Comic Media in Learning of Elementary Schools: Systematic Literature Review

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Abstract
Comics are alternative media that can be used by teachers in carrying out learning in elementary schools. Learning comics are stories made by teachers with certain characters with the aim of making it easier for students to understand the material. This research using the concept of literature review uses the Systematic Literature Review (SLR) technique. The Systematic Literature Review technique is carried out by reviewing articles that are in accordance with the topic of the research question and then making an in-depth study of the articles that have been reviewed. The results of the data analysis that has been carried out are that the use of comics can improve students' understanding of the material which results in improving student learning outcomes in elementary schools. In addition, the cultivation of good character values can be done through the use of comics. Another result is that the local culture of the local area in the elementary school can be used as a good alternative in setting up comic stories. It is necessary to choose a good topic so that the comics used can make it easier for students to understand the material.

INTRODUCTION
Learning is essentially a process of interaction between educators and students delivered through media or intermediaries chosen by the teacher. In a pandemic situation like today, direct learning is not allowed. The government's reason is that when schools are conducted face-to-face, students are vulnerable to transmission from Covid-19. Moreover, Indonesia is a country with a high mortality rate in Southeast Asian countries.

Seeing the increasing high Covid-19 conditions in every country, it is necessary to develop a learning process that uses media so that students can study anytime and anywhere. The media must be in accordance with the level of students who will be delivered. This is based on the fact that elementary school students need to be provided with media that are appropriate and close to real-life (Ais Rosyida et al., 2018; Karmiani, 2018; Rusmono & Alghazali, 2019; Sukartiningsih & Ahmat, 2013). Therefore, it is necessary to adjust the appropriate media used by teachers in delivering material to students.

Media is basically a tool that can be used by teachers in delivering material to students (Jayanti & Wiratomo, 2019; Mellantifa et al., 2019; Wicaksono et al., 2020). Media is the right tool that can be done by teachers to bridge between the concepts conveyed and the media that can bridge them. The right media used by teachers will be able to provide a good understanding of concepts to students (Ariesta & Kusumayati, 2018; NEGARA, 2014; Sari, 2017). We encounter several media in schools, especially those used by teachers, both audio, visual and audiovisual media. Comics are one of the visual media that can be used by teachers to convey material both on science and social material and even language. Comics is a tool used by teachers in delivering learning in different ways so that the material presented can be understood.
easily. Several media that can be used by teachers, including comics, can improve students' cognitive abilities (Fahyuni & Fauji, 2017; Kartini, 2016; Roswati et al., 2019; Shohifaturifqi et al., 2017; Sukmanasa et al., 2017a). It is clear that the media used properly will help students understand the material well.

Comic media is a form of the cartoon that has certain characters and is designed to entertain the readers. Comics are presented with images that have their own story and plot (Nugraheni, 2017) (Ariesta & Kusumayati, 2018; Kartini, 2016; Sukartiningsih & Ahmat, 2013; Sukmanasa et al., 2017a). Through comic media presented by the teacher, they can do systematic planning related to the topics to be taught (Ais Rosyida, 2019) (Rusmono & Alghazali, 2019). Comic media for learning, of course, the teacher must have expertise in making the stories used and then drawing the comic characters that will be displayed. Of course, this character must be adapted to the conditions of students in elementary school. The comic characters displayed and the conversations need to be considered so that the purpose of the comics is not only to provide a good understanding of the material to students but also to provide examples of good attitudes that can be displayed in the comic characters. Some comics that are not in accordance with students' conditions will actually make students negative, especially the language and characters displayed in the comics. Researchers in this study used a Systematic Literature Review (SLR) technique approach. This technique is used to collect and review articles that are in accordance with the research question. In this case, the research question is about the use of comics in science and mathematics, and social and language learning. After that, interpretation is carried out to provide a comprehensive discussion of comics in their application in elementary schools.

**METHODS**

This research uses the concept of a literature review using the Systematic Literature Review technique. The Systematic Literature Review technique is carried out in five stages, namely: formulating research questions, mapping and finding articles that are in accordance with the research questions asked, classifying and evaluating articles that have been collected, summarizing articles, and interpreting the findings in the articles. (Khan et al., 2003). This is in accordance with the opinion that the Systematic Literature Review is conducting a review of articles that are in accordance with the topic of the research question and then making an in-depth study of the articles that have been reviewed (Triandini et al., 2019).

The search for articles carried out by the researchers was about: the use of comic media in elementary schools in social learning, the use of comic media in elementary schools in learning mathematics and science and the use of comic media in elementary schools in language learning. The database used is based on databases found on Google Scholar, ERIC, Taylor and Francis and Springer.

After doing a search, then making a classification with the criteria determined as follows: literature according to the aspects of the research question posed, literature is a journal article published in the period 2011 to 2021. The article that is the focus of this research is then reviewed and analyzed so that it is given exposure to the research questions discussed in this study.

**RESULTS AND DISCUSSION**

The results of this study are based on research questions regarding the use of comics in elementary school learning, namely in mathematics and science, social and language subjects. Researchers collected articles based on the years 2011-2021. This is done so that the articles taken are novel and can be interpreted in the depth of what is obtained from the research results described by the article. Information on the number of articles studied in this study can be seen in table 1.

| Keywords                                    | Number of Articles |
|---------------------------------------------|--------------------|
| Comics in Mathematics and Science Learning in Elementary School | 12                 |
| Comics in Social Learning in Elementary School    | 6                  |
| Comics in Language Learning in Elementary School | 8                  |
| Total                                         | 26                 |
Selection of Important Topics in Learning Using Comic Media

The choice of topic is important to be used as an initial concept in making comics that will be presented. Certain topics can be difficult to create in comic media, such as examples in mathematical concepts that require deep understanding such as trigonometry, of course, it is not easy to create storylines in comics. However, material that is directly related to real life can be made easily with the storyline, for example number material can be made using comic media because the concepts are many and often encountered in everyday life (Agoes Prihanto & Nova Hasti Yunianta, 2018; Kurniawan et al., 2015). Science and social materials are certainly easier to find in everyday life because the concepts are often found in real life (Ais Rosyida, 2019; Ariesta & Kusumayati, 2018; Sardone, 2017).

The choice of topic is the key so that the comics displayed can have a good storyline. This is based on elementary school students who are at a concrete stage, especially students at low levels. It is necessary to deepen whether the material presented will match the storyline with comics or vice versa. Keep in mind that an interesting storyline will give an interesting impression on students. Character selection also needs to be adapted to elementary school students (Ais Rosyida et al., 2018; Sukmanasa et al., 2017a). This can have bad results if the characters displayed are not in accordance with the character of students in elementary school. Even the cartoon characters that are made need to be adapted to good cartoon characters, lest we bring card characters who are accustomed to bad traits, this is if the characters displayed take the character of people who have often been seen by students in elementary school. There are several things that underlie that this topic is important because of the urgency in making storylines that will be shown in comics, lest the storylines become boring because it turns out that the material presented is too difficult to be connected with real-world concepts for elementary school students.

Comic background can be used using the culture and customs of the school environment

Some good comics can display a background that fits the environmental conditions of the elementary school students they are going to teach. Local culture needs to be displayed in comics so that there are two goals that can be achieved, besides increasing understanding of the concepts provided, it also provides an understanding of local culture in the area (Jayanti & Wiratomo, 2019) (Suwarti et al., 2020). The background culture needs to be adjusted to the student's background because if you use local culture that doesn't match the storyline, it will at least give students confusion so that students don't understand the meaning and plot of the story. Say Sundanese and Javanese there are several languages which have different meanings in the context of Sundanese and Javanese culture. For example, the word fishy in Sundanese culture has a very sweet meaning, but in the Javanese context, fishy has the meaning of rancid smell.

This is important because the inappropriate use of regional languages will also create confusion for students later.

Things that need to be understood are also related to schools with various ethnic groups, it is necessary to provide an understanding at the beginning if we are going to use comic media with certain ethnic groups. However, it would be better if comics were also compiled between ethnic and cultural diversity if the teacher was able to make comics with different cultural backgrounds so that there would be an understanding of several cultures that students could learn at once when learning with comic media.

Character Planting Through Comic Media

Character building becomes quite important in the use of comics as a medium of learning (Sukmanasa et al., 2017b) (Fahyun & Fauji, 2017; Sari, 2017). Character planting can be seen if the storyline that is made can be well-schema. The storyline is important because in the storyline the teacher, the teacher, can give moral messages in developing the story. A well-planned storyline can provide characters that can be imitated by students. It should be underlined that comics in learning given to elementary school students need to provide good characters or roles so that students can imitate them.

Discipline characters, high motivation, love for local culture, and mutual respect for differences of opinion can be instilled in the developed comic media. The local cultural stories presented will also provide a higher love for local culture, so that students know the local culture well in their area. The character of
respecting differences of opinion also needs to be shown in the comic stories that are delivered so that students can accept differences of opinion in the context of real life.

**Learning Comics on Mathematics, Science, Social and Language Materials**

Comics in learning are basically designs made by teachers in delivering learning materials that can be set using illustrated storylines (Ais Rosyida, 2019; Ais Rosyida et al., 2018; Karmiani, 2018). Comic media that are well prepared will be able to be used properly by students so that student's understanding of the material can be improved.

Comics on Mathematics and Science Materials, the quality of learning can be increased if you can use comics media properly (Nugraheni, 2017). Students' understanding of the material presented can improve learning outcomes which in the end learning achievement can increase (Kurniawan et al., 2015; NEGARA, 2014; Nugraheni, 2017). In addition, mathematics and science materials can also increase student interest in learning (NEGARA, 2014). The average student's understanding increased after the use of comics in mathematics and science subjects. This is also followed by improved learning outcomes for students in primary schools. Mathematics, especially science, can often be found in everyday life. Concepts such as changes in the state of matter can be encountered in everyday life so that we can easily create storylines for the learning process.

Comics on Social Materials, Similar to comics on mathematics and science, comics on social materials can improve students' understanding of the material so as to improve student learning outcomes (Ais Rosyida, 2019; Ais Rosyida et al., 2018). Social material is very easy to find in everyday life so it can be well made in comic stories. Economic activities such as trading can easily be made in the story of a comic. This can make it easier for students to understand the material presented. A good storyline needs to be prepared in making stories on learning comics made by the teacher.

Comics on Language Material, The use of comics in language can improve student learning outcomes and reading skills (Fahyuni & Fauji, 2017; Kartini, 2016; Rusmono & Alghazali, 2019). Both ordinary reading skills and reading comprehension can be improved by carrying out the learning process using comic media. It should be emphasized that the comics developed need to contain stories that can attract students so that the student's interest in learning can increase after learning languages using comic media.

Integration of Comics with Learning Models, After analyzing the articles discussed in this study, the use of comics media will have a more impact if it is used by integrating learning models related to real-world contexts. Contextual learning models can be integrated with comic media during the learning process (Nugraheni, 2017), other learning models that can be integrated with comic media include problem-based learning models. This model provides problems at the beginning of learning that can be presented in the comic storyline that is made. The interpretation results from the articles that have been collected that a well-designed comic will be able to increase students' understanding of the material which results in an increase in student learning outcomes.

**CONCLUSION**

The results of the data analysis that has been carried out are that the use of comics can improve students' understanding of the material which results in improving student learning outcomes in elementary schools. In addition, the cultivation of good character values can be done through the use of comics. Another result is that the local culture of the local area in the elementary school can be used as a good alternative in setting up comic stories. It is necessary to choose a good topic so that the comics used can make it easier for students to understand the material.

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