

# THE INFLUENCE OF USE OF COMIC MEDIA AND LEARNING MOTIVATION ON LEARNING OUTCOMES IN THE SUBJECT OF INTEGRATED SOCIAL SCIENCES CLASS VII PRIMARY SCHOOL STATE 25 TAKENGM CITY

<sup>1</sup>Kadarni, <sup>\*12</sup> Rahmi Novalita, Rambang Muharramsyah<sup>1</sup>

<sup>1</sup>Department of Social Science Education, Postgraduate, Universitas Almuslim, Indonesia

<sup>2</sup>Department of Geography Education, Faculty of Teacher Training and Education, Universitas Almuslim, Indonesia

Email : rahminovalita1111@gmail.com

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**ABSTRACT:** This research aims to describe; a) the influence of using comic media on learning outcomes in integrated Social Sciences subjects, b) the influence of learning motivation on learning outcomes in Integrated Social Sciences subjects, c) the influence of using comic media and learning motivation on student learning outcomes in Science subjects Integrated Social Knowledge. This type of research is experimental research using a quantitative approach. The subjects of this research were 22 students of Class VII of TakenGM 25 State Junior High School. This research design uses One Group Pretest-Posttest Design. Data collection techniques use observation, questionnaires and documentation. Data analysis techniques include the t-test and anova test. The research results show that: a) there is a significant influence of the use of comic media on student learning outcomes, where the value of Sig. for the (partial) influence of there is a significant influence of learning motivation on student learning outcomes, where the Sig. for the (partial) influence of c) there is a significant influence of the use of comic media and learning motivation on student learning outcomes, where the value of Sig. for the (simultaneous) influence of X1 and X2) simultaneously on Learning Outcomes (Y).

*Keywords; Comic Media, Motivation, Learning Results*

## 1. INTRODUCTION

Education is very important to develop and improve one's abilities. This is in accordance with the function and objectives of the National Education System Law. National Education functions to develop a person's abilities and shape a person's character and a dignified national civilization, in order to educate the life of the nation, aiming to develop the potential of students, so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen [1]. The function and objectives of National Education are of course inseparable from teachers and students. The role of teachers in the world of education is very important, namely planning the teaching and learning process to achieve learning goals. In planning the process of learning activities, teachers must also pay attention to the characteristics of a student, so that the learning process can take place well.

Social science education is education that

develops knowledge, attitudes and social skills in order to form good citizens and is a social education program in the school education pathway. Integrated social science learning is designed systematically with the aim of increasing understanding and cultivating attitudes in students. The learning process involves a lot of active roles between teachers and students, in accordance with the learning objectives conveyed by the teacher through materials, methods, media and learning evaluation. The essence of social science learning objectives is changes in students' positive attitudes and behavior in accordance with the culture, values, habits and traditions that apply in their society. In this research, it is more aimed at achieving an attitude pattern in students of mutual respect, appreciation, and the ability to collaborate with other people [2].

Social science education is directed, guided and taught so that students become good citizens and citizens of the world by having sensitivity, the ability to understand, study and participate in solving social and national problems as well as inheriting and developing the noble values of

national culture. Social science has a very difficult mission, namely to develop citizens so that they are able to harmonize their lives based on physical and social forces, and to be able to produce the ability to solve the social problems they face. The development of students' abilities as democratic, critical, caring citizens and with high social attitudes must be accompanied by efforts to develop life values that are conducive to creating a democratic and dynamic society. The use of appropriate learning media will arouse students' desire to learn [3]. However, based on the results of observations at school, problems were found in the learning process such as; a) teachers rarely use innovative learning materials, b) lack of student interest and motivation in learning because teaching materials are monotonous, c) minimal learning media to support the learning process, d) limited teacher ability in designing learning media. To overcome these learning problems, teachers must use appropriate and interesting strategies and media to maximize student learning motivation [4]. Motivation is very important in learning because it can arouse enthusiasm for learning so that learning becomes effective [5].

One strategy for solving problems is implementing comic media in learning. Comics are images lined up in a deliberate order, intended to convey information or produce an aesthetic response from the reader [6]. This means that in making comics you have to go through the image creation stage. Comics are sequences of images arranged according to the creator's goals and philosophy so that the message of the story is conveyed. Comics tend to be given the necessary lettering according to needs. In the case of making comics, there must be a message that must be conveyed, in the case of this research the material content about energy is the message that will be conveyed [7].

Comics are a visual communication medium that combines text and images to convey information. Apart from that, comics can also convey messages or material clearly, coherently and pleasantly. Comics are a visual medium with humor which can be in the form of a single image or a series of images, captions or non-captions, printed in magazines, newspapers or books. The humor chosen is not only healthy, friendly and attracts attention, but can also increase students' interest in learning. The use of comics as a learning medium is seen as effective for teaching and developing students' creativity. [8] expressed his opinion that comics are defined as a form of cartoon that reveals characters and implements a

story in a sequence that is closely related to images and is designed to provide entertainment to readers. From several of these definitions, it can be concluded that comics are the arrangement of images in certain sequences, which include characters in a series of stories with the aim of providing an element of entertainment in conveying the message. Comic teaching media is in the form of a series of pictures, each in a box, the whole of which is a series of stories. The pictures are equipped with speech balloons, sometimes accompanied by narration as an explanation [9].

Comic media can be divided into two, namely comic strips and comic books. A comic strip is a form of comic consisting of several sheets of column frames published in a daily or magazine, usually with a story connected, while what is meant by a comic book is a comic in the form of a book. As a visual medium, comic media certainly has its own advantages if used in teaching and learning activities. The advantages of comic media in teaching and learning activities include; a) Comics increase the reader's vocabulary; b) Make it easier for students to grasp abstract things or formulations; c) Can develop children's interest in reading and other areas of study; d) All comic storylines lead to one thing, namely goodness or other studies. Comic media, besides having advantages, also has weaknesses and limited abilities in certain things [10]. The weaknesses of comic media include: a) the ease with which people read comics makes them lazy to read, causing rejection of books that do not have pictures, b) in terms of language, comics only use dirty words or sentences that cannot be accounted for, c) There are many actions that emphasize violence or perverted behavior. Based on the background above, the researcher is interested in studying the influence of the use of comic media and learning motivation on learning outcomes in integrated social science subjects for Class VII State Junior High School 25, Takengon City.

## 2. METHODS

This type of research is experimental research using a quantitative approach. The subjects of this research were 22 students of Class VII of Takengon 25 State Junior High School. This research design uses One Group Pretest-Posttest Design. Data collection techniques use observation, questionnaires and documentation. Data analysis techniques include the t-test and anova test.

### 3. RESULTS AND DISCUSSION

The results of research on the influence of the use of comic media and learning motivation on student learning outcomes in integrated Social Sciences (IPS) subjects can be explained as follows;

1. The Effect of Using Comic Media on Learning Outcomes in Integrated Social Science Subjects for Class VII Students of State 25 Takengon Middle School.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	42.240	5.393	7.833	.000	
	Media Komik	.253	.073	.535	3.465	.003
2	Learning Outcomes	.208	.077	.418	2.705	.014

a. Dependent Variable: Learning outcomes

It is known that the Sig value. for the (partial) influence of Historical material in Social Sciences subjects is one of the subjects that students do not like. Students' learning motivation for Social Sciences subjects is still lacking. The results of a preliminary study at the Takengon 25 State Junior High School show that the most common learning method used by teachers is using conventional and monotonous methods, which makes students bored quickly. Apart from that, the use of learning resources in learning is limited to textbooks and student activity sheets. The presentation of material in textbooks and student activity sheets is considered to have not been able to increase students' learning motivation because presenting material in long written language is not liked by students. According to Daryanto [7] there is a tendency for students not to really like textbooks, especially those that are not accompanied by interesting pictures and illustrations. Even though empirically, students tend to like books with colorful pictures and visualized in realistic or cartoon form. Teachers still find it difficult to determine effective media for teaching material about history to junior high school students. Stories that are concise and attract attention, equipped with livelier action and atmosphere, and processed with free use of main colors are the advantages and attraction of a comic. According to [8] the appeal of comics lies in attractive picture illustrations with relatively short text. Extensive use of comics with colorful illustrations, concise storylines with realistic character traits attracts students of all ages to read them. With teacher guidance, comics can become a medium to increase students' reading interest. The results of this research show that comic media influences student learning outcomes in Integrated Social Sciences (IPS) subjects for class VII students at SMP Negeri 25 Takengon, where is the Sig value. for the influence of the use of comic

media on learning outcomes is  $0.00 < 0.05$  and the calculated t value is  $3,465 > 2.093$  so it can be concluded that H1 is accepted, which means there is an influence of the use of comic media (X1) on learning outcomes (Y).

2. The Influence of Learning Motivation on Learning Outcomes in Integrated Social Sciences Subjects for Class VII Students at State Middle School 25 Takengon.

According to [11] in learning activities, motivation can be said to be the overall driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. The learning motivation of each individual, especially each student, can be seen from intrinsic and extrinsic motives, namely that at the Takengon 25 State Junior High School, they have these two motivations by implementing comic media in Integrated Social Sciences Subjects in the learning process, namely by encouraging them to doing something like completing an assignment given by the teacher. Extrinsic motivation in this case is the presence of external stimuli to increase students' learning motivation. According to Sardiman [11] Intrinsic motivation is motives that become active or function without needing to be stimulated from outside, because within each individual there is already an urge to do something. For example, someone who studies really wants to know everything, not because they want praise. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli. Based on the research results obtained, the Sig. The (partial) influence of learning motivation on learning outcomes is  $0.01 < 0.05$  and the calculated t value is  $2.705 > 2.093$  so it can be concluded that H2 is accepted, which means there is an influence of learning motivation (X2) on

learning outcomes (Y). Learning motivation can be said to be in the high category because it is considered to have met the specified indicators including the desire and desire to succeed, the encouragement and need to learn, the hope and aspirations for the future, the appreciation for learning, the existence of interesting activities in learning. there is a conducive learning environment. Having high motivation in learning will show good results. In other words, with diligent effort and especially based on motivation, someone who studies will be able to produce good achievements [11].

The motivation contained within students will optimize the achievements that students can achieve, this is because motivation is the main impetus for students to determine student success in learning. The learning motivation of class VII students at Negeri 25 Takengon junior high school, this can be seen from the students' desire and desire to always try to succeed in the learning process so that students can achieve good achievements, especially in Social Sciences subjects, have hopes and dreams. very high future. The use of media also contributes to increasing the learning motivation of students who are classified as good. Where this can be seen from the provision of social science learning materials to achieve the learning objectives that have been set, supported by historical comic media which can motivate students to succeed in the learning process.

According to Herzberg, to fulfill needs in order to motivate, there must be something that is used to achieve the goal [12]. There are two factors that can influence learning motivation, namely intrinsic and extrinsic factors. Intrinsic factors are the desire to succeed, encouragement, need to learn, and hope to achieve goals. Extrinsic factors include awards, a calm learning atmosphere and interesting learning activities. Referring to McClelland's concept of motivation, the need for achievement is a drive within a person to be able to carry out activities better, faster, more effectively and more efficiently than activities that have been carried out previously. In achievement motivation there are 4 (four) aspects, namely responsibility, creativity, values and enthusiasm [13]. Interesting learning can raise student motivation because the function of media is to motivate students to be able to participate in learning well [14]. Motivation has an important role as an individual's mental driver to create a desire to learn and provide enthusiasm and a sense of fun in the learning process [15].

Integrated social science learning is an important subject that emphasizes students' skills to instill social values and guides students to become active, creative and caring citizens. Learning outcomes not only include cognitive, but also affective and psychomotor. Learning outcomes are the abilities possessed by students after students receive their learning experience. Learning outcomes are seen as the final result after experiencing the learning process, changes are visible in actions that can be observed and can be measured. Learning outcomes are the result of an interaction of learning actions and teaching actions. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes. Learning outcomes are the ending and culmination of the learning process. Learning outcomes are partly the result of the teacher's actions, an achievement of teaching goals [16]. Based on this, the context of learning outcomes is individual abilities obtained through learning activities in class and at various levels of education so that individual capacity increases in cognitive, affective and psychomotor areas. So, with these learning outcomes, a person can find out how far he is able to capture, understand and master the material [17].

The actual ability of students who have experienced learning activities through the process of learning knowledge from an educator and channeling their knowledge to someone who has less knowledge. According to the National Council for the Social Studios defines that social science is a social science that is integrated to improve the ability of citizens to become good human beings. This social science studies in an organized manner in school education, namely various scientific disciplines such as sociology, economics, geography, history, anthropology, and so on [18]. Social science is one of the subjects in the world of education with integrated study material and is a simplification, adaptation, selection and modification of the concepts and skills of the disciplines of history, geography, sociology, anthropology and economics which are organized scientifically and psychologically for the purpose of learning [19].

3. The Influence of Using Comic Media and Learning Motivation on Learning Outcomes in Integrated Social Sciences Subjects for Class VII Students at State Junior High School 25 Takengon.

Tabel 2. ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	80.849	2	40.424	34.532	.000 <sup>b</sup>
Residual	22.242	19	1.171		
Total	103.091	21			

a. Dependent Variable: Learning outcomes

b. Predictors: (Constant): Learning Motivation, Comic media

Based on the table above, it can be concluded that the Sig value. for the (simultaneous) influence of the use of comic media and student learning motivation on student learning outcomes is  $0.00 < 0.05$  and the calculated F value is  $34.53 > 3.49$  so it can be concluded that H3 is accepted which means there is an influence of the use of comic media (X1) and learning motivation (X2) simultaneously on learning outcomes (Y). The third hypothesis was carried out to determine the influence of comic media use and learning motivation on learning outcomes in Integrated Social Sciences subjects using multiple linear regression analysis. The results of this test show that there is a positive influence between the use of comic media and learning motivation on the learning outcomes of Integrated Social Sciences (IPS) subjects, obtaining Sig. for the (simultaneous) influence of the use of comic media and learning motivation on learning outcomes is  $0.00 < 0.05$  and the calculated F value is  $34.53 > 3.49$  so it can be concluded that H3 is accepted which means there is an influence of the use of comic media (X1) and learning motivation (X2) simultaneously on learning outcomes (Y). There is a very significant influence between the use of comic media and learning motivation on learning outcomes. This shows that comic media and learning motivation are part of the factors that influence student learning outcomes. These two factors are factors that exist within the students themselves so that they provide encouragement from within or as strength so that students can develop themselves to have good learning outcomes.

Motivation to learn is a basic impulse that moves a person to behave. Motivation can also be interpreted as providing a driving force so that something that is motivated can move. According to Atkinson, motivation is explained as a person's tendency to act increasingly in order to produce one or more results. A.W. Bernard provides an understanding of motivation as a phenomenon involved in stimulating action towards certain goals where previously there was little or no movement at all towards certain goals. Learning motivation on learning outcomes, so that students get good learning results, teachers must motivate students in the following way, teachers create a pleasant learning atmosphere, this has actually

been known since ancient times, anything (experience) that is enjoyable will strengthen motivation. On the other hand, unpleasant experiences will hinder you. Teachers give gifts, teachers can give gifts to encourage students' learning activities before taking school exams. Prizes can include items such as learning supports (pencils, pens, school bags, books, etc.). Gifts can also be in the form of praise or flattery. Teachers need to prepare clear goals. If the learning goals are arranged clearly, children will have a kind of encouragement or motivation directed only towards the goals that have been clearly stated beforehand.

When linked to the theory previously explained, learning outcomes will increase if students have good learning motivation because this has a close relationship. Learning motivation is one of the factors that influences student success. Because students who always receive encouragement from parents, family and people around them will have the opportunity to become good and outstanding students. Students will be enthusiastic about learning if they are always given encouragement and motivation and students who lack attention and motivation will tend to be lazy and indifferent. This can be proven by paying attention to indicators of learning motivation, namely a pleasant learning atmosphere, praising students, competition and cooperation with students, actively involving students, using learning results as feedback. As is known, achieving academic achievement also requires motivation which is used as a support for learning styles. This motivation has a big influence in improving the learning process so that it is more effective and efficient which will also influence students' academic achievement. This is in accordance with research [20], [21], [22], [23], [24] which suggests that motivation influences the achievement and improvement of students' academic achievement. Based on these studies, educators need to increase students' learning motivation so as to provide optimal results in the learning process.

#### 4. CONCLUSION

There is a significant influence of the use of comic media on the learning outcomes of class VII students at Takengon 25 State Junior High School, where the value of Sig. The (partial) influence of the use of comic media on learning outcomes is  $0.00 < 0.05$  and the calculated t value is  $3,465 > 2.093$  so it can be concluded that H1 is accepted, which means there is an influence of the use of comic media (X1) on learning outcomes (Y).

There is a significant influence of learning motivation on the learning outcomes of class VII students at Takengon 25 State Junior High School, where the value of Sig. The (partial) influence of learning motivation on learning outcomes is  $0.01 < 0.05$  and the calculated t value is  $2,705 > 2.093$  so

it can be concluded that H2 is accepted, which means there is an influence of learning motivation (X2) on learning outcomes (Y).

There is a significant influence of the use of comic media and learning motivation on the learning outcomes of class VII students at State Junior High School 25 Takengon, where the value of Sig. for the (simultaneous) influence of the use of comic media and learning motivation on learning outcomes is  $0.00 < 0.05$  and the calculated F value is  $34.53 > 3.49$  so it can be concluded that H3 is accepted which means there is an influence of the use of comic media (X1) and learning motivation (X2) simultaneously on learning outcomes (Y).

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