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Article

The Development of Comic Learning Media Using the Canva Application on IPAS Material to Improve Logical Thinking Skills in Class IV MI Ma'arif Patihan Wetan Ponorogo

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ABSTRACT

Ability think logical on the still low in students class IV is difficult student in understand draft abstract science learning. Responding difficulty the researcher create learning media that can be become alternative for student using visual media. Visual media used is designed comics use application Canva. Research This focus on 1) How validity learning media products comics?, 2) How level practicality comic media products learning?, 3) How effectiveness of comic media to ability think logical students?. Research the using the DDD-E (Decide, Design, Development, Evaluate) development model. Subject study the is student Class IV B MI Ma'arif Patihan Wetan Ponorogo. Based on results validation comic learning get score 85% for aspect material, 84% for aspect language, and 88% for media aspect. Third aspect the get category feasible. Practicality level comic get score 79% with category practical. As for the results data analysis using Paired Sample t-test using IBM SPSS 19, results probability with level (Sig) 0.000, which is the level the error is ≤ 0.05 which means there is difference ability think logical before and after using comic media. So, comic media effective to ability think logical student Class IV MI Ma'arif Patihan Wetan Ponorogo.

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INTRODUCTION

Based on Piaget's theory of ability think child age school base namely at the age of 7 – 11 years Already enter stages operational. At the stage operational child can think in a way logically related with draft think in a way concrete and abstract as well as can classify things to in form different (Purwoko, 2022). Definition ability think logical According to Adrian

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Rizal, it is a thinking process that is based on valid arguments (Rizal, 2024). Every child own ability think logically experienced change in a way *invariant* and constant in accordance with factor biologically influenced by its environment. School is the right environment in help help develop ability think logical student through the learning process.

Development in stage think the Of course must supported through proper learning, one of learning that applies draft think logical is IPAS. Implementation ability think logical in science lessons can help student understand concepts and principles in science learning . In science learning, the ability think logical own role important in understand draft abstract in science as well as help student in the process of solving problem (Wahyuni et al., 2020). However, no all children at the age of school base the capable think in a way logical in draft science Based on that. interviews conducted researcher with guardian class IV, found difficulty student in answer related issues with give argument, giving explanation and conclusion a reading from question.

As for the level ability think logical student Class IV B MI Ma'arif Patihan Wetan when presented with related issues with explain a things, giving arguments and giving conclusion different. When students given question story with question context C1 in table bloom's taxonomy is in the form of know and understand, students can answer question with easy. However, at the C5 level in the form of explain and give conclusion student Still experience difficulty in answer question From the problems found by researchers so need existence assistance with the teaching media used For increase ability student in matter This ability think logical.

A tool help that can used in the learning process For help students who meant in the form of learning media (Hasan et al., 2021). Available teaching media used in help student understand learning with using visual media (Kuswendi, 2020). Possible use of visual media help understand lesson that is using comic media . In the journal written by Erlanda et al explains that use comic as a teaching medium can increase response positive students and proven effective (Erlanda et al., 2020). In addition in research conducted by Maryam on the use of comic media can increase presentation skills read loud in the eyes lesson Language Arab (Wahyu, 2017). The advantages study This compared to study previous is a comic media own stages ability think logical with IPAS material which is combination from knowledge nature and knowledge social . In addition the material contained in comics relate to life daily.

From several study previous the researcher aiming make a visual learning media in the form of comic For help difficulty student in think logical in the eyes Science lessons. Making comic media the need help application design in the form of Canva. App Canva is a platform that can used via website, iPhone and Android (Widayanti et al., 2021). In addition, the use of application Canva also gets response positive from the teacher in research conducted by Mahardika, Wiranda and Pramita. In the research These are learning media use *Canva* can increase teacher understanding in create good and interesting learning media, things the become reason choosing Canva as application for designing the comic media used in study this. (Mahardika et al., 2021).

From the description the researcher can interesting problem about the need teaching media assistance for difficulty student in think logical. Visual media in the form of comic can become alternatives that can help students who are struggling in science learning . Because in learning the need ability think logical. With formulation the problem under study as following: 1) How validity learning media products comics?, 2) How level practicality comic media products learning?, 3) How effectiveness of comic media to ability think logical students?. What are the goals? general study is developing comic media learning For increase ability think logical, whereas objective specific from study This among others: 1) Testing the validity of learning media comic for increase ability think logical in the material of IPAS in class IV MI Ma'arif Patihan Wetan, 2) Learning media can in a way practical used in the IPAS material in

class IV carried out by teachers, 3) Testing the effectiveness of learning media based on comics on IPAS material in class IV MI Ma'arif Patihan Wetan. So, from that researcher interested for do study development entitled " Development of Learning Media Comic Use Application Canva On IPAS Material For Increase Ability Logical Thinking in Class IV MI Ma'arif Patihan Wetan".

METHOD

Study This use approach study development or also known as R & D (Research and Development). In general etymological method study development used for produce product certain and also used for test effectiveness products (Risal et al., 2022). According to Tegeh et al. the DDD-E model consists from a number of stages includes: 1) Decide is stages for set objective or material research. 2) Design , namely stages make design product. 3) Develop is stages produce media elements and create multimedia display from products developed. 4) Evaluate is stages evaluation against products developed. The models used are in research this outline can seen in Figure 1.1 DDD-E Stages .

In the research development carried out focus on validity development learning media products comics, practicality of learning media comics and effectiveness learning media products comic to ability think logical . Research This located at MI Ma'arif The Patihan Wetan, with subject study is class IV B MI Ma'arif Patihan Wetan with total of 22 students. Data collection techniques in study This use interviews, questionnaires, and tests .

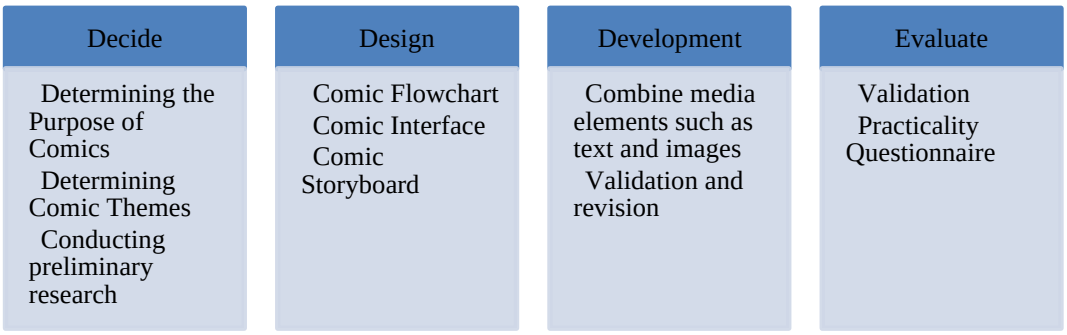

Figure 1.1 DDD-E Stages

Instruments used in study includes: 1) Validation sheet for test validity comic media products consisting of from sheet validation expert material, sheet validation expert language, and sheets validation media expert. 2) Questionnaire response students, aiming for to obtain response participant educate about practicality of comic media. 3) Test sheet ability think logical, used for know effectiveness of comic media in the form of question pre-test and post-test that have been own stages ability think logical.

Next steps after determine instrument study is analyze the data. Here is details data analysis used researcher:

1. Analysis Validity of Comic Media

   The purpose of learning media analysis comic for know validity of the media developed by researchers. The results of the media validity data obtained through evaluation sheet validation from the validator using formula.

$$Vah = \frac{(SVa1 + SVa2)}{SM} \times 100\%$$

Information :
Vah = Expert Validation
SVa1 = Expert Validation Score 1
SVa2 = Expert Validation Score 2
SM = Maximum Score

Calculation results formula then analyzed for known level validity with use scale likert. Here scale likert used researcher can be found in table 1.2 Achievement Levels and Qualifications below.

Table 1.2 Level of Achievement and Qualifications

No.	Achievement Level	Qualification	Information	Source
1.	81 to 100%	Very good	Very worthy, no revision	Buku Metode Penelitian Kuantitatif, Kualitatif dan R&D karya Prof. Dr. Sugiyono
2.	61 to 80%	Good	Worthy, no revision	
3.	41 to 60%	Enough Good	Not suitable , necessary revision	
4.	21 to 40%	Not good	Not worth it, need it revision	
5.	Less than 20%	Absolutely not Good	Absolutely not worthy , necessary revision	

2. Data Analysis of Comic Media Practicality

Practicality data of comic media obtained from practicality test sheet by participants educate then analyzed for known level practicality from developed products. Scoring for each indicator use steps as following: 1) Provide score for each answer item, 2) Add up total score for all over indicators, 3) Level of analysis practicality use mark percentage (%) using formula following.

$$\textbf{Practicality value} = \frac{Total\ score\ obtained}{Total\ score} \times 100\%$$

After obtained mark percentage practicality Then determine criteria practicality product in accordance criteria practicality contained in the rating scale in Table 1.3 Practicality Rating Scale following.

Table 1.3 Practicality Rating Scale

No.	Percentage (%)	Criteria
1.	0 – 20	Not Practical
2.	21 – 40	Less practical
3.	41 – 60	Enough Practical
4.	61 – 80	Practical
5.	81 – 100	Very Practical

3. Comic Media Effectiveness Data Analysis

Analysis of the data used researcher for measure effectiveness of comic media use design one group pretest and posttest with the grid used in question test can seen in Table 1.4 Grid of Ability Questions Think Logically. As for data analysis, the paired sample t-test was used with procedures performed as as follows: 1) Conduct

prerequisite tests namely the normality test and the homogeneity test, 2) Conducting a data normality test on the pretest and posttest, 3) Conducting a difference test (t-test) for see significance difference between pretest and posttest values (Ramadin et al., 2021).

O_1 *Pre-test* score	X *Treatment*	O_2 *Post-test* scores

Figure 3.1 One Group Pretest Posttest Design

Table 1.4 Grid of Logical Thinking Ability Questions

Learning objectives	Learning Outcomes	Indicators of Competence Achievement	Type of Questions	Question Number	
				Pre-test	Post-test
1. Know how to get what you need 2. Linking understanding of needs and desires with the utility value of goods and priority scale.	Able to explain the situation in the picture	Students are able to explain the situation according to the picture in the question correctly.	Stuffing	1	1
	Able to provide opinions on statements in questions	Students are able to provide opinions in accordance with the statements in the questions properly.	Stuffing	2	2
	Able to provide appropriate conclusions according to the reading	Students are able to provide the correct conclusions according to the reading in the question correctly.	Stuffing	3	3
	Able to provide a final conclusion from several statements in the question	Students are able to provide final conclusions from several statements in the questions correctly.	Stuffing	4	4

RESULTS AND DISCUSSION

1. Comic Media Development

Development of comic media in study This using the DDD-E model (*Decide, Design, Development and Evaluate)*. The use of this model in accordance with development of learning media (Made et al., 2014) The stages that conducted by researchers as following:

a. Stages Decide

In stages Decide This done a number of stages includes: 1) The purpose of learning media comic that is participant educate can identify type need based on interests, participants educate can describe difference between needs and wants, and participants educate can grouping need his life with make table scale priority. 2)

Theme used in learning media comic is desires and needs, 3) From the results the interview that has been done with guardian class IV B Mrs. Novica Dewi Yahya, S.Pd. is known student class IV B has a number of difficulty among them that is in answer related questions with give explanation in a way coherent, providing arguments or opinion as well as interesting conclusion from a reading. Where is the difficulty the is stages in ability think logical.

b. Stages Design

In stages design broken down into 3 stages main. Firs , the creation of flow chart comics that show order contents in comic start from title, introduction character in comics, apperception before to material, material needs and wants, continued table scale priority as well as example then there is argumentation between figure about table scale priority, continued material variety of needs, conclusion material comics and bibliography. Then second stages that is design comic interface or order in delivery comic consisting of from part caption as the beginning story, story panels depicted as well as number pages in each page start from cover until page last. Stages furthermore is with making comic storyboard learning in it containing overall story start from background, plot and dialogue between the characters contained in learning media story comics.

c. Stages Development

At the stage this is a flowchart of comic media, interface or design of comic media and storyboards as runway story in comic then combined. Media elements such as text and images that have been determined then combined with help application Canva. After merge media elements in stages development is done media validation comic start from validation material, validation language, and comic media validation learning. Then continued revision process after comic media given validation by both validators with consider criticism and suggestions are included in wide validation.

d. Stages *Evaluate*

At the stage *evaluation* is done evaluation for know eligibility from comic media said . Evaluation in a way formative listed on the sheet validation, start from validation material, language and media validation which are at the stage design and development. Then a practical test of comic media was conducted as well as giving pre-test and post- test for know effectiveness of comic media.

2. Comic Media Validation

Validation used for know level the validity of the media that has been developed (Janna & Herianto, 2021). The level of validity of comic media can known from results media validation carried out by two validators who assess aspect material, language and media. Lecturers who are validators of comic media the is Mrs. Restu Yulia Hidayatul Ummah M.Pd. and Mrs. Ulum Fatmahanik M.Pd. In the sheet validation there is suggestion box for make it easier researcher do revision comics.

a. Material Validation

Following is results comic media validation from aspect material in Table 2.1 Material Validation Results. As for the criticism and suggestions given both validators are related material includes: 1) Has not yet appeared steps think logical, so that can revised to suit. 2) In the table scale priority page 13

there is explanation material that is not listed on the page previously, so that can given addition explanation so as not to confusing reader.

b. Language Validation

Following is results comic media validation from aspect Language in Table 2.2 Language Validation Results. The criticisms and suggestions given from both validators are related language used in comic media covering writing name of person using letter capital. 2) Use letter capital at the beginning sentence. 3) There is a typo in the comic that must be corrected. justified, good in bubble conversation and also in caption in the corner of the comic panel.

c. Media Validation

As for the criticism and suggestions given by the two validators regarding the media in comics in table 2.3 Media Validation Results, including: 1) Placement confusing comic book media speech balloons readers, it is better given number sequence or arranged in a way sequentially 2) There are character additional that is not there is in introduction figure in comics, preferably character can added in introduction figure or removed only. So that reader can more focus in character main comic media the.

Table 2.1 Material Validation Results

No.	Rated aspect	Score		Percentage (%)
		SVa 1	SVa 2	
1.	Material/ content support achievement objective science learning	5	4	90%
2.	Material/ content No contradictory with regulation legislation	4	5	90%
3	Comic learning that is made Already include source , and not There is related elements with SARA	4	4	80%
4.	Material presented in comic in accordance with Even Semester Science Material	4	5	90%
5.	Element characterization or background from comic learning the in accordance with learning valid and up-to-date knowledge	4	4	80%
6.	Comic learning customized with ability think logical student	4	4	80%
7.	Comic learning can help teacher delivery during the learning process	4	4	80%
8	Comic learning can increase ability student in think logical	4	4	80%
9.	Use comic learning can interesting interest student in learn Science and Natural Sciences Material	4	5	90%
Total		37	39	760%
Average (Mean)		4	4	84%

Table 2.2 Language Validation Results

No.	Rated aspect	Score		Percentage (%)
		SVa 1	SVa 2	
1.	Compliance Language with development cognition student Grade IV Elementary School	5	4	90%
2.	Conversation in comic delivered with Language interesting	5	4	90%
3	Comic language learning load meaningful terms denotative and also connotative	4	4	80%
4.	Terms used in comic learning No bother student to overall conversation	4	4	80%
5.	In general overall language used in conversation in comic learning can understood by students Grade IV Elementary School	5	4	90%
6.	Spelling , signs reading , vocabulary , sentences and paragraphs in accordance with rules and terms used in accordance with the General Guide to Indonesian Language (PUEBI)	4	4	80%
7.	Consistency use terms , symbols and emblems	5	4	90%
Total		32	28	600%
Average (Mean)		5	4	85%

Table 2.3 Media Validation Results

No.	Rated aspect	Score		Percentage (%)
		SVa 1	SVa 2	
1.	Size appropriate *font* so that text readable	4	4	80%
2.	Type *font* in accordance so that text readable	4	4	80%
3	Use sentence in text easy understood	5	4	90%
4.	Layout text conversation in accordance so that text comfortable read	5	4	90%
5.	Conversation box arranged in a way systematic so that interesting	4	4	80%
6.	Display design comic learning use attractive graphics	4	5	90%
7.	Form bubble conversation No bother aesthetics	5	4	90%
8.	Comic characters made in a way interesting	4	5	90%
9.	*Cover* design used interesting	5	5	100%
10.	The letters used in *cover* easy read	4	5	90%
11.	Illustration cover support material / content to be delivered in comic	4	5	90%
Total		48	49	970%
Average (Mean)		4	4	88%

Based on results validation that has been performed by both validators is obtained results validation material with score 85%, validation Language get score 84% and comic media validation get score 88%. Total score validation from all aspect comic material , language and media is (85% + 84% + 88%) / 3 is 85.66 % with very worthy and not worthy categories revision based on table level achievements and qualifications in table 1.2. Validity test it is also appropriate with DDD-E model research conducted by Safrinus and Amin Otoni.

3. The Practicality of Comic Media

Nieven in Kiki Ayu et al. conveyed a media is said practical if user can using media in a true and correct in accordance with desire from media developers (Faradayanti et al., 2020). The practicality of the media is taken from questionnaire response student class IV consisting of 22 children. Response student to comic needed for know level practicality after using comic media said. Questionnaire response students used in study this load aspect responses and reactions (Lijana et al., 2020). from the data obtained through questionnaire response student aspect response get score 79% with category practical and aspects reaction get score 79% with category practical. So that the average percentage score response practicality student got 79% and included category practical based on Table 1.3 Rating Scale received category practical.

Table 3.1 Average Questionnaire Results Practicality

Aspect	Indicator	Student Response Percentage Score (%)
Response	Format	80%
	Relevance	78%
Average response on the response aspect		79%
Reaction	Interest	76%
	Satisfaction	82%
	Confidence	79%
Average response on the reaction aspect		79%
Overall response average		79%

4. Effectiveness of Comic Media

Testing the effectiveness of comic media measured use design one group pre-test and post-test on t-test with paired sample t-test assisted IBM SPSS 19 application and use level significance 0.05. The test sheet used based on the stage ability think logical that is start from stages collapse think logical with related issues with mention information from question, then stages ability give argumentation, with disclose reason about available issues in questions and stages withdrawal conclusion from a number of statement from question those. Stages think logical in sheet the test used in accordance with stages ability think logical in study yes conducted by Anggraini and Irawan (Anggraini & Irawan, 2021). Pre-test and post-test sheets post test the Then shared to 22 students Class IV MI Ma'arif The Patihan Wetan. Next is a value diagram pre-test and post-test.

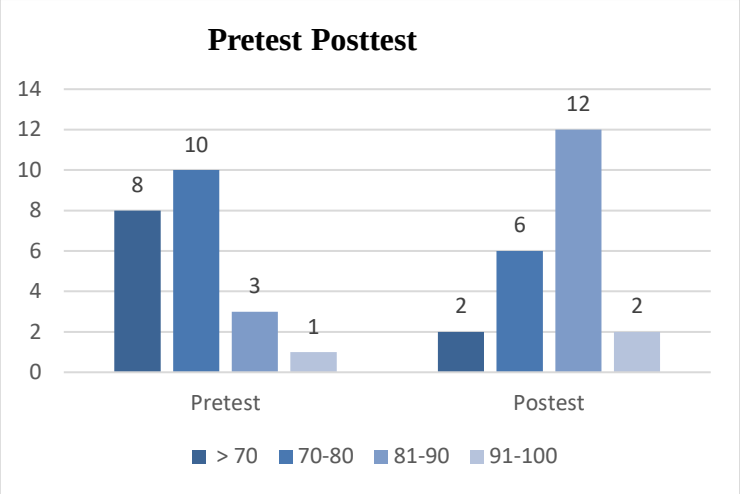

Figure 4.1 *Pre-test* and *Post-test Value Diagram*

Furthermore from the pre-test and post-test data, it can be analyzed using prerequisite test in the form of a normality test, homogeneity test and continued with a paired sample t-test for know level effectiveness of comic media.

a. Normality Test

In the normality test using non-parametric tests with One-Sample Kolmogrov Smirnov Test. Decision -making method for normality test that is if significance > 0.05 then the data is normally distributed and if significance < 0.05 then the data is not normally distributed. From the results of the normality test the pre-test data mark significance of 0.133 and post test mark significance 0.252. So the pre-test and post-test data stated normally distributed .

Table 4.2 IBM SPSS 19 Normality Test

		Pretest Questions on Logical Thinking Ability	Posttest Logical Thinking Ability Questions
N		22	22
Normal Parameters [a,b]	Mean	71.7727	80.7727
	Std . Deviation	11.37638	8.69007
Most Extreme Differences	Absolute	.248	.217
	Positive	.207	.217
	Negative	-.248	-.162
Kolmogorov-Smirnov Z		1.163	1,017
Asymp . Sig . (2-tailed)		.133	.252

b. Homogeneity Test

Testing done For know the data taken varies homogeneous . Homogeneity test taking using Levene's Statistics that is If level significance > α 0.05 then the data has Variance homogeneous. In Table 4.3, the IBM SPSS 19 Homogeneity Test was obtained level significance by 0.203 which is more big from α 0.05 , then decisions taken is accept Ho (both) pre test and post test samples have homogeneous variants.

Table 4.3 IBM SPSS 19 Homogeneity Test

Levene Statistics	df1	df2	Sig .
1,674	1	42	.203

c. Paired Sample T test

Based on analysis using the Paired Sample T-test using IBM SPSS 19 application obtained output table of t-test results can be seen in Table 4.4 Paired Sample t-test with IBM SPSS 19, obtained sig. value = 0.000 which means more small from α 0.05 (Sig. ≤ 0.05). With Thus, Ho is rejected and Ha is accepted. concluded that based on Paired Sample T-test there is difference pretest posttest ability score think logical student Class IV of MI Maarif Patihan Wetan.

Table 4.4 Paired Sample t-test with IBM SPSS 19

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pretest Ability Logical Thinking Posttest Ability Logical Thinking	-9,000	9,798	2,089	-13,344	-4.656	-4.308	21	.000

CONCLUSION

Product development that is produced in the form of comic media with using the DDD-E model (decide, design, development and evaluate). Stages first decide is stages in determine theme in materials used . Stages second design is stages to design comic start from to design flowchart, interface, and comic media storyboard. Stages third development is stages merger media elements that have been determined previously with help application Canva. Stages evaluate is stages evaluate developed products through validation tests, practicality and effectiveness tests. Validity test product comic required For determine comic media suitability The results of the validation test carried out by the validator were obtained . score 85% for aspect material with category worthy and not revision, score 84% for aspect language with category worthy and not revision and score 88% for media aspects with category worthy and not revision. Average score results validation of comic media obtained is 85.66% with category worthy and not revision. Media practicality is carried out with use questionnaire response students who are shared to student Class IV MI Ma'arif Patihan Wetan and got average score of 79% with category practical. With aspects contained in questionnaire the covering responses and reactions.

The effectiveness of comic media done with one group pre-test and post-test with an average value pre-test 72 and average score post-test 81. The data analysis uses paired sample t-test with perform prerequisite tests in the form of a normality test and a homogeneity test . From the results of the normality test the pre-test data mark significance of 0.133 and post test mark significance 0.252 so pre-test and post-test data stated normally distributed. IBM SPSS 19 Homogeneity Test obtained level significance by 0.203 which is more big from α 0.05 , then decisions taken is accept Ho (both) sample pre test and post test have homogeneous variants. The Paired Sample T-Test test obtained sig value = 0.000 more small from 0.05 which means there is difference ability think logical before and after given comic media. So, the product development comic using effective IPAS material to ability think logical in class IV MI Ma'arif Patihan Wetan.

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