

## The Impact of Using Digital Comic as A Media for Learning Short Stories

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**Abstract:** The aim of this research is to describe the impact of using digital comic as a learning media of Indonesian language subjects for junior high school students. The research method used qualitative method with a case study approach. Data collection uses questionnaires at the beginning of the research process, observations, and interviews with the aim of obtaining information on students' experiences regarding digital-based learning media. The primary data used is an overview of the use of webtoon applications in learning activities and secondary data in the form of literature studies originating from books, articles, proceedings, theses, and other media that are able to support the availability of information related to related topics. The data that has been collected is analyzed according to the discussion of related topics using data reduction, data display, and conclusion methods. The results of the research show that the majority of grade 7<sup>th</sup> of junior high school students prefer digital comics compared to using text in conveying short story material. Webtoon-based digital comics are considered more effective and interesting compared to text only. The majority of students understand the story presented using the webtoon application and can answer questions related to the story correctly.

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## Introduction

In general, Indonesian language subjects in the curriculum of 2013 aim to provide students with knowledge and skills regarding listening, reading, speaking, and writing (Irsalina et al., 2020). Basic competencies are developed based on four areas of material that correlate and support each other for the development of knowledge about language and competence in language skills of students (Istigfara & Afnita, 2020). One of the language skills is reading. Reading is an important skill for students to master because the better the level of a student's reading ability is directly proportional to their academic achievement (Ledina et al., 2020). In the world of education, reading has an important role because this activity hones students' abilities to understand the content and information contained in the reading text. Various forms of literature read by students provide the possibility to stimulate thinking power and sharpen students' views (Rizky et al., 2021). One of the activities to increase students' level of reading comprehension is to provide reading material such as short stories, but there are still many students who find it difficult to carry out reading comprehension in short stories, especially when studying the intrinsic elements of the story (Wati, 2020). This problem needs to be addressed with a solution by the teacher because a

teacher's teaching ability has a dominant influence on students' learning abilities (Sapriyah, 2019). At this time the level of creativity of a teacher is very necessary when carrying out the learning process. An effort that teachers can make to overcome this problem is to provide new learning media for students, one of which is using comic (Mawarsih et al., 2024).

Learning media has several benefits according to Kamila (2020) namely: 1) as a media for delivering learning material so that activities can be uniform, 2) ongoing learning activities can be more interesting, 3) students are able to be more interactive, 4) the amount of time the teacher spends explaining can be minus, 5) the quality of learning activities can increase, 6) learning activities can be carried out flexibly, 7) students have a positive attitude during learning activities, and 8) teachers can play a more positive and productive role. Short stories are literary works that explain stories in short written form. Short stories only tell a little of a character's life and contain a life journey, whether happy or sad. Short stories are in the form of fictional narrative prose which have the meaning of free essays (Laili et al., 2020). In writing short stories, a person's life story is not told in more than 10,000 words because short stories only focus on one character with one problem. A short story has building elements such as intrinsic elements and extrinsic elements that build the story (Rahmatunnisa et al., 2023). Material regarding short stories appears in Indonesian language subjects, this material is found in grade 7<sup>th</sup> term one using the curriculum of 2013. Learning about short stories will be more interesting if it is aligned with the use of learning media that is appropriate to the material, one of which is by using learning media in the form of comics (Novita, 2021).

A short story is a type of prose that is relatively short. The name short story comes from the number of words and the story used in the short story is relatively short and can be completed in one sitting or less than an hour. Kurniawati (2018) believes that a short story is a story that can be finished reading briefly, while Wulansari & Sumardi (2020) believes that the shortness of a story is determined by the limitations in developing the story elements. Short stories only consist of 5000 words or even less so they don't use a lot of pages when writing the story. The characteristics of a short story according to Nurgiantoro in Maharani (2020) are as follows: 1) the plot of a short story is generally a single plot consisting of only one sequence of events, 2) the theme in a short story only contains one theme, 3) the number of characters featured in short stories there are not many and are limited, and 4) the setting in the short story is shown implicitly. Short story contain stories that can be read in one sitting with not many words, the themes raised in the short stories are relatively simple with not many characters, and the setting used is also shown implicitly. Based on the opinion above, the author draws the conclusion that the characteristics of short story is short, concise, complete and systematic in the course of events with one main theme.

The use of comics as a learning media is able to stimulate and improve students' reading abilities. Most of netizens, academician, and parents of students have also expressed the same thing regarding the use of comic in learning process (Widyasari & Nurcahyani, 2021). However, there is also an opinion which states that the use of comics as a learning media can have a negative impact on students because of the tendency to use devices to access these comics. The use of comics can increase students' interest in learning process and have a positive impact on learning process because comic is an interesting learning media and is in line with current developments (Harismawan, 2020). Comic is media that has images, animation, or cartoon characters to carry out a continuous story with a concise storyline. Learning by using comics in learning process can increase students' interest in reading and provide meaning to the content of the story (Suciarti, 2021). Improvement in the fields of

knowledge and technology currently taking place in the industrial era 4.0 has provided assistance in many fields, one of which is in the field of education. The results of current progress have made it easier for Indonesian people to access the internet. The current ease of access helps students to search, analyze, organize, and communicate information to solve problems (Aisyah & Mujiyono, 2022). Therefore, the use of digital learning media is an innovative step in the learning and teaching process. The advantage of digital-based learning is that it is a fun learning media that increases interest in learning. Then Rokayah (2023) stated that comic is able to help students and teachers in the learning process.

Based on initial observations made by researchers at several junior high schools located in Sidoarjo, it is known that the Indonesian language learning process for narrative text material or short stories still uses traditional media using paper, so it is necessary to get updates by utilizing digital-based learning media such as digital comics or webtoons. Previous research that has a correlation with the current research is research conducted by Irfan & Islamiati (2021) which found significant differences between the post-test results of control and experimental students, thus showing that there is an influence of the use of digital comic media on the student learning process in class. The next research was conducted by Rika Marsita and Cahyo Hasudin (2022). The research results obtained explained the role and use of webtoon applications in teaching and learning activities to write short stories in junior high schools. The use of this application is expected to be able to support enthusiasm and facilitate students' understanding of short story material. Payanti's (2022) research explains the impact of using digital comics on students, which can increase the development of thinking skills to discuss current controversial issues. The current research is focused on the use of digital comic as a learning media. The aim of the current research is to describe the impact of using digital comic from a student perspective as a learning media of Indonesian language subject for junior high school students.

## **Research Method**

The research method used in this research is a qualitative method using a case study approach at SMPN 2 Jabon. The qualitative approach is a method that refers to the reality that occurs in the field and the experiences experienced by the respondents themselves and then looks for references to the theory used. The qualitative method in this research involves assessment procedures to produce data that can be described in the form of verbal and verbal sentences from sources involved in the research. Qualitative methods were implemented in the current research because they were in accordance with the research objectives. Data collection used was by distributing questionnaires at the beginning of the research process, observing, and interviewing with the aim of obtaining information about students' experiences regarding digital-based learning media. The primary data used is a description of the use of webtoon applications in Indonesian language learning activities. Secondary data is in the form of literature studies originating from books, articles, proceedings, theses, and other media that are able to support the availability of information related to related topics. The data that has been collected will be analyzed according to the discussion of related topics using data reduction, presentation, and conclusion methods (Miles and Hubberman in Agung, 2017).

## **Result and Discussion**

## 1. Overview of Learning Short Story Material at School

In the research process, the researcher carried out observations and distributed questionnaires to students on grade 7<sup>th</sup> regarding the Indonesian language learning process that took place at school, especially regarding short story material. The number of respondents in this process was 30 students from different classes. The answers from these respondents were 100% who answered that they had received short story material. The next question was about the learning media used, with 50% answering using text-based learning media, 34.6% lecture-based, and 15.4% digital-based. This shows that not all Indonesian language teachers use the same learning media in teaching short story material at the grade 7<sup>th</sup> of junior high school. Following up on the learning media used in schools, researchers asked about the use of webtoons in delivering short story material. Respondents answered that 69.2% had ever used a webtoon application to learn short stories and 30.8% answered that they had never. Of the total respondents, 63% had read a webtoon and 37% had never read a story on a webtoon at all.

Based on observations and distribution of questionnaires at the beginning of the research process, it is known that the use of digital comic-based learning media in schools, especially junior high schools, is still not widely used. The learning media used still uses traditional media such as texts and lectures. It is feared that learning media that are still traditional are not in line with current technological developments. From the data obtained, it is known that the majority of students on grade 7<sup>th</sup> in junior high school have read short stories on webtoons so that learning media updates in schools need to be carried out, one of which is by utilizing webtoon applications to create digital-based short stories.

## 2. Overview of Short Story in Webtoon

The preparation of this comic tells a story based on finances in society. In this story, the setting is school, with stories about life at school and the financial problems that occur. The design format for this comic is digital-based and published on the webtoon platform. The size of the comic used is adjusted to the existing canvas with a size of 800px x 1280px and is uploaded sequentially from the top, extending downwards (vertically). The comic design with the name “Cerita Artha” uses 2D digital painting techniques. The number of pages of the first episode is 10 pages. Before it is formed into an image in a comic, the design process starts from an idea which is developed into a short story in text form.

The short story that has been compiled is then created into a storyboard from the first page to the last page. The finishing process is carried out by coloring the storyboard and coloring each page that has been prepared. The comics that have been prepared by researchers after going through the stages are as follows:

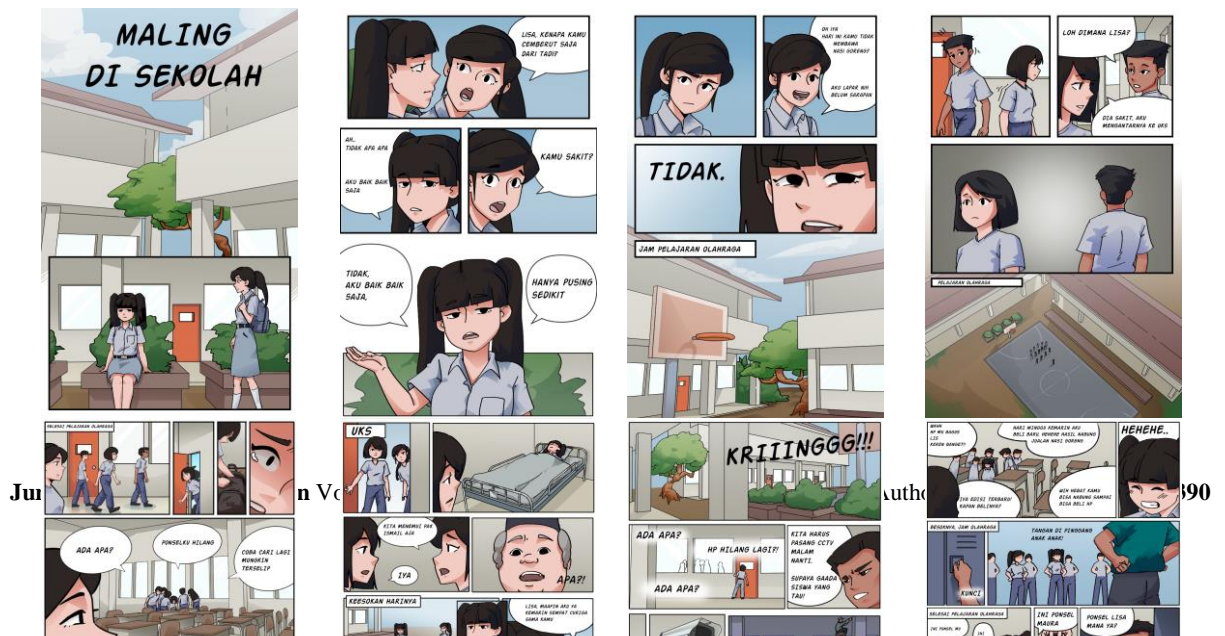




Figure 1. Storyline of Comic

### 3. The Impact of Using Digital Comics in Learning Process

Nowadays, increasingly sophisticated technology can be utilized and applied to the world of education using many methods, one of which is by creating science and technology-assisted learning media. The emergence of webtoon applications is a breath of fresh air for educators in developing learning media that currently exists. Learning processes that were initially conventional can be aligned with technological advances so as to connect students with the wider global world. Teachers play an important role in determining the learning media used when delivering material. Current technology is able to help teachers obtain learning resources from sophisticated technology. Learning methods that combine classroom learning with sophisticated technology are implemented in grade 7<sup>th</sup> of junior high school

The learning process which initially used text was created by utilizing a webtoon application as a learning media to convey short story material. After the learning activities took place, researchers conducted interviews with 10 sources regarding the perceived impact based on students' perspectives on the use of webtoon applications as learning media. Researchers provide questions that are appropriate to the story presented in the webtoon. The first question asked by researchers was about short stories in webtoons. Of the 10 sources, 9 sources answered that they were interested in the story while one source person said they were not interested in the story being presented. In a story there is always a message inserted by the author so that after the resource persons read the story on the webtoon, the researcher asked about the message that the source received from the story they had read. From 10 sources, all the answers showed understanding of the story presented, namely the message which contained the suitability of funds with lifestyle so that cases of theft would not occur.

According to statements from the informants, the short stories presented in comic form by the researchers could be easily understood because of the presence of dialogue balloons so that the informants were able to understand the storyline well. The next question asked by the researcher was

about the impact felt by the resource person after reading the comic given by the researcher. The positive impacts or advantages felt by the resource persons are: 1) the use of comics as a learning media makes the learning process less boring, 2) the coloring and visualization of short stories is able to attract students' attention so that students tend to be more focused when reading short stories using digital comics, 3) digital comic media is easy to access and read anywhere, 4) the use of digital comics is an opportunity to utilize the convenience of technology so that students are able to adapt to current digitalization, 5) short stories presented in comic are able to increase students' imagination when reading stories, and 6) digital comics are able to create an interactive learning atmosphere because with these comics students can interpret the imagination of their own minds.

The disadvantages of using digital comic media are: 1) not all students bring devices to school, 2) sometimes distractions arise from other application notifications when reading stories on cellphones, 3) inadequate internet access can cause applications to be difficult to open, 4) use continuous smartphones can damage eye conditions, and 5) the use of webtoon applications as digital-based learning media requires supervision from teachers so that they are not misused by students. Each learning media always has its own advantages and weaknesses so that the development of learning media needs to be improved consistently. The final question asked by researchers to the interviewees was related to the effectiveness of using learning media. All interviewees stated that the use of digital comics as a learning medium for short story material was more effective than text or lecture-based media.

## Conclusion

Based on the discussion that has been presented, it can be concluded that the majority of grade 7<sup>th</sup> of junior high school students have read short stories on webtoons so that learning media updates in schools need to be carried out, one of which is by using webtoon applications to create digital-based short stories. The results of interviews conducted by researchers showed that the majority of grade 7<sup>th</sup> junior high school students preferred digital comics compared to using text in conveying short story material. Digital comics are considered more effective and interesting than text alone. The majority of students understand the story presented using the webtoon application and can answer questions related to the story correctly. Webtoons or short stories have advantages and disadvantages based on students' perspectives so that learning media development needs to continue to be carried out consistently.

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