Development of History Learning E-Comics Based on Contextual Teaching And Learning to Improve Learning Outcomes of Class XI Students of SMA N 14 Bandar Lampung

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Abstract: The challenge for history teachers to follow up on the decline in learning outcomes is to utilize information and communication technology to bridge the problem of declining learning outcomes in class XI SMA country 14 Bandar Lampung by developing CTL-based history learning e-comics media. This study aims to 1) analyze the potential and conditions, 2) know the development process, 3) know the effectiveness and 4) analyze the attractiveness of the development of e-comic media based on contextual teaching and learning to improve the learning outcomes of class XI history at SMA country 14 Bandar Lampung. This research is a development research (R&D) using the ADDIE approach, data collection techniques using Observation, Interview Questionnaires and tests, the sample used in this study amounted to 30 students of class XI SMA country 14 Bandar Lampung, which were randomly selected. The results of the study are known 1) Potential and development conditions Based on the decline in student learning outcomes, the need for digital-based media with the context of involvement from students as learners. 2) The results of the validation of media experts, material experts, design experts, small groups, practitioners and implementation in large groups, show that the development of e-comic media for learning history based on contextual teaching and learning is feasible to be implemented in history learning. 3) The effectiveness of the development of CTL-based history e-comics received a fairly effective response with an N-Gain value of 68.35, and had an effect on improving student learning outcomes with a value of 0.003 <0.005 4) The attractiveness of product development can be classified as interesting with an average respondent response of 86.00%.

Introduction

Nationalism comes from the word nation which means nation, the word nation means: (1) the unity of people with the same ancestry, customs, language, and history and self-government; (2) groups of people, animals, or plants that have the same origin and the same or the same distinctive characteristics; and (3) a collection of people who are usually bound because of the unity of language and culture in a general sense, and who usually occupy a certain area on earth. Some of the meanings of the word nation above indicate that the nation is a unity that arises from the similarity of descent, culture, government, and place. This definition is related to the meaning of the word tribe which in the same dictionary is defined as a group of people (family) who are descendants, a group of nations as part of a large

nation. Several tribes or races can form a nation provided there is a will to unite which is realized in the formation of a government that is obeyed together (Hussin Affan, Hafidh Maksum, 2016).

History is one of the Social Studies subjects that contains knowledge that studies events that have occurred in human life in the past. The role of social studies is for the intellectual, social and emotional development of students and acts as a key determinant towards success in studying a particular field. The function of social studies is as a field of study to prepare students to be able to reflect on their own experiences and the experiences of others, express ideas and feelings and understand the various nuances of meaning. Its purpose is to help students know themselves, their culture, the culture of others, express ideas and feelings, participate in society, make responsible decisions on a personal and social level, discover and use the analytical and imaginative abilities that exist within themselves.

In today's global era, learning history faces great challenges and is required to contribute to further developing awareness of nation and homeland for students. What we can see now is that globalization also has a hand in influencing the characteristics of the younger generation, where young people have a tendency to make foreign cultures as their identity so as to erode the sense of love for the country from students. This is where the role of learning history is very influential to continue to foster the spirit of nationalism so that the identity of our own nation is maintained. With the strengthening of the spirit of nationalism and love for the country and of course without neglecting the sense of togetherness and mutual respect in life between nations so that it can be a reflection of the high sense of nationalism in the younger generation.The above factors then become one of the backgrounds of the research to be conducted, because the declining spirit of nationalism in the younger generation is one of them due to the negative influence of globalization, especially students at SMAN 14 Bandar Lampung. Attitudes that show a decline in nationalism can be seen from daily behavior at school. Students do not comply with school regulations, such as arriving late to school, wearing uniforms not neatly and correctly, attending the flag ceremony not solemnly but chatting with other fellow students, even the lack of enthusiasm of students with school activities in celebrating national holidays.

The lack of nationalism attitude is also influenced by factors: 1) lack of understanding of the nation's history and culture, such as Students who do not understand the history and culture of their nation tend to find it difficult to develop an attitude of nationalism; 2) strong influence of outside culture, the era of globalization of information and communication technology has exposed students to a strong outside culture, this can cause them to feel more interested in outside culture than their local culture; 3) lack of awareness of the importance of maintaining Indonesia's cultural diversity; Students do not realize how important it is to maintain cultural diversity this can reduce their sense of pride as Indonesian citizens; 4) lack of habituation to respect national symbols; 5) lack of active role in activities related to nationalism.In addition, from the results of interviews with several history teachers at SMAN 14 Bandar Lampung, it turns out that the problem is also found in the learning media, where the main media that are always used in learning history are only fixated on history textbooks and LKS and learning activities that are still conventional.

This media limitation is due to the lack of variety of social studies learning media, especially in history material developed by the history teacher himself. History materials almost entirely use the method of explanation and memorization. This resulted in students less interested jund quickly bored when studying historical material. Whereas as educators, history teachers have a great responsibility as mentioned by Herpratiwi, 2014, One of the

principles that we must be together is "students will live in a different world from us". Therefore, the provisions we provide must be predictable, can be used as a "sangu" of life, so that students can live independently without having to depend on adults, can live together with tolerance as caliphs. If the teacher in the transfer of knowledge / brain touch is accompanied and balanced by the transfer of values / touch of affection, then this will be achieved..

Based on the documents of the learning outcomes of students in class XI IPS SMA N 14 Bandar Lampung, from a total of 136 students divided into 4 classes, it is known that 20% or 27 students meet the minimum completeness criteria, while 80% or 109 students did not pass the history subject. The cause of the decline in the history learning outcomes of class XI students is in sharp contrast with the rapid development of the industrial revolution 4.0. Where information and communication technology has a significant effect on student learning outcomes, the implementation of conventional learning is no longer in accordance with the needs of the learner in receiving information provided by the teacher, the tendency of teachers to use classical methods by applying the lecture method and the teacher as the center of learning (teacher centered) in learning makes students' cognitive, affective and psychomotor development not develop, actually 21st century learning emphasizes the student learning process where students become student centers. Interviews conducted with students, the causes of student learning outcomes are influenced by 1) the tendency of teachers to explain material and give assignments to do 2) learning tends to be monotonous; 3) the teacher's inability to utilize digital-based media in learning, 4) the teacher only explains the material without giving students the opportunity to express opinions 5) lack of digital-based media in the implementation of learning, 6) teachers are not innovative and creative in managing learning.

The role of teachers in the teaching and learning process is a major factor in facilitating student learning, with the development of a more complex 21st century. Teachers are required to be able to develop active, creative and innovative learning, especially in improving student learning outcomes. The teacher as the main subject who plays a role is expected to be able to be a driving force to take actions that provide positive things to students. Education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of the times. Curriculum development is an instrument to improve the quality of education. The correct education policy will be seen through the implementation of the applied curriculum because "the curriculum is the heart of education" which determines the ongoing education (Ade Aransyah, et al. 2023).

The problems that arise can be overcome by innovating by developing learning media. It is said by Sudjana and Rivai (2010: 2) that the benefits of learning media in the teaching and learning process will attract students' attention more so that it can generate student learning motivation. From this statement, it means that learning media is a tool in learning that makes students interested in participating in learning activities. Various studies conducted on the utilization of media in learning show that the media has a positive impact on learning. "A picture is worth a thousand words" as written by Deporter, Reardon, and Singer Nourie (2011) that the use of these teaching aids in starting the learning process will stimulate visual morality and ignite neural pathways so as to bring up thousands of associations in students' consciousness.

One way that can be used to get optimal history learning results is to use media in learning. Based on the data obtained by the researchers, the researchers chose the use of e-

comics learning media. The use of e-comics is quite helpful in the learning process of students at SMA N 14 Bandar Lampung. Judging from the activities often carried out by students at school who actively participate in drawing competitions and make short stories, as well as some students who often carry comics and even some students who subscribe to digital comics as their reading material during breaks, this makes researchers have the desire to combine the two, namely making comics as material and media in learning history.

The above learning conditions and current educational challenges motivate the author to be creative in packaging history learning that varies not only in the knowledge aspect but also touches the realm of skills and social. The scope of material is limited to essential material so as not to burden students, using contextual problems in the surrounding environment so that learning is expected to be more meaningful. Therefore, the author tries to synergize history learning using history learning e-Comic media with Contextual Teaching and Learning (CTL) based learning model. The focus of the basic competencies to be developed in this study is in the even semester of class XI IPS SMA, namely KD 3.6: Analyze the role of national and regional figures in fighting for Indonesian independence.

The results of Chalim and Anwas's research (2018) showed that the learning resources used by junior and senior high school students in Jakarta in doing school assignments were 93.5% using the internet, while those using books were smaller at 72.2%. Likewise, the behavior to read digital comics is increasing and starting to leave printed comics because of technological developments that make it easier for users to access comic media online. According to Saniya (2011) Japanese comics such as Manga have flooded Indonesian fans targeting teenagers since the 1990s. According to Atyas (2002) in Saniya (2011), the results of a survey conducted by Kompas Research and Development produced data indicating that the majority of Manga fans are teenagers aged less than 25 years.

Many phenomena, transformations and learning experiences that occur in everyday life can be used as a means of teaching the root concept of Nationalism. Researchers used the Raden Inten II struggle to analyze and develop students' sense of nationalism in history learning. This study aims to analyze 1) the potential and conditions, development of e-comic media based on Contextual Teaching and Learning; 2) The development process of e-comic media development based on Contextual Teaching and Learning; 3) analyze the effectiveness of e-comic media development based on Contextual Teaching and Learning; 4) analyze the attractiveness of e-comic media development based on Contextual Teaching and Learning.

Research Methods

This research is a development research (Research and Development). The approach used in this development research uses the ADDIE approach developed by Robert Maribe Branch. With steps in product development Analysis, design, development, implementation, and evaluation.
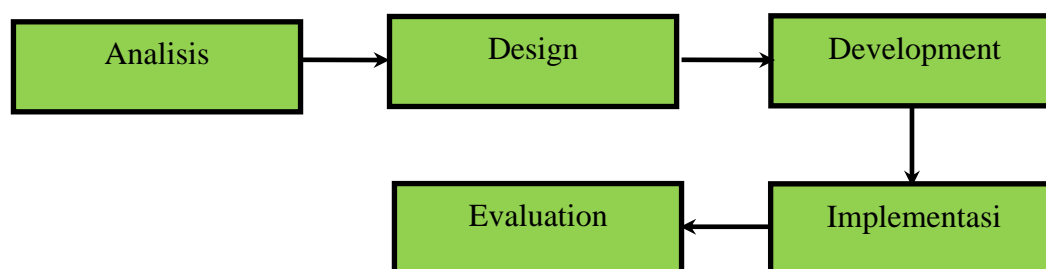
Figure 1. Model ADDIE

The research was conducted at SMA N 14 Bandar Lampung, using a sample of 30 respondents who used sampling techniques. Data collection techniques using observation techniques, questionnaires, interviews, documentation and research instruments. Product validity was tested by 6 experts consisting of material experts, media experts and design experts and continued with small group tests before being implemented into large groups. Data analysis in development research uses the N-Gain statistical test of pretest and posttest data, then the development is carried out attractiveness test and hypothesis testing.

Research Results and Discussion
Research Results
The results of research and development of e-comic media based on contextual teaching and learning can be described as follows:
1. Potential and Conditions of development Comics are one of the learning media that function to convey instructional messages because comics are a reading that is mostly favored by students. In order to find out the potential and conditions of researchers providing questionnaires related to the potential to develop technology-based media in this study, researchers developed a questionnaire consisting of 3 indicators and 6 sub-questions which will be given to 10 respondents consisting of 7 students and 3 teachers of SMA N 14 Bandar Lampung, as for the questionnaire questions as follows:

Table 1. Needs analysis questionnaire

No	Indicator	Question
1	History and Technology Learning Experience	What do you think about learning history today?
		How often do you use technology (e.g. internet, software) in your daily learning?
2	Needs and expectations	Do you prefer to learn history through an approach that connects historical material to real life?
		How prepared are you to use media technology in learning history?
3	Technology Availability	do you have high internet access at home
		Do you have access to technology devices (laptop, tablet, smartphone) at home

Table 2 Measurement Scale

Alternative Answer	Results
5	3,17
4	3,83
3	1,67
2	0,67
1	0,67
Total	**10**

Data processing (attached)
Based on the needs analysis data using the scale assessment technique, it was found that scale 4 was the highest scale with 3.83%, followed by scale 5, 3.17%, which means that

based on the needs analysis data, it explains that students really need technology-based learning media. Furthermore, scales 1 and 2 are the smallest scale of respondents' answers. Based on the results of the exposure of potential and conditions, researchers will develop CTL-based historical learning e-comic media in history subjects, in order to solve the condition of the problem of declining learning outcomes of SMA N 14 Bandar Lampung students.

2. The process of developing e-comic media based on Contextual Teaching and Learning (CTL)

The development process in this study used development research with the ADDIE approach, as for the development results based on the ADDIE approach.

a. Analysis

The initial steps that researchers took included field studies and literature studies to analyze the needs of students and teachers, at SMA N 14 Bandar Lampung. Needs analysis includes data obtained from observations, interviews and questionnaires. At this stage, observation is a preliminary activity to obtain initial data that is used as the basis for development. The data used is a description of the learning conditions that take place and the history learning outcomes of students. The results of observations and interviews found that students felt that learning history was less varied in the learning process, the lack of learning resources, media and learning methods made the learning outcomes of history subjects at SMAN 14 Bandar Lampung Decreased. Analysis of the material that will be used as development is in KD 3.6 Analyze the role and national and regional figures in fighting for Indonesian independence. Furthermore, the characteristics of students of SMA N 14 Bandar Lampung, it is known that in history subjects students have difficulty in understanding learning materials, students are very interested in using technology-based media.

b. Design

At the design stage, researchers designed 2 development media, namely teaching modules and e-comic media based on Contextual Teaching and Learning. Specifically, there is an e-comic module identity, basic competencies, a brief description of the material, learning material, learning objectives, material description, summary, practice questions, self-assessment. On learning-specific e-comics there are instructions for use, comic characters.

Figure 2. e-comics and Learning Module

At this stage of development is a product that has been produced, namely CTL-based e-comics for history subjects, the difference from the development of CTL-based e-comics developed by researchers with other studies is that there are cartoon characters

designed by researchers according to the characteristics of high school, then e-comics can be accessed via the internet network or barcode scand.

c. Development

At the development stage, researchers conducted the feasibility of CTL-based e-comic media by conducting product validation tests which included 6 media experts, material experts and design experts and involved 10 students to determine the feasibility of developing media that researchers did. Based on the results of the validation tests of material experts, media experts, design experts and small groups, the recapitulation of the average percentage can be seen in the following table:

Table 3 recapitulation of expert and small group assessment results

No	Validasi	Average	Feasibility Category
1	Material Expert	92	very feasible
2	Media Expert	90	very feasible
3	Design Expert	89	very feasible
4	Small Group Test	92,6	very feasible
Average		90,9	very feasible
Interpretation			very feasible

Source: Excel data Processing (attached)

Based on the recapitulation of test data from material experts, media experts, design experts and small groups, the feasibility of e-comic development products received an average assessment of 90.9 with a very feasible feasibility category.

d. Implementation

This stage is the stage of application or implementation of the results of products that have been developed and declared valid. The media that has been validated by experts is then tested on 3 teachers as practitioners and 30 students to determine the effectiveness in use. The practitioner test was carried out on 3 teachers of SMAN 14 Bandar Lampung with history subjects in classes X XI and XII, in giving an assessment the practitioner was given 20 questionnaire items with e-comic development products and learning activity guides. In this implementation stage, the developed product is carried out to determine the attractiveness of using CTL-based e-comic products in History subjects, the recapitulation of attractiveness is known as follows:

Table 4.Recapitulation of product assessment

No	Sample	Percentage	Classification
1.	Small Group Test	92,6%	Very Good
2.	Teacher Practitioner	94,0%	Very Good
3.	Large Group Test	91,6%	Very Good
	Average	**92,7%**	**Very Good**

Source: Excel data Processing (attached)

Based on the results of the implementation that researchers conducted in the field related to the development of CTL-based e-comic products in history subjects had a percentage of 92.7% with a very good classification level.

e. Evaluation
The evaluation stage in the development of CTL (Contextual Teaching and Learning) based e-comic products is to determine the extent of the effectiveness of the product in achieving the learning objectives that have been set. This evaluation aims to measure whether the e-comic product has successfully integrated CTL principles well in learning and whether the product can have a positive impact on the learning process and student understanding.

3. Effectiveness of e-Comic Development based on Contextual Teaching and Learning

The effectiveness of product development that researchers do in history subjects at SMA N 14 Bandar Lampung is carried out to determine the difference in learning outcomes of class XI students in history subjects, before and after using development products by giving pretest and posttest items, this research was conducted 4 times a meeting with details.

Table 5 learning implementation activities

No	Description	Activities
1	Meeting 1	Giving Pretest
2	Meeting 2 and 3	Providing treatment using the development product
3	Meeting 4	Giving Posttest

The recapitulation results of product development that researchers conducted to 30 students of SMA N 14 Bandar Lampung, based on pretest and posttest data, are as follows:

Table 6 Pretest and Posttest Data

Description	Pretest	Persentase	Posttest	Percentage
Completed %	6	20	27	90
Not Completed %	24	80	3	10

Source: Excel data Processing (attached)

Based on the results of the pretest and posttest of field research, it is known that the minimum completeness criteria (KKM) at SMA Negeri 14 Bandar Lampung is 72, while during the mplementation of meeting 1 the researcher gave pretest questions to the research sample, it was known that 20% or 6 students were complete and 80% or 24 students were not complete, ased on the initial analysis of the researchers, product or media development is an alternative olution to the decline in historical learning outcomes. Meanwhile, after being given treatment to research samples using e-comic development products, there are differences in results where 90% or 27 students experience an increase in historical learning outcomes, while 10% or 3 students are not complete, meaning that from the development of CTL-based e-comic products there is a significant change known as follows:
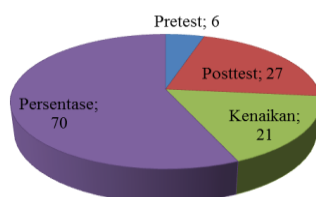

Figure 3. Pretest Result

Based on the results of chat type data, it is known that there is a change when students before being given e-comic products and after using e-comics with an increase of 70%. In order to determine the effectiveness of CTL-

based e-comic product development, researchers tested the results of the data using the N-Gain formula using the SPSS application, which is as follows:

Table 7 Product Effectiveness Results

No	Respondent	Posttest Less Pretest	One Hundred Less Pretest	Ngain Score	Ngain Percent	Classification
1	Respondent 1	50	58	0,86	86,21	High
2	Respondent 2	28	38	0,74	73,68	High
3	Respondent 3	38	50	0,76	76	High
4	Respondent 4	32	46	0,7	69,57	Medium
5	Respondent 5	28	58	0,48	48,28	Medium
6	Respondent 6	46	60	0,77	76,67	High
7	Respondent 7	30	42	0,71	71,43	High
8	Respondent 8	42	52	0,81	80,77	High
9	Respondent 9	38	50	0,76	76	High
10	Respondent 10	20	52	0,38	38,46	Medium
11	Respondent 11	42	50	0,84	84	High
12	Respondent 12	40	50	0,8	80	High
13	Respondent 13	40	52	0,77	76,92	High
14	Respondent 14	38	52	0,73	73,08	High
15	Respondent 15	16	24	0,67	66,67	Medium
16	Respondent 16	22	54	0,41	40,74	Medium
17	Respondent 17	22	28	0,79	78,57	High
18	Respondent 18	30	40	0,75	75	High
19	Respondent 19	30	40	0,75	75	High
20	Respondent 20	22	36	0,61	61,11	Medium
21	Respondent 21	14	26	0,54	53,85	Medium
22	Respondent 22	14	28	0,5	50	Medium
23	Respondent 23	40	52	0,77	76,92	High
24	Respondent 24	16	26	0,62	61,54	Medium
25	Respondent 25	30	60	0,5	50	Medium
26	Respondent 26	32	60	0,53	53,33	Medium
27	Respondent 27	20	28	0,71	71,43	High
28	Respondent 28	32	42	0,76	76,19	High
29	Respondent 29	32	42	0,76	76,19	High
30	Respondent 30	38	52	0,73	73,08	High

Source: Excel data Processing (attached)

Based on the results of N-gain data processing, it is known that there is an increase with a high classification of 19 respondents and 11 respondents classified as moderate, to determine the level of effectiveness of product development, which is tested using the SPSS program, it is known that the N-gain effectiveness value is 68.35 with a fairly effective level of effectiveness, it can be concluded that the development of CTL e-comics products is effective enough to solve the decline in history learning outcomes at SMA N14 Bandar Lampung.

Furthermore, in order to determine whether or not there is an influence from the implementation of the research conducted, the researcher compares shortly before using CTL-based e-comics and when after using CTL-based e-comics, as for the results of data processing carried out using the SPSS program, which are as follows:

Table 8 Hypothesis Test Results

Coefficientsᵃ					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	66,315	6,146		10,790	0,000
Pretest	0,354	0,109	0,522	3,235	0,003
a. Dependent Variable: Posttest					

Source: Excel data Processing (attached)

Based on the data table above, it is known that the t value in the study is 3.235 and the Sig. value is 0.003, which means that based on the decision making sig. 0.003 <0.005 which can be stated that the hypothesis is accepted or there is an influence on the history learning outcomes of students. So it can be concluded that Ho is accepted and Ha is rejected.

4. Attractiveness of e-comic media development based on Contextual Teaching and Learning

The attractiveness of product development that researchers do to class XI students of SMA N 14 Bandar Lampung, is done as a means so that students do not feel bored in following the history learning process. Therefore, attractiveness is an indicator that presents the quality of the media in this study the media in question is CTL-based e-comic media, the attractiveness of the product is known to get an average response value of 86.00% with an interesting classification.

Discussion

The potential and conditions for the development of digital-based medi at SMA N 14 Bandar Lampung are very high, these results are evidenced by the desire of teachers and students to change patterns, methods and meaningful activities, from the decline in student learning outcomes in history subjects, this potential supports teachers to develop digital-based learning media, one of the learning media developed by researchers in history subjects is in the form of e-modules based on Context Teaching and Learning, the results of this development certainly have the participation of both teachers, students and experts in the field of education. The results of research conducted by researchers from the development of CTL-based e-comics show that there is a significant effect of decreasing student learning outcomes when before using CTL-based e-comic media and after using the product, as evidenced by the sig value. 0.003, it can be concluded that CTL-based e-comic media has a significant effect on the history learning outcomes of students in class XI SMA N14 Bandar Lampung.

The results of the effectiveness of the study confirmed that there was an increase with a high classification with a total of 19 respondents and 11 respondents classified as moderate at the level of effectiveness of product development with an N-gain value of 68.35, indicating that the three takt effectiveness was effective enough to solve the decline in the history learning outcomes of students at SMA N 14 Bandar Lampung. Furthermore, the attractiveness of the development product can be categorized as interesting with a score of 86% of the 30 respondents who were given treatment using CTL-based e-comic media.

Hasibuan, M. I. (2014). Contextual teaching and learning is a holistic learning process that aims to help students understand the meaning of teaching material and relate it to the context of their daily lives (personal, social and cultural contexts), so that students have dynamic and flexible knowledge/skills to actively construct their own understanding.

The Indonesian government, through the Ministry of Primary and Secondary Education, organizes and establishes history as an important subject, especially for senior high school education (SMA-equivalent). The subject of history at the senior high school level is a compulsory group A subject, which means that the subject must be taken by all types of senior high schools within the scope of the Ministry of Primary and Secondary Education and the Ministry of Religious Affairs. (Zia Ulhaq, 2017-1-2).

In accordance with the implementation of the research that has been carried out, the teacher as a learning facilitator certainly understands and can prevent or minimize the problems that will arise by looking at the characteristics of learning before determining the implementation of the teaching and learning process later. For this reason, the use of methods, media, learning resources should be adjusted to the characteristics of the learners by innovating and collaborating.

Summary

Based on the findings of researchers, the development of CTL-based e-comic media has a significant influence on the implementation of learning and learning at SMA N 14 Bandar Lampung, of course with the development of CTL-based e-comic media has an impact on the process of achieving improved learning outcomes, especially in history subjects at SMA N 14 Bandar Lampung.

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