

DEVELOPMENT OF KOMIKU TEACHING MATERIALS BASED ON LOCAL WISDOM TO INCREASE THE INTEREST IN READING AND WRITING STUDENTS

Ella Rahma Nura Aziza¹, Wahyu Nugroho², Diyanti Jati Pratiwi³
1,2,3STKIP PGRI Trenggalek
1rahmaella379@gmail.com

Abstract

Teaching resources are crucial for both educators and learners, particularly for those with special needs. In actuality, though, a large number of schools continue to lack instructional tools. In addition, local wisdom was selected as the topic in the comic's content with the intention of presenting local culture to students with special needs, as on average these kids also do not know and grasp local knowledge, particularly in Trenggalek Regency. The purpose of this research is to create comedy teaching materials based on local knowledge for first-grade primary school kids with special needs and to evaluate the efficacy and validity of such materials. Using the ADDIE development paradigm, this research falls under the category of research and development (R&D). The Analysis, Design, Development, Implementation, and Evaluation phases comprise the ADDIE paradigm. This study employed a questionnaire as an instrument, and interviews, observation, and questionnaires were utilized to collect data. Thirteen students served as samples for this study, which used total sampling as its sampling strategy. Both quantitative and qualitative analytic methods were used to analyze the data. The study's findings demonstrate the validity and applicability of using comic books as instructional resources that draw inspiration from local knowledge. Aside from that, the findings of the N-Gain and paired sample t-tests indicate that the usage of humorous instructional materials, which are included in the interpretation category and are based on local wisdom, has a significant impact. The study's conclusion is that comedic teaching materials that draw inspiration from local knowledge may significantly boost special needs children's enthusiasm in reading and writing in first-grade primary school.

Keywords: Teaching Materials; Comic; Local Wisdom, Interest in Reading and Writing

Abstrak

Sumber daya pengajaran sangat penting bagi para pendidik dan peserta didik, terutama bagi mereka yang berkebutuhan khusus. Namun pada kenyataannya, masih banyak sekolah yang tidak memiliki alat bantu pembelajaran. Selain itu, kearifan lokal dipilih sebagai topik dalam konten komik dengan tujuan untuk memperkenalkan budaya lokal kepada siswa berkebutuhan khusus, karena rata-rata anak-anak ini juga belum mengenal dan memahami kearifan lokal, khususnya di Kabupaten Trenggalek. Tujuan dari penelitian ini adalah untuk membuat bahan ajar komik berbasis kearifan lokal untuk anak berkebutuhan khusus kelas satu sekolah dasar dan untuk mengevaluasi keefektifan dan kevalidan bahan ajar tersebut. Dengan menggunakan paradigma pengembangan ADDIE, penelitian ini termasuk dalam kategori penelitian dan pengembangan (R&D). Fase Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi terdiri dari paradigma ADDIE. Penelitian ini menggunakan kuesioner sebagai instrumen, dan wawancara, observasi, dan kuesioner digunakan untuk mengumpulkan data. Tiga belas siswa menjadi sampel dalam penelitian ini, yang menggunakan total sampling sebagai strategi pengambilan sampel. Metode analisis kuantitatif dan kualitatif digunakan untuk menganalisis data. Temuan penelitian ini menunjukkan validitas dan penerapan penggunaan buku komik sebagai sumber belajar yang mengambil inspirasi dari kearifan lokal. Selain itu, temuan N-Gain dan uji-t sampel berpasangan menunjukkan bahwa penggunaan materi pembelajaran yang lucu, yang termasuk dalam kategori interpretasi dan berbasis kearifan lokal, memiliki dampak yang signifikan. Kesimpulan dari penelitian ini adalah bahwa bahan ajar komedi yang terinspirasi dari kearifan lokal dapat secara signifikan meningkatkan antusiasme anak berkebutuhan khusus dalam membaca dan menulis di kelas satu sekolah dasar.

Kata Kunci: Bahan Ajar; Komik; Kearifan Lokal; Minat Baca Tulis

Received : 16 July 2024

Revised : 11 September 2024

Approved : 21 September 2024

Published : 31 October 2024



Jurnal Cakrawala Pendas is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Education is a fundamental right for every child because through education children can develop their interests and talents regardless of any aspect. This is in line with Law No. 39 of 1999 Article 60 Paragraph 1 which states “Every child has the right to receive education and teaching in the context of personal development in accordance with their interests, talents and level of intelligence” (HAM, 1999). Education is not just provided in ordinary classrooms; inclusive education is a type of regular education that is available to kids with special needs. When kids with special needs are admitted into conventional schools that are closest to their homes and get services and instruction tailored to their requirements, this is known as inclusive education (Sunaryo in Anjarsari, 2018: 92). Implementing inclusive education and promoting the growth of students' social and emotional abilities need instructors to practice inclusive education (Görel et al., Pozas et al., in Llorent et al., 2024: 2). In order to maximize their potential, it is envisaged that inclusive education would enable students with special needs to attend classes alongside typically developing kids.

Viewed from a didactic perspective, Children with Special Needs or now known as Students with Special Needs (PDBK) are children who experience disorders or disabilities whose services require methods and are oriented towards achieving educational goals optimally according to the level of disability and ability (Irdamurni, 2020: 34). According to the UNSDG-4 (United Nations Sustainable Development Goals) statement, quoted by Cade (2023: 4), it states that meeting the developmental needs of students with special needs and ensuring that teachers provide high-quality learning equipment and learning environments is very important. Therefore, the procurement of teaching materials, especially for PDBK, is very necessary. In line with this, innovation has been encouraged in the education component which includes improving the curriculum, improving management, providing infrastructure, improving the quality of teachers, procuring teaching materials, procuring books, and increasing cooperation with the community and the business or industrial world (Mega in Mardi Fitri, 2021: 43). Regarding the procurement of teaching materials for PDBK, the fact is that there are still many schools that do not have supporting facilities to overcome this problem.

The same conclusions were drawn from observations and interviews with special class 1 accompanying teachers at 2 Karanganyar Elementary School, 2 Sumbergedong Elementary School, and 2 Suruh Elementary School: special needs students struggled to understand the curriculum because the teaching materials were boring and uninspired, with the remainder being long passages of text. Apart from that, teachers also only use teaching materials provided by the school. This is what causes students to become less interested in reading books. Education is an important part of introducing local wisdom into the learning process (Nugroho & Utami, 2023). On the other hand, the average student with special needs also does not know and understand local wisdom, especially in Trenggalek Regency. Local knowledge is a community's way of life that is distinct from other communities that clings to living customs, norms, and values from generation to generation so that it becomes a culture, according to Ediyanto et al. (2023: 27). Introducing local wisdom values from an early age which is integrated into learning provides additional knowledge to students to maintain and preserve regional potential in their

environment, so that local wisdom values are maintained even though the modern era is increasingly developing (Nugroho & Ramli, 2021: 933).

One effort to increase interest in reading and writing of students with special needs is by using teaching materials. Teaching materials, in the words of Mudlofar (in Suprihatin & Manik, 2020: 66), are any kind of material that is utilized to assist instructors or teachers in carrying out instructional tasks. In the meanwhile, instructional materials whether they take the shape of worksheets, books, or broadcasts are something that educators and students employ to support the learning process, according to Kosasih, 2021: 1. In addition to serving as a tool for assessing student progress toward learning objectives, teaching materials also serve as a guide for instructors and students during the learning process (Jamilah, 2021: 480). As a result, instructional materials are crucial to learning. Because they may pique students' interest in studying, teaching materials have a significant impact on the process of learning (Rahayu, et al in Darniyanti et al., 2022: 451). Teaching materials can help students understand the concepts being taught, increase student interest and involvement in learning, and assess student learning achievements. Apart from that, teachers will experience difficulties in providing learning without the help of complete teaching materials.

According to Net et al. (2023: 93), students with special needs frequently have challenges with language, math, problem solving, drawing conclusions, and integrating new and prior information. As a result, it's essential to create instructional materials that take special needs kids' needs and talents into account. Comic teaching tools are an effective way to get children with special needs more interested in reading and writing. Because comics use easy vocabulary, Affeldt et al. (2018: 102) claim that comics can inspire kids to pursue science and get more interested in reading, even if they have low reading skills. According to McCloud & Martin (1993: 9) in the book *Understanding Comics: the Invisible Art*, they state that "Just a posed pictorial and other images in a deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer". According to McCloud, comics consist of carefully chosen pictures arranged in a certain order with the goal of informing the viewer or evoking an aesthetic reaction. Comics are a narrative medium that use text and visuals to communicate stories in a lighthearted or serious way (Badeo & Ong Kian Koc, 2021: 131). Research on the use of comics as an educational tool for teaching and learning has been conducted since the 1940s and has shown beneficial educational results, such as improving reading and writing abilities, developing problem-solving skills, increasing motivation, acquiring scientific knowledge, and discovering and eliminating misunderstandings (Bolton, Gary in Badeo & Ong Kian Koc, 2021: 131). Apart from that, teaching materials in the form of comics were chosen because comics are simple, clear, easy to understand, and of course related to everyday life, making comics informative and educative teaching materials.

In general, people read comics simply for entertainment, but due to the increasing popularity of comics, this has encouraged many teachers to experiment with these comics with the aim of learning (Ramadhani, 2020: 78). The use of comic teaching materials is very appropriate for students with special needs in grade 1 of elementary school. This is confirmed by research conducted by Karlina (2020) in her research entitled "Development of Mathematics Comic Teaching Materials for Class VIII Students with Special Needs (ABK) on Flat Building Materials" and research from Rusmayana et al (2023) entitled "The Influence of Application Comic Based Teaching Materials on Learning Interest and Learning Outcomes of Class I Students at SDIT Takwa Scholar Makassar". Apart from that, in research by Darniyanti et al (2022) entitled "Development of Comic Based Indonesian Language Teaching Materials to

Increase Reading Interest of Class III Students at SDN 152 Rantau Panjang”, the results showed that comic based Indonesian language teaching materials were able to achieve learning objectives and increase students' reading interest and comprehension.

This humorous teaching resource is new as it is designed for first-graders with special needs and is based on folklore from the Trenggalek Regency. According to Uge et al. (2019: 382), students may find it simpler to acquire and comprehend instructional materials when they are combined with local wisdom. The comic teaching materials developed in it consist of 3 chapters which include traditional ceremonies, typical foods and typical Trenggalek Regency products. This comic teaching material is also integrated with the Pancasila education unit 3 subject “Let's Introduce Ourselves”. The Pancasila education subject was chosen because this subject contains material that can be integrated with local culture so that it is hoped that students with special needs, apart from being able to learn general subjects, can also get to know the local culture in their area. According to Cogan and Derricott in Yuliatin et al (2022: 8), Pancasila education plays an important role in preparing the young generation to become citizens who have a sense of nationalism and identity, and have the skills, knowledge and principles needed to implement their rights and responsibilities. It is hoped that this humorous teaching resource will spark students' interest in reading and writing and introduce them to the local knowledge of Trenggalek Regency. It was created in accordance with an analysis of the needs and abilities of students with special needs generally. In addition, students can care about the values contained in their own culture and begin to understand the values that exist in various societies (Lavrenteva & Orland-Barak, 2023: 6).

Researchers created comic book-style lesson plans for students with special needs that draw on traditional wisdom in response to the issues mentioned above. It is believed that GDPK grade 1 elementary school in Trenggalek Regency, in particular, may benefit from the creation of comedic teaching materials based on local wisdom by fostering a love of reading and writing and an appreciation for local culture.

Research Method

This study utilized research and development as its research approach. According to Sugiyono dalam Okpatrioka (2023: 90), research and development is a method of conducting studies with the purpose of making and testing certain products. The study's end result is a set of amusing, locally-inspired educational materials aimed at encouraging reading and writing among students with special needs. The ADDIE model is used in the development of the goods. Hidayat & Nizar (2021: 29) describe the ADDIE model as an instructional design with immediate and long-term stages that focuses on individual learning through a systems approach to human learning. Dick and Carry created the phases of the ADDIE model, which are Analysis, Design, Development, Implementation, and Evaluation. An outline of the ADDIE model's stages is provided below.

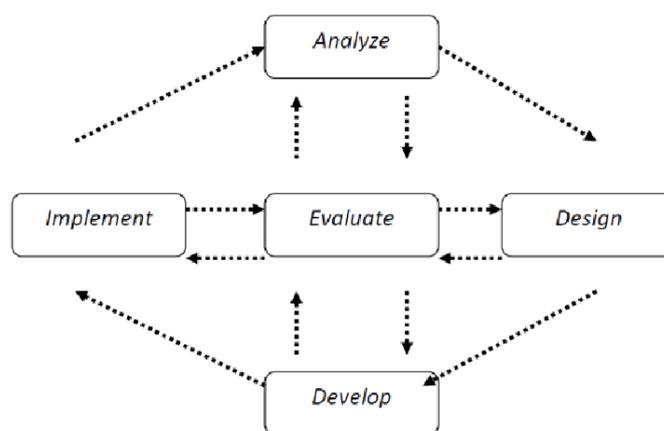


Figure 1. ADDIE Model Steps

Source: Molenda (dalam Hidayat & Nizar, 2021: 30)

The research and development steps using the ADDIE model are explained as follows.

1) Analysis

Analysis is the first step in the ADDIE development methodology. The analysis step is used to pinpoint issues and ascertain what needs to be learned. To determine the root reasons of a learning performance disparity is the goal of the analysis stage. This research will develop comic teaching material products based on local wisdom by analyzing student needs, analyzing learning materials and environmental analysis. At this stage, observation and interview activities are also carried out to obtain information related to the development of teaching materials that will be carried out.

2) Design

The next step of creating instructional materials is done based on the analysis's findings. Data collecting, storyboarding, and creating a framework for the teaching materials are just a few of the design criteria that go into creating comic teaching materials based on local wisdom.

3) Development

At this point, the outcomes of the analysis and design processes are used to inform the development of instructional materials. Instructional materials are reviewed by experts in the domains of content, language, and media to solicit comments, critiques, and suggestions for enhancement before they are put to the test with students. Expert practitioners also perform small-scale testing and validation at this point to ascertain the degree of applicability and the reaction of students to the instructional materials created prior to undertaking field tests.

4) Implementation

During the implementation stage, field-scale tests are conducted to examine the product. The impact and efficacy of using the created instructional materials are assessed using the findings of field-scale tests.

5) Evaluation

Following recommendations, comments, and feedback from instructors and students, modifications (revisions) are made during the evaluation stage, which is the last one. By now, it will be clear if creating humorous teaching materials based on folklore is feasible and successful.

For first-class special needs kids, this study was carried out in three primary schools: primary School 2 Suruh, Elementary School 2 Karangany, and Elementary School 2 Suruh. The criteria for students with special needs selected in this research were slow learners, mild

intellectual disabilities and learning difficulties. These criteria were chosen because students who experience these disorders can still be conditioned and given cognitive treatment but must remain under the guidance of a special accompanying teacher. The number of research subjects in this study was 13 students, as explained in the Table below.

Table 1. Research Subjects for Students with Special Needs

No	Class	Students Total
1.	Elementary School 2 Sumbergedong in class 1	4 students
2.	Elementary School 2 Karangany in class 1	5 students
3.	Elementary 2 Suruh School in class 1	4 students
Total		13 students

Source: SDN 2 Sumbergedong, SDN 2 Karangany, and SDN 2 Suruh School Year 2023/2024

The research and development time was carried out for approximately 8 months starting from January to April 2024. The data collection technique used in this research was a non-test technique while the instruments used were observation and interview guide sheets, material expert questionnaires, linguist questionnaires, questionnaires. media experts, practitioner questionnaire, PDBK reading and writing interest measurement questionnaire, and student response questionnaire. Research instruments function as tools for collecting data needed in research (Sukendra et al., 2020: 2). Data obtained in research and development will then be processed and analyzed according to the problems and objectives that have been formulated. The process of transforming data into new knowledge using data analysis techniques aims to improve understanding of the data's properties and provide a solution for research-related issues (Ulfah et al., 2022: 1). To address the formulation of the research topic, data analysis was done utilizing both quantitative and qualitative analytic methodologies. To ascertain the validity and efficacy of comedy teaching materials based on local knowledge, data analysis was conducted on the outcomes of media, material, and language validation. The materials were evaluated using Likert scale evaluation scores, which are presented in the accompanying Table.

Table 2. Data Analysis Score

Score	Criteria
4	Very Good
3	Good
2	Good Enough
1	Less Good

Source: Arikunto (2010: 285) & Researcher Modifications

The expert validation questionnaire test with a validator is carried out by comparing the respondent's total score with the ideal total score. The formula is as follows.

$$Validity\ Level = \frac{\sum\ score\ obtained}{\sum\ criteria\ score} \times 100\%$$

Source: Riduwan (dalam Putrie, 2023: 54)

The results of the validator evaluations are averaged to provide a statement on the appropriateness and validity of the course materials. The following table assesses the feasibility and validity of developing humorous educational resources rooted in traditional knowledge.

Table 3. Validity Test Assessment Criteria

Scale	Criteria	Note
81% - 100%	Very Valid	No Revision
61% - 80%	Valid	No Revision
41% - 60%	Fairly Valid	Partial Revision
21% - 40%	Invalid	Partial Revision & Reassessment
0% - 20%	Invalid	Total Revision

Source: Arikunto & Jabar (dalam Wardani & Syofyan, 2018: 374) & Researcher Modifications

Results and Discussion

The researchers' work and study resulted in comics that serve as instructional resources and are based on folklore. The ADDIE development technique, which went through 5 development phases, was used to carry out this research and development. These stages are as follows.

1) Analysis

The Analysis Stage is the first stage in the ADDIE development model. The analysis stage examines the results of implementing the observation data instrument with needs analysis, learning material analysis, environmental analysis, and PDBK reading and writing interest. The comic's narrative is tailored to the requirements and skills of first-grade ABK pupils while also meeting the instructional objectives, which include piqueing children's interest in writing and reading. Comics may be useful teaching tools to boost students' enthusiasm in reading and writing about Trenggalek Regency local knowledge, which is drawn to make it more engaging. This supports the claim put forth by Uge et al. (2019: 382) that students' learning and understanding of the subject matter can be enhanced by the use of instructional materials that incorporate local wisdom. In addition, the third element of Pancasila education, "Let's Introduce Yourself," is covered in this comic book-style lesson plan. This will make the tale more engaging for PDBK, which will pique their interest in reading and writing, and ultimately benefit kids with special needs.

2) Design

The design stage is the second step in the ADDIE model. Currently, the researcher creates humorous educational materials. The actions made were as follows: a) Data collection: at this point, the researcher gathered information in addition to practice questions from lessons 1 and 2 of Pancasila Education Unit 3. Next, a scenario was designed that focused on local wisdom in Trenggalek Regency. b) Storyboard, in this step the researcher creates a storyline according to the scenario that has been created. The content of the story line is adapted to the material in the pancasila education class 1 unit 3 subject "Let's Introduce Yourself" with a story focus on the local wisdom of Trenggalek Regency. c) Framework for teaching materials, researchers used the corel draw application to create characters, photoshop to create illustrations of local wisdom images, and canva for editing text, backgrounds and combining all image illustrations.

Comic teaching materials include a cover, initial cover, table of contents, learning objectives, how to use it, introduction to characters in my comic with local wisdom, comic content containing material and practice questions, profile and back cover. The comic teaching material consists of 41 pages with 3 different chapters containing story elements about the local wisdom of Trenggalek Regency which includes traditional ceremonies, typical foods and typical

products of Trenggalek Regency. The following is an example of a comic teaching material design based on local wisdom.



Picture 2. Example of Comic Teaching Material Design Based on Local Knowledge
Source: Researcher's Preparation (2024)

3) Development

At the development stage, researchers carried out product development according to the design that had been made in the form of comic teaching materials based on local wisdom to increase interest in reading and writing for students with special needs. The concept has been carefully designed, then compiled to become a comic product in book form or stored in E-Comics form. Comic teaching materials are printed on art paper size B5 120 gsm and 260 gsm for the cover. Apart from that, the researchers also made packaging from thick cardboard which was designed to be as attractive as possible and in this packaging provided writing tools in the form of markers to support the use of the comic teaching materials themselves.

After printing, the educational resources including comic books are verified by specialists in the fields of media, language, and content. Before the product is tested on students, validation is done to get evaluations, recommendations, critiques, and advice to make improvements to the product. With expertise in the field of arts and culture material, the material expert teaches at the STKIP PGRI Trenggalek Primary School Teacher Education study program. Professors with expertise in the discipline of language who teach the Indonesian Language and Literature Education curriculum are known as linguists. Media specialists are instructors of Indonesian language and literature who possess expertise in media or educational resources. The table below displays the evaluation findings from media experts, language experts, and material experts.

Table 4. Recapitulation Results of Assessment by Material Experts, Language Experts and Media Experts

No	Validator	Percentage	Description	Note
1	Material Experts	87,5 %	Very Valid	Worth using with improvements
2	Language Experts	97,5 %	Very Valid	Worth using with improvements
3	Media Experts	87,5 %	Very Valid	Worth using with improvements
Mean		90,8 %	Very Valid	Teaching materials worth using

Source: Researcher's Preparation (2024)

It is evident from the evaluations of the three validators that the average percentage received was 90.8%, falling into the category of "Very Valid." The development of comic teaching materials has proven to be valid and appropriate for educational usage. At the development stage, researchers conducted small-scale product trials on 4 students from Elementary School 2 Suruh and also carried out validation by practitioners in this case, namely special PDBK accompanying teachers in order to obtain assessments, criticism and suggestions to find out and assess whether the product being developed was practical. used in learning or not. Apart from that, to determine the increase in interest in PDBK reading and writing before and after using comic teaching materials, students were given a pre-test and post-test.

The average score in the "Quite Interest" category increased from 52% before the test to 78.3% after it. Pre- and post-test results suggest that students' interest in PDBK reading and writing is enhanced when teachers use good teaching materials as a learning resource. This, in turn, should make it easier for students to understand the teacher-presented lesson material. Well-designed learning materials can aid students in comprehending the subject matter covered in each class (Nugroho & Utami, 2023: 227). According to the student response questionnaire, 70.6% of the responses fell into the "Interesting" category. With an average percentage score of 85%, the teacher's evaluation of the humorous teaching materials created in the capacity of an expert practitioner was also given, and it was placed in the "Very Practical" category. The pre-test and post-test findings, along with the results of the student response questionnaire, indicated that students appeared excited about learning with comedic teaching materials. The use of comic instructional materials creates a fresh learning environment that piques students' interest in writing and reading, making learning enjoyable rather than tedious (Musnar Indra Daulay & Nurmalina, 2021: 33). Aside from that, it can be inferred from the expert practitioner questionnaire evaluation findings that comedy teaching materials based on folklore are highly useful for educational purposes.

4) Implementation

Experts in the field of materials, language, media, and practice analyze and refine products in small-scale trials before introducing them to field-scale trials. At this point, four kids from Elementary School 2 Sumbergedong and five pupils from Elementary School 2 Karanganyar participated in field tests administered by researchers. In the "Quite Interest" category, the pre-test results indicated a percentage of 46.67%, while the post-test findings revealed a percentage of 79%. With a percentage of 32.3%, it can be inferred from the pre- and post-test findings that there was an increase before and after the usage of humorous teaching materials. In addition, a questionnaire addressing the instructional materials that scored 78.3% and fell into the

"Interesting" category was distributed to the pupils. The results of this study support earlier research from (Karlina, 2020) titled "Development of Mathematics Comic Teaching Materials for Children with Special Needs (ABK) for Class VIII Students on Flat Building Materials." The study's findings support the use of effective math comics as teaching tools for children with special needs during the learning process. Therefore, it can be inferred that, in field scale testing, kids with special needs in grade 1 of primary school will be more interested in reading and writing when exposed to comedic teaching materials based on local knowledge.

5) Evaluation

Increasing the interest of special needs pupils in grade 1 elementary school in reading and writing is the primary goal of creating this comic medium. Comic teaching resources can boost interest in reading and writing, according to studies in the paired sample t-test. This is supported by comparisons between pre- and post-test results (before and after utilizing comic teaching materials). The paired sample t-test findings using SPSS 26.0 software are as follows.

Table 5. Paired Sample t-Test Results

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	-19.44444	4.92725	1.64242	-23.23186	-15.65703	-11.839	8	.000

Source: SPSS 26.0 with Researcher Process (2024)

With a Sig. (2-tailed) of 0.000, which is less than 0.05, the paired sample t-test passes the 0.05 test, as shown in Table 3. Special needs children's reading and writing interests are influenced by the use of comedic teaching materials. Daryanto (in Nur Mazidah Nafala, 2022: 121) states that the advantage of comics is that they can increase students' reading skills and mastery of much more vocabulary than students who don't like comics. The product that has been developed in the form of comic teaching materials based on local wisdom can actually increase interest in reading and writing and make students enthusiastic and enthusiastic about learning.

The N-Gain test, which is part of SPSS software, is used to find out how effective the comedic teaching materials that were made using local wisdom are. 26 percent. Below you will find the N-Gain test results.

Table 6. Effectiveness Test Results (N-Gain Test)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGAIN_SCORE	9	.39	.78	.6163	.15307
NGAIN_PERSEN	9	39.39	77.78	61.6294	15.30659
Valid N (listwise)	9				

Source: SPSS 26.0 with Researcher Process (2024)

The average N-Gain value, as determined by the N-Gain test, is 61.62, or 61%. This number, with a minimum N-Gain value of 39.39 and a maximum of 77.78, comes into the "Quite Effective" interpretation category since it lies between the range of 56% and 75%. At this

point, it can be said that humorous teaching resources based on folklore are highly beneficial for usage in the classroom since they help spark students' interest in PDBK literature and writing. Teaching materials that refer to local wisdom are effectively used in learning, especially to overcome problems with student's reading and writing abilities. According to Dounghwilai & Limmanee (2017: 381), students might be inspired to write freely and solve difficulties by using local wisdom, which can help them develop their comprehension of the reading environment.

Conclusion

According to the justification given above, it can be said that class 1 students' interest in writing and reading is often poor since the majority of the instructional resources are lengthy texts rather than engaging and innovative ones. In addition, educators only employ educational resources supplied by the institution. As a result, learning requires more engaging and innovative instructional resources. The goal of this project is to provide humorous teaching resources for first-grade special needs pupils in primary school that are based on local knowledge. The use of comics as instructional materials was selected in order to address these issues since they are straightforward, understandable, and, of course, relevant to daily life, making them both enlightening and pedagogical. Students responded well to the use of comedy teaching materials based on local knowledge, and experts and practitioners concluded that the materials were legitimate and appropriate for use in the classroom. Children with special needs may become more interested in reading and writing if their teachers use comic teaching materials that are based on local wisdom. The fact that the pupils' average pre-test to post-test scores have increased serves as evidence for this. Aside from that, the findings of the n-gain test indicated that the comic teaching materials based on local knowledge were very beneficial for usage in the classroom and had an impact on raising students' interest in reading and writing, according to the paired sample t-test results. Based on folk wisdom from the area, this research creates single-subject comedic teaching resources. As a result, there is very little content to this cartoon. Aside from that, I did not create all of the visuals for this comic teaching resource based on local knowledge. Therefore, the researcher recommends that further research be able to develop local wisdom-based comic teaching materials that contain more subject matter and with original illustrations throughout. This aims to ensure that the resulting teaching material development products are more detailed so that they can enrich research results.

References

- Affeldt, F., Meinhart, D., & Eilks, I. (2018). The use of comics in experimental instructions in a non-formal chemistry learning context. *International Journal of Education in Mathematics, Science and Technology*, 6(1), 93–104. <https://doi.org/10.18404/ijemst.380620>
- Anjarsari, A. D. (2018). Penyelenggaraan pendidikan inklusi pada jenjang SD, SMP, dan SMA di Kabupaten Sidoarjo. *JPI (Jurnal Pendidikan Inklusi)*, 1(2), 91–104.
- Arikunto, S. (2010). Prosedur penelitian suatu pendekatan praktek. (*No Title*).
- Badeo, J. M. O., & Ong Kian Koc, B. C. U. (2021). Use of Comic-based Learning Module in Physics in Enhancing Students' Achievement and Motivation. *Science Education International*, 32(2), 131–136. <https://doi.org/10.33828/sei.v32.i2.6>
- Cade, J. (2023). Child-centered pedagogy: Guided play-based learning for preschool children with special needs. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2276476>
- Darniyanti, Y., Apreasta, L., & Khofifah, N. (2022). Pengembangan Bahan Ajar Bahasa

- Indonesia Berbasis Komik Untuk Meningkatkan Minat Baca Siswa Kelas III SDN 152 Rantau Panjang. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 450–461.
- Doungwilai, D., & Limmanee, P. (2017). Developing a learning management with local wisdom integration, to improve reading and writing skills. *New Trends And Issues Proceedings On Humanities And Social Sciences*, 4(1), 317–322.
- Ediyanto, E., Zulkipli, Z., Sunandar, A., Subanji, S., Wahat, N. W. A., & Iliško, D. (2023). Mathematics learning for students with special needs. *Pegem Journal of Education and Instruction*, 13(4), 93–99.
- HAM, K. (1999). Undang-Undang No . 39 Tahun 1999. *Undang-Undang Republik Indonesia Nomor 39 Tahun 1999 Tentang Hak Asasi Manusia*, 39, 1–45.
- Hidayat, F., & Nizar, M. (2021). 2. Evaluasi kep. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1(1), 28–38.
- Irdamurni, M. P. (2020). *Pendidikan Inklusif: Solusi Dalam Mendidik Anak Berkebutuhan Khusus*. Prenada Media.
- Jamilah, S. (2021). Examining Teaching Materials in Higher Education Against Religious Intolerance and Pluralism in the Global Era: Islamic Perspective. *Dinamika Ilmu*, 21(2), 477–489. <https://doi.org/10.21093/di.v21i2.3878>
- Karlina, C. C. (2020). *Pengembangan Bahan Ajar Komik Matematika Anak Berkebutuhan Khusus (ABK) Siswa Kelas VIII Pada Materi Bangun Datar*. UIN Raden Intan Lampung.
- Kosasih, E. (2021). *Pengembangan bahan ajar*. Bumi Aksara.
- Lavrenteva, E., & Orland-Barak, L. (2023). Conceptual-analytical framework for exploring culture in EFL coursebooks: Analysis of teaching materials from a multimodal perspective. *Social Sciences & Humanities Open*, 7(1), 100441.
- Llorent, V. J., Núñez-Flores, M., & Kaakinen, M. (2024). Inclusive education by teachers to the development of the social and emotional competencies of their students in secondary education. *Learning and Instruction*, 91(February). <https://doi.org/10.1016/j.learninstruc.2024.101892>
- Mardi Fitri, D. G. R. K. Z. P. (2021). Faktor Penyebab Anak Berkebutuhan Khusus Dan Klasifikasi Abk. *Bunayya: Jurnal Pendidikan Anak*, 7(2), 40. <https://doi.org/10.22373/bunayya.v7i2.10424>
- McCloud, S., & Martin, M. (1993). *Understanding comics: The invisible art* (Vol. 106). Kitchen sink press Northampton, MA.
- Musnar Indra Daulay, & Nurmnalina. (2021). Pengembangan Media Komik untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV SDN 41 Pekanbaru. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(1), 24–34. <https://doi.org/10.30605/onoma.v7i1.452>
- Net, W. W. W. P., Ediyanto, E., Zulkipli, Z., Sunandar, A., Subanji, S., Wahat, N. W. A., & Iliško, D. (2023). Mathematics learning for students with special needs. *Pegem Journal of Education and Instruction*, 13(4), 93–99. <https://doi.org/10.47750/pegegog.13.04.11>
- Nugroho, W., & Ramli, M. (2021). *Implementasi Suplemen Bahan Ajar Berbasis Kearifan Lokal pada Subtema Jenis-Jenis Pekerjaan*. 932–939.
- Nugroho, W., & Utami, W. A. (2023). Development of an Ethnographic-Based IPAS Learning Supplement Book on the Independent Curriculum for Elementary School. *International Journal of Education & Curriculum Application*, 6(3), 226–235. <https://journal.ummat.ac.id/index.php/IJECA/article/download/16689/pdf>

- Nur Mazidah Nafala. (2022). Implementasi Media Komik Dalam Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa. *Al-Fikru : Jurnal Pendidikan Dan Sains*, 3(1), 114–130. <https://doi.org/10.55210/al-fikru.v3i1.571>
- Okpatrioka. (2023). Research And Development (R & D) Penelitian yang Inovatif dalam Pendidikan. *Jurnal Pendidikan, Bahasa Dan Budaya*, 1(1), 86–100.
- PUTRIE, D. R. (2023). *SKRIPSI PENGEMBANGAN MEDIA PEMBELAJARAN*.
- Ramadhani, W. P. (2020). Pengaruh Penggunaan Media Komik Dan Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Smp. *JUPITEK: Jurnal Pendidikan Matematika*, 2(2), 77–86. <https://doi.org/10.30598/jupitekvol2iss2pp77-86>
- Rusmayana, Kamaluddin, & Hamka. (2023). Pengaruh Penerapan Bahan Ajar Berbasis Komik Terhadap Minat Belajar dan Hasil Belajar Siswa Kelas I SDIT Takwa Cendekia Makassar. *Shaut Al Arabiyyah*, 11, 147–158. <https://doi.org/10.24252/saa.v11i1.39880>
- Sukendra, I. K., Pd, S., Si, M., & Pd, M. (2020). I Kadek Surya Atmaja. *Instrumen Penelitian*.
- Suprihatin, S., & Manik, Y. M. (2020). Guru menginovasi bahan ajar sebagai langkah untuk meningkatkan hasil belajar siswa. *PROMOSI: Jurnal Program Studi Pendidikan Ekonomi*, 8(1).
- Uge, S., Neolaka, A., & Yasin, M. (2019). Development of social studies learning model based on local wisdom in improving students' knowledge and social attitude. *International Journal of Instruction*, 12(3), 375–388. <https://doi.org/10.29333/iji.2019.12323a>
- Ulfah, A. K., Razali, R., Rahman, H., Ghofur, A., Bukhory, U., Wahyuningrum, S. R., Yusup, M., Inderawati, R., & Muqoddam, F. (2022). *Ragam Analisis Data Penelitian (Sastra, Riset dan Pengembangan)*. IAIN Madura Press.
- Wardani, R. K., & Syofyan, H. (2018). Pengembangan Video Interaktif pada Pembelajaran IPA Tematik Integratif Materi Peredaran Darah Manusia. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 371–381.