Comic Development of Children's Stories With the Theme of Clean, Healthy and Beautiful Environment for Reading Materials in Lower Class

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ABSTRACT: This study aims to produce children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades and to determine the feasibility of using children's comics. This development research uses Research and Development research methods with the ADDIE model, namely Analys (analysis), Design (design), Development (development), Implementation (application), Evaluation (evaluation). The development of children's story comics was made using the Clip Studio Paint and Ibis Paint X applications. The comics were validated by design experts, linguists, and field user validators. Based on the results of the feasibility test, the average percentage of results obtained by design experts is 90.63% and linguists 92.7%. Meanwhile, the percentage result by field user validators for comic design was 94.79% and the percentage result for comic language was 93.05%. The results of this development research show that children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades are very suitable for use for lower grade students.

Keywords: children's stories, reading materials

INTRODUCTION

Reading is one of the activities or human activities in obtaining information through a collection of letters and sentences that have meaning (Harianto, 2020) . However, currently, students' interest in reading is still low. As the nation's next generation, this is certainly a common concern for the role of the government, schools, the environment, educators, parents, and the students themselves. According to Finnochiaro and Bonomo (1973:119) reading is a process of understanding the meaning or message in writing on reading material or information (Harras, 2011). In Indonesia, public interest in reading is currently still a concern, based on data released by UNESCO in 2018 which states that Indonesia ranks second from the bottom in terms of world literacy, meaning reading interest is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader (Muslim et al., 2021; Sukma & Sekarwidi, 2021; Iqra, 2019). P.Kemdikbud (Tahmidaten & Krismanto, 2020) stated that the results of the Indonesia National Assessment Program in 2016 conducted by the Education Research Center (Puspendik) of the Ministry of Education & Culture itself revealed data that the national average distribution of literacy on the reading ability of students in Indonesia was 46.83% are in the Less category, only 6.06 are in the Good category, and 47.11 are in the Enough category. In order for a reading culture to be formed in society, it is necessary to continuously develop interest in reading (Sukma & Sekarwidi, 2021) . Umar (2013: 127; Gol A; Gong & Agus M. Irkham 2012: 62) says that reading culture is an act of reading that is carried out repeatedly, continuously and continuously and has become part of a person's daily life (Sulistyo , 2017). In an effort to get used to reading, it can be motivated by reading the preferred reading material. These reading materials are usually inseparable from the daily life of the readers. If the habit of reading is carried out continuously and repeatedly, it will form a person who likes to read. Reading culture can be formed starting from an early age at the elementary school level. By reading materials, students can find out a variety of useful knowledge information for their present and future lives. (M. Fitriani, 2014). Reading materials that

are appropriate for the child's age will be easier to understand and more memorable for children, one of which is comics. Comics have a special appeal for children because of the text accompanied by pictures.

According to Daryanto (Wardana, 2018) comics are a form of cartoon that is able to tell characters and act out a story in a sequence that is so closely linked to the picture and designed to provide entertainment to students, because comics in the form of cartoons can attract the attention of readers, especially students. educate. The word comic comes from the English " comic " which means everything that is funny and entertaining (Full English-Indonesian Dictionary, 1991). In 1985, Will Eisner who is known as the Master of World Comics in the book Comics and Sequeintial Art defined comics as a sequential art "the arrangement of pictures and words to tell something or dramatize an idea" (Novisilta, 2016). According to the KBBI (Big Indonesian Dictionary), comics are stories that are presented with funny pictures so that they are identical and easy to digest by all ages (Media et al., 2021). Comic books can be used effectively and efficiently by educators in an effort to increase and expand students' interest in learning. Therefore, it is very appropriate for an educator to develop comics into reading material.

Daryanto (2010: 127) states that comics is a form of cartoon that tells the character and has a storyline that is related to the image and aims to entertain the reader (Savila et al., 2018; Kudus, 2018; Barik et al., 2021). Children's story is one of the literary works aimed at readers, especially children. Children's stories are designed according to the characteristics of children. Stories can also be said as a picture of a child's imagination in the form of a language structure (Arlyanti & Apriliya, 2018). According to Febrianto Ramadhana (2017) cleanliness is a human effort to protect themselves and the environment from all that is dirty and vile in order to realize and preserve a healthy and comfortable life (Priatna & Warta, 2020). A clean living environment is a condition around us that can make ourselves and others comfortable and at home in that environment. A clean environment can be interpreted as a condition that is free from garbage or dirt that can interfere with human health. A healthy environment can be interpreted as a comfortable condition and free from health problems such as good air, clean water, and so on. A beautiful environment can be interpreted as a cool, shady condition that can produce oxygen and avoid the threat of environmental damage. According to the Ministry of Education and Culture (2016), the habit of reading in the school literacy movement ideally uses a variety of alternative strategies. (Setiawan et al., 2021) One strategy to support school literacy activities is to develop comics into reading material. Low grade reading materials are books that contain information that can add insight, provide knowledge, experience, and can also foster reader creativity, especially low grade students in elementary schools. Reading materials are indispensable for schools to support school literacy activities. Students can read reading material in the school library, reading corner in class, or in the reading garden.

METHOD

This research is a development research with a *Research and Development (R&D) approach* . In this R&D approach there is a research model, namely *ADDIE. ADDIE* is a development research model consisting of the following steps: (*1) Analysis, (2) Design, (3) Development, (4) Implementation and (5) Evaluation.* (Tegeh & Kirna, 2013; Dewi et al., 2013) . Research development is a process to develop a new product or improve an existing product that can be accounted for. In this study, researchers developed a children's comic book with the theme clean, healthy, and beautiful environment for reading material in lower grades. The data technique used in the research on developing comic stories with the theme clean, healthy, and beautiful environment for reading materials in the lower grades is quantitative data in the form of validation questionnaires and student response questionnaires. In analyzing quantitative data from instrument validation by experts, field user validators, and student response questionnaires, using a *Likert scale* with a score of 1-4. Following are the scoring conditions:

Table 1. Comic Rating Category

Rating Score	Category
4	Strongly Agree (SS)
3	Agree (S)
2	Disagree (TS)
1	Strongly Disagree (STS)

(Source: Sugiyono, 2019)

The guidelines for calculating the percentage score are as follows:

$$\textbf{Percentage} = \frac{skor\ yang\ diperoleh}{skor\ maksimum} \times 100\% (\text{ Sugiyono, 2019 })$$

From the results of the percentage calculation using a Likert scale, the next step is to determine the validity category of children's story comics by expert validators and student responses are as follows:

Table 2. Product Validation Category

Interval mean score	Category
76-100	Very Worthy
51-75	Worthy
26-50	Not feasible
0-25	Very Inappropriate

Table 3. Categories of Student Responses

Interval mean score	Category
76-100	Very good
51-75	Well
26-50	Not good
0-25	Very Not Good

RESULT AND DISCUSSION

The development of children's story comics with the theme clean, healthy, and beautiful environment for reading materials in lower grades uses the Research and Development approach with the ADDIE model. The ADDIE stages are, Analys (analysis), Design (design), Development (development), Implementation (application), and Evaluation (evaluation) (Made et al., 2020; Laila et al., 2020). The following is the implementation of research on the development of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades.

Analysis

The reading materials that students choose can be influenced by environmental and social factors. When students are at school, they socialize more, interact, and even discuss with each other about the book they have chosen as their reading material. *Kindergarten and Primary Section, Curriculum Development Institute, Education Bureau Hong Kong* (2010) mentions a variety of books suitable for children to read, including animal stories, fiction, biographies, travel books, poetry, traditional stories, science books, and newspapers. (Rachman et al., 2018; Swadaya et al., 2019). According to Piaget (ROhman, 2017) the intellectual development of children is divided into 4 stages, one of which is the concrete operational stage (*the concrete operational*,7-11 years). In this stage the implications for literary reading books that are in accordance with the characteristics at the stage of intellectual development above include reading books that have the following characteristics: a) Narrative or explanatory reading books that contain a logical sequence from the simple to the more complex. b) Reading books that present simple stories both regarding the problem being told, the way of storytelling, as well the number of characters involved. c) Reading books that display various picture objects in a variety of ways, maybe even in the form of diagrams and simple models. d) Narrative reading books that feature a narrator who tells a story, or stories that can lead children to project themselves to another time or place. In this period the child can be involved in thinking and solving problems faced by the protagonist or predicting. (Jean Piaget, 2001: 69-86).

Based on the results of research conducted by Yeni and friends (Rachman et al., 2018) that the reading material most favored by students is the comic genre. The criteria for selecting children's readings put forward by the *Ministry of Education and Save the Children International, Bhutan Country Office, Thimphu* (2016) that the selection of appropriate reading themes for children aged 7-9 years includes themes about

adventure, light and funny stories, stories about morals and virtues, as well as traditional stories, biographies and informational/factual texts with simple descriptions.

Design

The design of this comic begins with determining the theme of the story, characterizations, writing the story script, and comics.

a) Determination of the theme, the chosen theme is the theme of a clean, healthy, and beautiful environment. Determining the theme can not be separated from the daily life of students in order to deliver the contents of the reading to the students. According to (SMD Putri & Kurniawan, 2019) "the theme used for making children's story comics is made as attractive as possible that contains character education values. This character can be displayed through dialogue and depiction of characters in comics, the important thing is that the way and the content of the story are in accordance with the world of children."

b) Characterizations are in the form of subjects that are told in comics. Characters are perpetrators and sufferers of events, and it is this sequence of events that will form the plot (Wibowo, 2021). The selection of characters in the comic "Andi's Dream" includes the Aurora group consisting of Andi, Ucup, Edo, Siti, Naura, and Rani. In addition, there is also Mr. Regar who acts as a teacher teaching Indonesian subjects. The main character, Andi, has a high curiosity so that everything must be sought for the truth.

c) Story scripts in children's comics with the theme of a clean, healthy, and beautiful environment according to the age of the readers, namely low grade students. In writing the story script, dialogues, story descriptions and detailed descriptions are included on the panel (Savila et al., 2018)

d) Comic.

Rough Sketch

The initial stage of the comic is to make a rough sketch per scene of each story line on A4 paper using a *Fabercastell 2B pencil.*
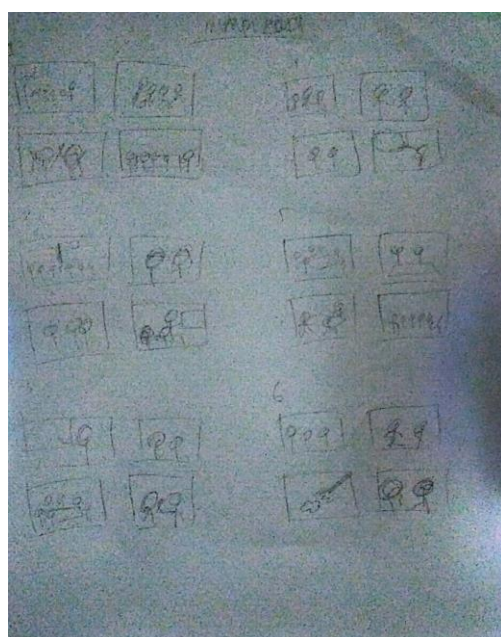

Figure 1. Drawing using a *laptop* and *a Huion Pentab*

The next step is to draw each story scene using a laptop and *a Huion Pentab*. The application used to make comics is Clip Studio Paint with A5 landscape paper size using a 1.5 px thick pencil brush.The use of the *Clip Studio Paint application* up to page 7 of the comic while the next page uses the *Ibis Paint X application*. In the *Advan tab* , sketch 2 uses the *Ibis Paint X application* using A5 landscape paper size with a *pencil brush* thickness of 1.0 px.
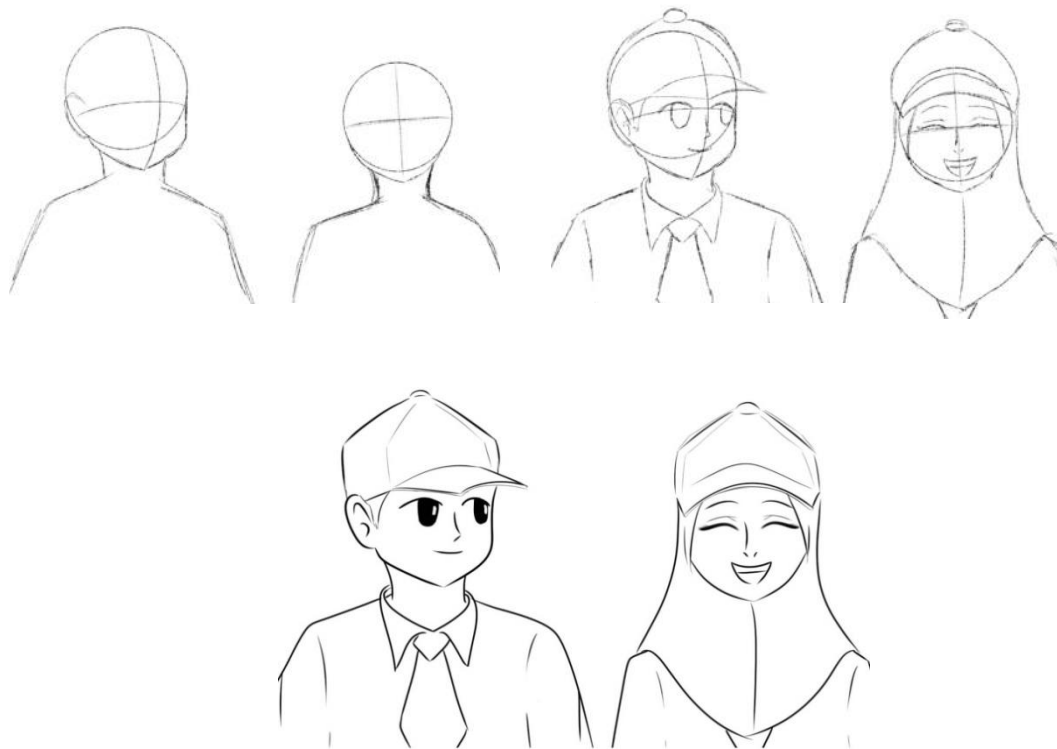
Figure 2. Drawing Sketch

Coloring Stage

The colors used in making this comic are adjusted to the scene of each storyline. The use of unambiguous and clear colors in comics is adapted to the reader, namely third grade elementary school students. Stage of coloring on the face and neck area that is adjusted to the color of the skin in general. The cheek area is given a slightly pink color for a more natural impression. Then red for hats and ties, clean white for clothes.
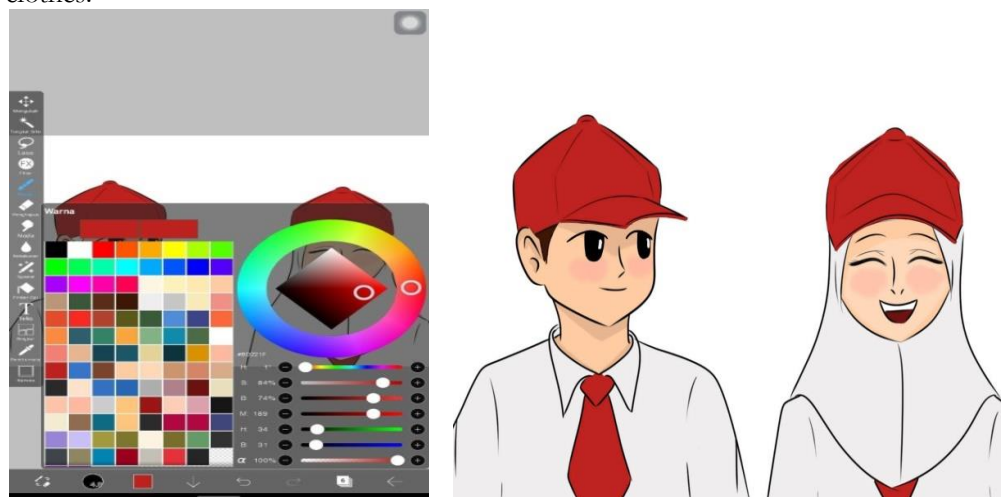

Figure 3. Sketch Image Coloring

Background

The choice of background in comics is also adjusted scene by scene in each storyline, such as schools, school yards, and others. A plain color *background* in comics is also added so that the dialogue text can be seen clearly. Making it easier for readers to read the dialogue and understand the contents of the comic story.

**Figure 4.** Add Image Background

Layout

This is the stage of compiling scenes by scene that have been done previously into comic pages.

Stage of adding writing

Starting from the cover comic title, description, story, character name, dialogue, narration, and author's biography. The type of writing used in the dialogue, narration, author, and description uses the *Abhaya Libre Bold font* with a dialogue size of 26, narration 40, description 43, and author 28. While the title of the description of the story and the character of the story uses the font type *07 Tetsubin Gothic* with a writing size of 88.

Table 4. Story Writing Process

Type of Writing	Writing Size
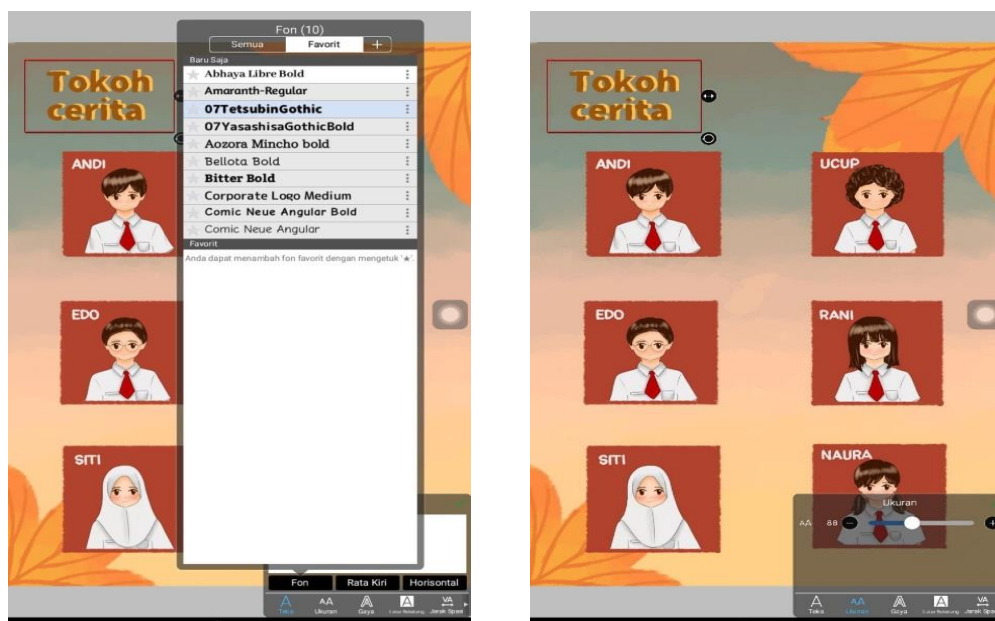
Development
Comic Validation

The comics were validated by two comic experts, namely linguists and design experts as well as field user validators. Comic validation aims to determine the feasibility of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades.

Table 5. Recapitulation of Comic Validation Results

No.	Validator	Percentage (%)	Category
1.	Design Expert Validation	90.63%	Very Worthy
2.	Linguist Validation	92.7%	Very Worthy
3.	Design Validation by Field Validators	94.79%	Very Worthy
4.	Language Validation by Field Validator	93.05%	Very Worthy

Prior to validation, the comic was revised for improvement according to expert advice. The results of comic validation show the percentage in the very feasible category so that comics can be used for testing with students.

Implementation

According to Cahyadi in Baharuddin (2021) the purpose of the application is so that researchers can find out whether the target of holding this research is achieved or not. Comics that have been validated are then given to students in a limited way, namely 10 third grade students. Comic trials were carried out by providing student response questionnaires and question sheets as a form of students' understanding of comic reading materials.

Table 6. Limited Trial Student Response Questionnaire Data

No	Sub Indicator	Student Response				Percentage	Category
		SS	S	TS	STS		
		4	3	2	1		
1.	Using children's comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades is something new for students.	5	5			87.5%	Very good
2.	The contents of the comics use simple language that is easy for me to understand.	7	3			92.5%	Very good
3.	The contents and images in the comics make it easier for me to understand the story	7	3			92.5	Very good
4.	This comic made it easy for me to understand the storyline.	6	4			90%	Very good
5.	Children's comics attracted my desire to find out more about the contents of the story.	6	4			90%	Very good
6.	I am interested in using comics to support reading interest	7	3			92.5%	Very good
7.	The use of comics can relieve my boredom when reading.	8	2			95%	Very good
8.	I am excited to read children's comics with the theme of a clean, healthy, and beautiful environment because there are interesting pictures	7	3			92.5%	Very good
9.	I read clearly the sentences contained in children's comics with the theme of a clean, healthy, and beautiful environment	5	5			87.5%	Very good
10.	After I read this comic, I will apply it in my daily life	6	4			90%	Very good
Average Percentage						**82.9%**	**Very good**

Evaluation

The evaluation stage showed that children's comics with the theme of a clean, healthy and beautiful environment for reading materials in the lower grades were declared suitable for use in the lower grades with an average percentage of 82.9%. Previous comics have been validated by design experts, linguists, field validators and implemented for lower grade students. The instruments used in this study were validation questionnaires and student response questionnaires. Validation questionnaires are used by design experts, linguists, and field user validators to assess the feasibility of the comics that have been developed. Meanwhile, student response questionnaires were given to students during a comic test to find out the practicality of children's story comics with the theme of a clean, healthy and beautiful environment for reading materials in low grades.

This research includes development research that aims to develop a new product or improve an existing product. In this case, the product developed is in the form of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades. The development of comics is carried out with the aim of attracting reading interest, especially for low-grade school students. This is in line with the opinion of Daryanto (Wardana, 2018) comics are a form of cartoon that is able to tell characters and act out a story in a sequence that is so closely linked to the picture and designed to provide entertainment to students, because comics in the form of cartoons can be interesting. Attention of readers, especially students.

The research and development (RnD) method is a research method used to produce new product designs, test the effectiveness of existing products and develop and create new products (Nurmalasari & Erdiantoro, 2020). This development research uses the *ADDIE model* which consists of the analysis, design, development, implementation *and* evaluation *stages* (*Tegeh* & Kirna, 2013). Stages of research starting from the analysis stage (*analys*) which examines the problems in school. The second stage is the design *stage*, this stage is the design of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades. The activity carried out is the selection of characters and character traits. Next, make a story script along with dialogue.

The third stage is the development *stage*. Researchers validated comics to 1 comic design expert, 1 linguist, and 3 field users. After being validated by comic design experts and linguists, children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades are suitable for reading materials for lower grade students. Based on the percentage validation of children's story comics by design experts, the average percentage is 90.63 % with a very decent category. Validation by linguists obtained an average score of 92.7 % with a very decent category. Furthermore, validation by field validators on comic designs obtained 94.79 % with a very feasible category. Comic language validation by field validator obtained 93.05 % with very decent category. So from the results of comic validation that has been carried out, children's story comics with the theme of a clean, healthy, and beautiful environment for low grade reading materials developed by researchers are suitable for lower grade reading materials.

The implementation *stage* and the evaluation stage, *namely* a trial of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in low grades were carried out on 10 third grade students. Based on the results of student responses to children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in low grades that have been developed by researchers, the results are 82.9 % in the very good category. The researcher also conducted a test in the form of 10 objective questions as a form of students' understanding of children's comics with the theme of a clean, healthy, and beautiful environment for reading materials in low grades.

In a study conducted by Mioramalala and colleagues, it was stated that comic books also received a good appreciation by children with more than 50.0% giving the top rating and 66.4% saying they learned a lot from the comic book. Reading a book once has shown a positive effect on the knowledge, attitudes and practices of elementary school children in Madagascar (Mioramalala et al., 2021). In addition, the results of research by. The results of research using the *ADDIE model* conducted by (Baharuddin et al., 2021) in the title of his research, namely *Development of Scientific Approach-Based Comic Media on Time Measurement Materials* also obtained the results that comic media products meet 3 determination criteria, namely being declared valid, practical, and effective. Likewise, the results of the *Development of Folklore Comics from the Origin of the Sorai River for Class V Elementary School Students* by (Suwitri et al., 2021) obtained feasibility results and good student responses to comics. In addition, the researcher (SE Putri & Kurniaman, 2021) in the title of his research, namely the *Development of KOTARA (Folk Story Comics) "The Origin of Aliantan Village" for Elementary School Students* stated that the development of comics was declared suitable for use.

CONCLUSION

This research is a research and development (Research And Development) using the ADDIE model which has five stages, namely, Analys (analysis), Design (design), Development (development), Implementation (application), Evaluation (evaluation). This research produces a product in the form of children's story comics with the theme of a clean, healthy, and beautiful environment for reading materials in lower grades. The results of the validation by comic design experts, comic linguists, and field user validators stated that children's story comics with the theme clean, healthy, and beautiful environment" for reading material in low grades are very suitable for use as reading material. From the results of students' responses to children's story comics with the theme clean, healthy, and beautiful environment" for reading

materials in lower grades, it is very good. So that the practicality of children's story comics with the theme clean, healthy, and beautiful environment" for reading materials in lower grades is appropriate for lower grade elementary school students. The results of this study are expected that future researchers can conduct research on the effect of children's comics with the theme clean, healthy, and beautiful environment" for reading material in the classroom in supporting school literacy activities.

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