct a validation stage involving material experts and media experts. The purpose of this validation is to evaluate the quality and feasibility of the learning media that has been made (Waruwu, 2024). The results of validation from media experts and material experts can be seen in Table 1.

Table 1. Media Expert and Material Expert Validation Results

Expert	Score	Maximum Score	Percentage	Criteria
Media	60	64	93%	Very Feasible
Material	47	52	90%	Very Feasible



Figure 2. Front Cover of KOMA Media (Komik Majas)

The results of the assessment from media experts show that digital comic media obtained a score of 60 out of a maximum total score of 64. This score is equivalent to a feasibility percentage of 93.75%, which is included in the very feasible category. Meanwhile, based on the evaluation of the material experts, they obtained a score of 47 out of a maximum score of 52, with a feasibility percentage of 90.38%, which is also classified as very feasible. Thus, based on the validation results of the two experts, digital comic media is declared very feasible to be used in the learning process.

Digital comic media that has been declared feasible by experts based on the assessment of material and media aspects is then tested on a limited basis through the pilot test stage. This trial involved 9 students as subjects, who were randomly selected from the target population.

The pilot test activities were carried out in two stages, namely pretest, and posttest, to measure students' understanding before and after using digital comic media in learning personification. The results of this pilot test are the basis for knowing the initial effectiveness of the media as well as input for improvement before proceeding to the field test (Tate et al., 2023).

Table 2. Normality Test Results for Pretest and Posttest

Trial	Test	N	L_0	L_{table}	Criteria
Pilot Test	Pretest	9	0,191	0,271	Normally Distributed
	Posttest	9	0,253	0,271	Normally Distributed

In the pilot test trial, the pretest results showed a L_0 value of 0.191 while the L_{table} value was 0.271. Because the L_{table} value is greater than L_0 , it can be concluded that the student's pretest data follows a normal distribution. Similarly, the posttest results obtained a L_0 value of 0.253 and the L_{table} remained at 0.271. Because L_0 is still below L_{table} , the posttest data can also be declared normally distributed.

Table 3. Final Data Analysis Results

Trial	Test	N	Mean	Significance Limit	Two-Tailed	Criteria
Pilot Test	Pretest	9	56,66	0,05	0,00	Ho rejected, Ha accepted
	Posttest	9	77,77			

In the pilot test, the significance level was set at 0.05, while the two-tailed value obtained was 0.00. This indicates that the significance level is greater than the two-tailed value, thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Table 4. Results of Student and Teacher Feedback Questionnaires

Trial	Questionnaire	Percentage	Criteria
Pilot Test	Students	88%	Very Feasible
	Teacher	90%	Very Feasible

Based on the results of student and teacher response questionnaires in the pilot test, digital comic media scored 88% from students and 90% from teachers. The purpose of this pilot test is to see how the media is applied directly and identify potential obstacles that may arise when used on a larger scale (Darmawan et al., 2024). These results show that the development of digital comic media KOMA (Komik Majas) is very feasible to be used in the field test of learning Indonesian language material on personification.

Implementation

The implementation stage was carried out after the development stage did not require revision so that it could be applied to 21 field test students. The lesson was conducted using a pre-experimental research design, specifically the one-group pretest-posttest design model. In this model, students are first given pretest questions to measure their initial abilities related to the material of personification. Furthermore, students follow the learning process designed by utilizing digital comic media as the main means of delivering material. This digital comic media is used in learning the Indonesian language on the material of personification with the

Problem-Based Learning (PBL) approach, especially in the syntax of "organizing students to learn". At this stage, students are given digital comics that have been developed along with Students Worksheets (LKPD) that must be done in groups. LKPD contains problems related to the content of comics, especially the use of personification language style, which must be analyzed and solved by students. This activity encourages students to think critically, discuss, and construct their understanding of the material actively (Pebrianti & Rahmadhani, 2024).

After the entire series of learning is complete, students take a posttest as a form of final evaluation. The results of this posttest were then compared with the pretest results to see the improvement in learning outcomes and measure the effectiveness of digital comic media in learning. The data from the two tests were analyzed quantitatively to determine the difference in learning outcomes before and after being given treatment in the form of using digital comic media. After the small group and large group trials, the teacher and students were asked to fill out a response questionnaire to evaluate the use of digital comic media. This questionnaire is used to determine their response to the effectiveness of the media in the learning process (Fauziah et al., 2024). The results of the questionnaire responses of students and teachers in the field test can be seen in Table 5.

Table 5. Results of Student and Teacher Feedback Questionnaires

Trial	Questionnaire	Percentage	Criteria
Field Test	Students	92%	Very Feasible
	Teacher	95%	Very Feasible

Based on the results of student and teacher response questionnaires in the field test, digital comic media received a score of 92% from students and 95% from teachers. These results show that the development of digital comic media KOMA (Komik Majas) is very feasible to use in learning Indonesian language material on personification.

Evaluation

At the evaluation stage, the data analysis process includes two types, namely initial data analysis and final data analysis. Initial data analysis was carried out using the normality test to see the distribution of data, while the final data analysis was carried out by applying the paired t-test to determine any significant differences after the treatment was given.

Table 6. Normality Test Results for Pretest and Posttest

Trial Group	Test	N	L_0	L_{table}	Criteria
Field Test	Pretest	21	0,071	0,188	Normally Distributed
	Posttest	21	0,140	0,188	Normally Distributed

In the field test trial, the students' pretest scores resulted in $L_0 = 0.071$, while $L_{table} = 0.188$. Based on these results, it can be seen that L_{table} is greater than L_0 , which indicates that the student's pretest scores are normally distributed. Similarly, for the posttest scores, $L_0 = 0.140$ and $L_{table} = 0.188$ were obtained. With this comparison, it can be concluded that L_{table} is also greater than L_0 , which means that the students' post-test scores are also normally distributed.

Table 7. Final Data Analysis Results

Trial	Test	N	Mean	Significance Limit	Two-Tailed	Criteria
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Field Test	Pretest	21	51,90	0,05	0,00	Ho rejected, Ha accepted
	Posttest	21	88,09			

Similarly, in the field test trial, with a significance level of 0.05 and a two-tailed value of 0.00, Ho is also rejected and Ha is accepted. These results show that digital comic media can improve students' understanding of the material of personification. Digital comics designed with a visual narrative approach allow students to more easily understand the meaning of language styles because they are presented in the context of interesting and contextual stories (Faisal et al., 2022). In addition, the integration of this media into the Problem-Based Learning (PBL) learning model provides space for students to actively discuss, analyze, and solve problems related to the use of personification in the text (Rohmatulloh et al., 2022).

The findings of this study confirm that the development and implementation of KOMA (Komik Majas) media has a significant positive impact on students' understanding of personification. The improvement in student scores between the pre-test and post-test, along with the high percentage of positive responses from students and teachers, demonstrates that digital comic media is effective not only in attracting students' attention but also in deepening their comprehension of figurative language. This is in line with Miranda & Dafit (2024) who emphasized that interactive visual media can enhance students' interest and comprehension, particularly in learning abstract concepts such as stylistic features in language. The use of KOMA (Komik Majas) also appears to reduce the cognitive burden often experienced by students when encountering abstract and unfamiliar concepts. By presenting personification through illustrated narratives and contextual dialogue, students were able to visualize the figurative meaning more easily. Moreover, these results are consistent with the findings of Hidayat et al. (2025) who found that digital comics could improve student motivation and academic performance. In this study, student engagement during the learning process increased significantly; students appeared more enthusiastic, actively asked questions, and were more confident in interpreting personification. This behavior aligns with the principles of constructivist learning, where learners build their understanding through active engagement and interaction with the content. Furthermore, the use of KOMA (Komik Majas) is highly relevant to the demands of the Independent Curriculum (Kurikulum Merdeka), which promotes activity-based and student-centered learning. As emphasized by Tahir & Tahir (2024) digital comics can stimulate students' cognitive engagement through the combination of visuals and narrative elements that support each other, allowing students to experience learning as both meaningful and enjoyable. In the context of this study, students were not only entertained by the comic format but also challenged to analyze language use, identify personification, and connect it to their own experiences. Integration of digital comic media into Indonesian language learning is an effective pedagogical strategy that aligns with both theoretical frameworks and curriculum expectations.

Conclusion

This research produces a digital comic KOMA (Komik Majas) as a learning media developed using the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Media development is needed because the

learning media used are still conventional in the form of textbooks and student books so students are less interested in learning Indonesian because the material presented uses a lot of text and is memorized, for example, in the material of personification in class IV. Whereas the use of learning media is very influential in the achievement of learning objectives. Therefore, innovative and effective learning media are needed to help overcome these problems, namely digital comic media. The uniqueness of this digital comic, compared to other digital comics, lies in the application used to create the media, the visual design, the storyline content that integrates figurative language material, specifically personification, and the method of presentation. Validation results from the subject matter expert showed that the media received a score of 47 out of 52, or 90%, indicating it is highly suitable for use. Similarly, the media expert's assessment gave it a score of 60 out of 64, or 93%, which also falls into the "highly suitable" category. This confirms that the KOMA digital comic is highly appropriate as a learning medium. The analysis of students' pretest and posttest data, processed using a paired t-test, showed a significant improvement in learning outcomes after the use of the digital comic in the learning process. Therefore, it can be concluded that the use of digital comic media can enhance the ability of fourth-grade students at SDN Podorejo 03 to understand personification.

Recommendation

It is suggested that the development of KOMA digital comic media is not only limited to the material of personification but also includes other types of figurative languages to expand the scope of Indonesian language learning. To find out the wider effectiveness, KOMA digital comic media can be implemented in other schools with different student characteristics, both in terms of location, accreditation, and student background. It is recommended that teachers be given training on how to utilize and develop digital learning media such as KOMA, so that its use can be optimized in the learning process. Further development can involve collaboration with graphic design and educational technology experts to enhance the visual appearance and improve the pedagogical aspects of the developed media.

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