The Needs Analysis of Teachers and Students towards the Online Comic as the Learning Media

Mery Berlian¹, Rian Vebrianto², Musa Thahir³

¹*Agribusiness, Faculty of Science and Technology, Universitas Terbuka*
²*Magister of Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sultan Syarif kasim*
³*Institut Keislaman Tuah Negeri*
e-mail corresponden: rian.vebrianto@uin-suska.ac.id

ABSTRAK. *Penelitian ini bertujuan untuk menganalisis kebutuhan guru dan siswa terhadap komik online sebagai media pembelajaran. Penelitian ini merupakan penelitian survei dengan pendekatan deskriptif kualitatif. Sampel dalam penelitian ini sebanyak 417 orang yang terdiri dari 323 siswa, 55 guru dan 39 dosen yang diambil secara stratified sampling dan random. Data penelitian diperoleh dari penyebaran kuesioner melalui google form dan dianalisis dengan menggunakan rumus persentase. Temuan yang diperoleh adalah: 1) 69,15% guru dan 58,15% siswa sering menggunakan audio visual sebagai media pembelajaran; 2) karakteristik komik online yang digunakan guru dan siswa sudah memenuhi kriteria baik dengan persentase 80,91%; 3) 84,04% guru dan 74,92% siswa belum pernah menggunakan komik online sebagai media pembelajaran; 4) 93,26% guru dan 92,26% siswa tertarik menggunakan komik online sebagai media pembelajaran; 5) 97,87% guru dan 97,52% siswa menginginkan desain komik online memiliki kombinasi warna; 6) 97,87% guru dan 89,16% siswa menginginkan cerita dalam bentuk teks dialog. Dari hasil penelitian diketahui bahwa komik online sangat dibutuhkan sebagai media pembelajaran di kalangan guru dan siswa. Secara keseluruhan, hasil penelitian dapat dijadikan sebagai informasi bagi peneliti, peneliti selanjutnya atau guru pada umumnya sebagai acuan untuk mengembangkan atau menggunakan media pembelajaran.*
Kata Kunci: *Komik Online, Media Pembelajaran, Analisis Kebutuhan*

ABSTRACT. *This research aims to analyze the needs of teachers and students towards the online comic as the learning media. This research is a survey research with a qualitative descriptive approach. The sample in this study was 417 people consisting of 323 students, 55 teachers and 39 lecturers who were taken by stratified sampling and random. The research data was obtained from distributing questionnaires through google form and analyzed using the percentage formula. The findings obtained were: 1) 69.15% of teachers and 58.15% of students often use the audio-visual as the learning media; 2) the characteristics of the online comics that have been used by teachers and students have met good criteria with a percentage of 80.91%; 3) 84.04% of teachers and 74.92% of students have never used online comics as the learning media; 4) 93.26% of teachers and 92.26% of students are interested in using online comics as the learning media; 5) 97.87% of teachers and 97.52% of students want online comic designs to have a color combination; 6) 97.87% of teachers and 89.16% of students want a story in the form of a dialogue text. From the results of the study, it reveals that the online comics are needed as a media of learning among teachers and students. All in all, the research results can be used as information for researchers, further researchers or teachers in general as a reference for developing or using the learning media.*
Keyword: *The Online Comics, The Learning Media, The Needs Analysis*

INTRODUCTION

The learning media is one of the factors that play an important role in learning. In learning activities, teachers are required to use media aiming to help students in processing or understanding learning faster (Febliza & Afdal, 2015). A skilled teacher always tries to apply teaching methods and use the best learning media tools (Untung, 2012). Beside that, according to

(Ningsih, 2011) by applying appropriate teaching methods can improve student learning achievement. The learning media serves to explain abstract concepts or difficult material and it is expected that it can increase student motivation and enhance absorption (Rusman, 2013). It is in accordance with that, Anggraini & Huzaifah, (2017) stated that that learning media can make students think critically, attract students' attention, and carry the message of content.

In implementing a media there are some criteria that teacher needs to know, for instance: 1) The media must be in accordance with the theme and teaching objectives. 2) The media used must be in accordance with the level of students' thinking. 3) The situation and conditions must be considered when using it. 4) Each medium that has various characteristics must be understood (Sumantri, 2015). Furthermore, Sudjana and Rivai (2019) also stated the criteria that teachers must know, such as: 1) the media is suitable for the formulated teaching objectives, 2) the media used must be in accordance with the learning theme, 3) the media used is easy to obtain, 4) the media must be in accordance with the skills of the teacher, 5) the learning media can shorten the time, 6) the media must be in accordance with the level of students' thinking.

The survey result through Google form revealed that the learning media that is frequently used by teachers and students is the audio visual media. However, the media used has not improved the understanding of students toward the learning material. One of the learning media that can be used to improve the understanding of students is the online comics. (Nidhom et al., 2019). In addition, Khaira et al., (2020) mentioned that the online comics could enhance the motivation and the result of the students.

After considering all the aforementioned factors the writers would like to analyse the needs of teachers and students towards the online comics as the learning media. According to Febliza et al., (2021) analyzing the needs is the first step that needs to do in order to develop a product. The study on the needs analysis of the online comics has been frequently implemented. One of which is the study conducted by Wicaksono et al., (2018). The result of the study revealed that the learning media used by teachers has not been optimal as they found some difficulties in delivering the abstract concept and the learning media that needs to be developed is the contextual based online comics. Then, Utami et al., (2021) found that 82,7% of students agree that the online comics need to be developped and 83,3% of teachers agree to develop the online comics.

Because of that, the writers are interested to do a deeper research on this particular topic. While, there are some aspects that distinguish this research with the previous one such as the researcher provides the results of data analysis regarding the form of the online comic media preferred by teachers and students. Besides, the researcher reviews the characteristics of the online comic that teachers and students have used. This is used as a reference for developing the online comic media so that the developed one will be even better.

METHOD

This research is a survey research that deploys the qualitative descriptive approach (Creswell, J., 2012); (Setiadi et al., 2023); (Rahiem & Perdana, 2022). The sample of this study was 417 people consisting of 323 students, 55 teachers and 39 lecturers who were taken by stratified sampling and random (Sugiyono, 2015). The research data was obtained from the result of survey via questionnaire that was spread using google form. The questionnaire contains statement items regarding the needs of teachers and students towards the online comics as learning media in

which the statement items are grouped into 3, for instance 1) learning media that are often used by teachers and students in learning; 2) characteristics of the online comics that have been used by teachers and the students; 3) the interest of teachers and students in using the online comics as learning media. The data obtained was then analyzed using the formula for the average percentage (Febliza & Zul Afdal, 2015).

Percentage =   The obtained score   X 100%
      The maximal score

The result of the data analysis is used as a reference for researchers and further researchers as a reference to determine the needs of the learning media needed by teachers and the students.

RESULT AND DISCUSSION

The result of data analysis obtained from the survey through questionnaires revealed the learning media that is frequently used by teachers and students in the learning process, the characteristics of the online comics that have been used by teachers and students in learning and the interest of teachers and students in using the learning media. Table 1 presents the results of the data analysis regarding learning media that is frequently used by teachers and the students.

Table 1. the learning Media that is frequently used by teachers and students

The learning Media	Teachers	The students
Audio Media	31,91% of teachers frequently use the audio media in the learning process	20,43% of students frequently use the audio media in the learning process
Visual Media	40,43% of teachers frequently use the visual media in the learning process	26,93% of students frequently use the visual media in the learning process
Audio Visual Media	69,15% of teachers frequently use the audio visual media in the learning process	58,51% of students frequently use the audio visual media in the learning process
Miscellaneous Media	20,21% of teachers frequently use the Miscellaneous media in the learning process	14,55% of students frequently use the Miscellaneous media in the learning process
Photography Pictures	24,47% of teachers frequently use the Photography Pictures in the learning process	17,65% of students frequently use the Photography Pictures in the learning process
Option 6	3,19% of teachers frequently use the other media in the learning process	5,88% of students frequently use the other media in the learning process

Table 1 informs that in learning activities, teachers and studentsfrequently use the learning media, the dominant learning media that is often used by teachers and students is the audio-visual. The result of the study is in line with the study from Uno & Ma'ruf, (2016) that in the learning process, teachers are required to use learning media to help teachers and students in learning activities. This is in accordance with the research conducted by Wahyuni & Yokhebed, (2019) stating that one of the competencies that teachers must have is professional competence. One of the indicator of the professional competence is that teachers must be able to master the

use of the learning media and the learrning resources. In this way, teachers are required to develop or use the learning media in every learning process. The use of the learning media will affect towards the understanding of students, the motivation of the students, and the students' interest (Irwansyah et al., 2019); (Nikmah et al., 2019); (Rahmat et al., 2019). Afterward, the writers observed the chracteristic of the learning media of the online comic used by teachers and studentsin the learning activity and it is described in the following table.

Table 2. The Characteristics of the Online Comics used by teachers and students

Characteristics	Very good	Good	;ood enough	Less good	Bad
The same message can be spread to all students simultaneously	26,14%	60,43%	11,27%	1,20%	0,96%
The presentation is under the control of the teacher	25,18%	63,31%	9,11%	1,44%	0,96%
easy to store (practical)	26,62%	61,5%	9,83%	1,68%	0,72%
able to overcome space, time and sense restrictions	27,34%	58,03%	11,99%	1,44%	1,20%
Presenting objects silently (on media with visual appearance only)	16,55%	57,55%	19,18%	5,52%	1,20%
Average		**80,91%**			

Table 2 informs that the characteristics of the online comics used by teachers have met good criteria. The result of the study was in accordance with Darimi's research, (2017) that the technology-based learning media must meet the criteria. For instance, the same message that can be distributed to all students simultaneously. the presentation is under the control of the teacher, the storage method is easy and practical, can overcome the space and time restrictions. Arsyad, (2017) revealed that choosing the learning media can not be done carelessly. However, teachers need to know the characteristics of the learning media used. Choosing the learning media that is in accordance with the material being taught will generate the effective learning and the expected learning objectives can be achieved optimally (Abidin, 2016). Moreover, the researcher reviewed the interest of teachers and students in using the online comics as the learning media. Table 3 presents the information about the interest of teachers and students in using the online comics.

Table 3. the interest of teachers and studentsin using the online comics

Aspects	Teachers	Students
The use of the online comic as the learning media	74,47% Teachers have never used the online comics in learning, 9.57% of teachers have never used the online comics in learning and 15.96% of teachers have used the online comics in learning.	67,49% of students have not used the online comics 7,43% of students have never used the online comics in learning and 25,08% of students have used the online comics in learning.
The Interest to use the online comic as the learning media	93,62% teachers are interested to use the online comics in learning.	92,26% of students are interested to use the online comics in learning.
The colour preferred by teachers and	97,87% teachers would like to	97,52% of students prefer

Aspects	Teachers	Students
students	use the online comics to be more colorful, and 2,13% of teachers want black and white colour on the online comics.	that the online comics contain various colors, and 2,48% of students want black and white color on the online comics.
The colour preferred by teachers and students	97,87% teachers would like to use the online comics to be more colorful, and 2,13% of teachers want black and white colour on the online comics.	97,52% of students prefer that the online comics contain various colors, and 2,48% of students want black and white color on the online comics.
The form of the story that should be used	97,87% teachers want the form of the online comics in dialogue text. While, 2,13% teachers want the form of the online comics in monologue text.	89,16 of students prefer the online comics in dialogue text. Meanwhile, 10,84% of students want the monologue text.

Table 3 informs that 74.47% of teachers and 67.49% of students have not used the online comics as the learning media because they obtained some constraints when creating the learning media. Then, 93.62% of teachers and 92.26% of students are interested in using the online comics as the learning media. Meanwhile, the preferred form of the story in the online comics is 97.87% of teachers and 89.16% of students want the story in the form of dialogue text.

The result of the study is in line with Masturah et al., (2018) which revealed that in making the learning media, one must pay attention to the use of color. The use of color becomes one of the interests in the learning media. The same thing was also expressed by Fahyuni & Fauji, (2017) and Fadillah, (2018) that the use of appropriate colors in the learning media can increase reading interest and students' learning motivation. Furthermore, Rosalinda et al., (2019) revealed that one of the texts that can be used in a comic is dialogue text. The dialogue will show the response between one character and another. This is supported by Sholekhah & Anggraeni, (2020) that in developing comics, there should be more dialogue texts, not narrative texts. Some descriptions above can be used as a consideration for the researchers and further researchers in developing the android-based online comics.

CONCLUSION

Based on the results and discussion, it revels that the learning media frequently used by teachers and studentsin learning activities is the audio-visual. The percentage results obtained are 69.15% among teachers and 58.15% among the students. Furthermore, the characteristics of the online comics used by teachers and students have met good criteria with a percentage of 80.91%. Furthermore, 84.04% of teachers and 74.92% of students have never used online comics as the learning media. Then, 93.62% of teachers and 92.26% of studentsare interested in using online comics as the learning media. The preferred online comic designs are 97.87% of teachers and 97.52% students want online comics to have a color combination. Then, 97.87% teachers and 89.16% students want the story of the online comics in the form of the dialogue text. Based on this description, it can be concluded that teachers and students need the online comics as the learning media.

REFERENCES

Abidin, Z. (2016). Penerapan Pemilihan Media Pembelajaran. Edcomtech, 1(1), 9–20.

Anggraini, F. I., & Huzaifah, S. (2017). Implementasi STEM dalam pembelajaran IPA di Sekolah Menengah Pertama. Prosiding Seminar Nasional Pendidikan IPA 2017. STEM Untuk Pembelajaran Sains Abad 21. 23 September 2017, 1998, 722–731.

Arsyad, A. (2017). Media Pembelajaran. PT. Raja Grafindo Persada.

Creswell, J., W. (2012). Educational Research: Planning, Conducting abd Evaluating Quantitative dan Qualitative Research (4th ed.). Pearson Education, Inc.

Darimi, I. (2017). TEKNOLOGI INFORMASI DAN KOMUNIKASI SEBAGAI MEDIA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM EFEKTIF. Cyberspace: Jurnal Pendidikan Teknologi Informasi, 1(2), 111–121. https://doi.org/10.1007/s11068-008-9037-4

Fadillah, A. (2018). Pengembangan Media Belajar Komik Terhadap Motivasi Belajar Siswa. JTAM | Jurnal Teori Dan Aplikasi Matematika, 2(1), 36. https://doi.org/10.31764/jtam.v2i1.259

Fahyuni, E. F., & Fauji, I. (2017). Pengembangan Komik Akidah Akhlak Untuk Meningkatkan Minat Baca dan Prestasi Belajar Siswa di Sekolah Dasar. Halaqa: Islamic Education Journal, 1(1), 17. https://doi.org/10.21070/halaqa.v1i1.817

Febliza, A., & Afdal, Z. (2015). Media Pembelajaran dan Teknologi Informasi Komunikasi. Adefa Grafika.

Febliza, A., Oktariani, & Afdal, Z. (2021). Kebutuhan Mahasiswa Terhadap Video Kontekstual sebagai Media Pembelajaran Pada Masa Pandemi COVID-19. Jurnal Basicedu, 5(3), 1130–1138.

Febliza, A., & Zul Afdal. (2015). Statistik Dasar Penelitian Pendidikan. Adefa Grafika.

Irwansyah, F. S., Asyiah, E. N., & Farida, I. (2019). Augmented Reality-based Media on Molecular Hybridization Concepts Learning. Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah, 4(2), 227–236. https://doi.org/10.24042/tadris.v4i2.5239

Khaira, N., Yusrizal, Y., Gani, A., Syukri, M., Elisa, E., & Evendi, E. (2020). Development of Student Worksheets Based on Comics to Improve Students' Motivation and Learning Outcomes on Material Vibration, Waves and Sound. Jurnal Penelitian Pendidikan IPA, 6(2), 143. https://doi.org/10.29303/jppipa.v6i2.424

Masturah, E. D., Mahadewi, L. P. P., & ... (2018). Pengembangan Media Pembelajaran Pop-Up Book pada Mata Pelajaran IPA Kelas III Sekolah Dasar. Jurnal EDUTECH …, 6, 212–221. https://ejournal.undiksha.ac.id/index.php/JEU/article/view/20294

Nidhom, A. M., Smaragdina, A. A., Gres Dyah, K. N., Andika, B. N. R. P., Setiadi, C. P., & Yunos, J. M. (2019). Markerless Augmented Reality (MAR) through Learning Comics to Improve Student Metacognitive Ability. ICEEIE 2019 - International Conference on Electrical, Electronics and Information Engineering: Emerging Innovative Technology for Sustainable Future, 201–205. https://doi.org/10.1109/ICEEIE47180.2019.8981411

Nikmah, S., Haroky, F., Jumadi, Wilujeng, I., & Kuswanto, H. (2019). Development of Android Comic Media for the Chapter of Newton's Gravity to Map Learning Motivation of Students. Journal of Physics: Conference Series, 1233(1), 0–10. https://doi.org/10.1088/1742-6596/1233/1/012051

Ningsih, T. (2011). Penerapan Model Pembelajaran Kreatif-Kritis dalam Mata Kuliah Sosiologi Pendidikan. *Jurnal Penelitian*, 230-266.

Rahiem, M. D. H., & Perdana, V. R. (2022). Pembelajaran Online Anak Usia Dini Menggunakan Grup WhatsApp di Masa Covid-19. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, *5*(1), 1. https://doi.org/10.24014/kjiece.v5i1.16509

Rahmat, R. F., Mursyida, L., Rizal, F., Krismadinata, K., & Yunus, Y. (2019). Pengembangan media pembelajaran berbasis mobile learning pada mata pelajaran simulasi digital. Jurnal Inovasi Teknologi Pendidikan, 6(2), 116–126. https://doi.org/10.21831/jitp.v6i2.27414

Rosalinda, H., Susanti, K., & Nuriyanti, W. (2019). Kajian Semiotika Komik Rengasdengklok. Jurnal Desain, 6(2), 89–98.

Rusman. (2013). Belajar dan Pembelajaran Berbasis Komputer. Alfabeta.

Setiadi, E. M., Somad, M. A., & Hakam, K. A. (2023). *Media Analysis of Educational Tourism Guidebooks in Character Value Cultivation in Early Childhood Based on Local Wisdom*. *6*(1), 25–32.

Sholekhah, H. Z., & Anggraeni, A. (2020). PENGEMBANGAN BUKU PELENGKAP SEJARAH DINASTI HAN DALAM KOMIK BERBASIS KARAKTER HUMANIS. Journal of Mandarin Learning and Teaching, 3(2), 55–62.

Sudjana, N., & Rivai. (2019). Media Pengajaran. Sinar Baru.

Sugiyono. (2015). Metode Penelitian Kuantitatif dan Kualitatif dan R&D. Alfabeta.

Sumantri. (2015). Strategi Pembelajaran. PT. Raja Grafindo Persada.

Uno, H. B., & Ma'ruf, A. R. K. (2016). Pengembangan Media Pembelajaran IPS Berbasis Website untuk Siswa Kelas VII Madrasah Tsanawiyah Negeri. JTP - Jurnal Teknologi Pendidikan, 18(3), 169–185. https://doi.org/10.21009/jtp1803.1

Untung, S. (2012). APLIKASI MEDIA AUDIO-VISUAL DALAM PEMBELAJARAN SPEAKING SKILL DENGAN PENDEKATAN AUDIOLINGUAL: Studi Kasus di MAN Batang. *Jurnal Penelitian*, *8*(1), 91–109. https://doi.org/10.28918/jupe.v8i1.44

Utami, M. Z., Setiawan, I., Risdianto, E., & Viona, E. (2021). Analisis Kebutuhan Pengembangan Media Pembelajaran Komik Digital Berbasis Pendekatan Kontekstual Untuk Meningkatkan Motivasi Belajar Pada Materi Alat-Alat Optik. In PROSIDING SEMINAR NASIONAL PROGRAM PASCASARJANA UNIVERSITAS PGRI PALEMBANG, 344–350.

Wahyuni, E. S., & Yokhebed, Y. (2019). Deskripsi Media Pembelajaran Yang Digunakan Guru Biologi Sma Negeri Di Kota Pontianak. Jurnal Pendidikan Informatika Dan Sains, 8(1), 32. https://doi.org/10.31571/saintek.v8i1.1105

Wicaksono, A. G., Irmade, O., & Jumanto, J. (2018). Analisis Kebutuhan Pengembangan Media Komik Kontekstual Dalam Pembelajaran Sains Sd. Jurnal Komunikasi Pendidikan, 1(2), 112. https://doi.org/10.32585/jkp.v1i2.23