

LEARNING MEDIA DEVELOPMENT USING COMIC ON THEME 3 SUB-THEME 3 GRADE II OF PRIMARY SCHOOL STUDENTS

Muhiri^{1}, Tisrin Maulina Dewi², Fadli Surahman³,
Erinda Irjawati⁴, Hari Adi Rahmad⁵*
^{1,2,3,4}Karimun University, ⁵STKIP Meranti

**email: hery080190@gmail.com, tisrinmaulinadewi@gmail.com, fadlisurahman1805@gmail.com,
erinda662@gmail.com, hariadirahmad31@gmail.com*

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Abstract

This research was started when doing observation and interview with teachers that the use of learning media was still so lack when teachers taught in class so that students were found that they have less interested in learning participating. One of the media that can attract attention and provide entertainment is comics, this is because comics display stories that are closely related to images so that they attract students to read. The purpose of this research is to see the feasibility of the product in the form of comic media with grade II students. The research type is research and development (R&D). This research applied some steps that must be carried out in accordance with the instructions systematically are consist of (1) Collection (needs analysis) (2) Comic product design (3) Material and design validation (4) Product revision (5) Feedback /Teacher's Responses (6) Field trials (small groups and large groups) (7) Product data analyzer. The instrument used is questionnaire which are validated by a team of material experts and a team of design experts and the product response will be carried out by 2 teachers and 30 students of the 2nd grade. The results on the validation and the response describe the feasibility of the comic product developed. The results obtained (1) Design expert validation got 4.12 scores included as "Eligible" category (2) Material expert validation got 4.17 score included as "Eligible" category (3) The second grade homeroom teacher's response got 4.87 score included as "very appropriate" category (4) The third grade elementary school student's response got 4.46 score included as "Very decent" category. Based on the results of the validation and response results, it was concluded that the material that the researchers developed was the comics media for grade II students at SDS 012 Maitreyawira Karimun. The average score is 4.40 included as "Very feasible" category.

Keywords: *Development, Media, Comic Based*

Abstrak

Penelitian ini berawal pada saat melakukan pengamatan dan wawancara dengan guru bahwasanya penggunaan media pembelajaran masih sangat kurang ketika guru melakukan proses mengajar dikelas sehingga siswa kurang tertarik mengikuti pembelajaran. Salahsatu media yang dapat menarik perhatian dan memberi hiburan yaitu komik, hal ini dikarenakan komik menampilkan cerita yang erat kaitannya dengan gambar sehingga menimbulkan daya tarik bagi siswa untuk membaca. Tujuan penelitian ini akan melihat kelayakan dari produk berupa media komik untuk siswa kelas II. Jenis penelitiannya yaitu jenis penelitian pengembangan (*Research and development*) atau R&D. Penelitian ini mempunyai langkah penelitian yang harus dilakukan sesuai dengan petunjuk secara sistematis, berikut langkah yang digunakan yaitu: (1) Pengumpulan (analisis kebutuhan) (2) Desain produk komik (3) Validasi materi dan desain (4) Revisi produk (5) Tanggapan/Respon Guru (6) Uji coba lapangan (kelompok kecil dan kelompok besar) (7) Penganalisis data produk. Instrumen yang digunakan yaitu berupa angket yang akan divalidasi oleh tim ahli materi dan tim ahli desain dan akan dilakukan respon produk oleh guru sebanyak 2 orang dan siswa kelas 2 berjumlah 30 orang. Hasil dari validasi dan respon tersebut akan melihat kelayakan produk komik yang dikembangkan. Hasil yang diperoleh yaitu, (1) Validasi ahli desain mendapatkan skor 4,12 termasuk kategori "Layak" (2)

Validasi ahli materi mendapatkan skor 4,17 termasuk kategori “Layak” (3) Respon guru wali kelas II mendapatkan skor 4,87 termasuk kategori “Sangat layak” (4) Respon siswa kelas III sekolah dasar mendapatkan skor 4,46 termasuk kategori “Sangat layak”. Berdasarkan dari perolehan hasil validasi dan respon, disimpulkan produk yang peneliti kembangkan yaitu berupa media komik untuk siswa kelas II di SDS 012 Maitreyawira Karimun mendapatkan skor rata-rata 4,40 termasuk kategori “Sangat layak”.

Kata Kunci: Pengembangan, Media, Berbasis Komik

INTRODUCTION

The learning process must provide a very significant changes in developing the potential of students, because a student is able to find the potential so that students are active and play a better role, it is the same as the national education system based on (Republic Indonesia Law No. 20, 2003) Education is a conscious and planned effort to create a learning atmosphere and learning process so that students active to develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society and nation.

The development of this era requires investment to face the future so it needs to prepare quality human resources. Therefore, the effort to improve the quality of human resources, education must be carried out. The implementation of education is followed by a quality teaching and learning process so that students can develop themselves in any potentials. Many aspects that can support learning quality such as teacher and student interactions in the learning process, in achieving this quality should be supported by such as the use of learning models, objectives, use of media, appropriate learning resources and assessments. According to (Wijaya et al., 2020) these various media, then a learning system that can bring a pleasant atmosphere very necessary. There are many subjects are studied in elementary school, one of them is PPKn.

In the implementation of education in schools, students are given various subjects that must be understood so the

goals can be achieved. The key to student success in learning PPKn according to (Kurniawan, 2015) are three main results; (1) complete factual information; (2) explain concepts related to the field of study; and (3) the values contained behind the facts or concepts. The selection of learning media by the teacher will have an impact on the quality of learning so the learning outcomes can increase very well. However, in the learning process, the teacher has not actively involved students. For example, the teacher only explains in front of the class, then students are asked to take notes, then they are given assignments on the Student Worksheet (LKS), so the students might feel bored when the PPKn is taught.

The method used by the teachers are teacher-centered, as a result, students are less involved, the impact is that students only listen without being able to think about the learning. This can be seen in the teaching and learning process of PPKn in grade II. Based on the experience of researchers when conducting field experiences, as well as an interview (attached) by one of the homeroom teachers for grade II at SDS 012 Maitreyawira Karimun was attended by Mrs. Nefi Junia Putri, S.Pd., learning media is very necessary so that children become interested. They can be used as a resource of learning such as thematic books. It is based on the results of observation.

The lack of media used by teachers when carrying out the teaching and learning process in schools, especially on sub-theme 3 material, “my duty is as a

religious community, especially in PPKn, so that students are not interested in the teaching and learning process. This can be seen when a teacher teaching it does not use an appropriate media so that students have difficulty understanding the subject matter. Teachers usually use worksheets in explaining the material and exercises. So that students feel bored in following lesson and judging by the results of the assessment, there are still many students who have not reached the KKM that has been set from the school, which is 70.

A lot of efforts can be made to overcome the KKM assessment to develop a media that can be used by teachers so that students can easily understand the lesson. One of them is the developing comic media. Comic media is a picture of a character and plays a story aimed at PPKn subjects (Lubis, 2018). The development of the comic media can be expected to increase students' understanding in PPKn material and increase students' attractiveness in learning.

Comics learning media in education are used to make it easier for educators to teach and students can easily understand the learning purposes. The purpose of the learning media itself is to make the teaching process more effective and easy to implement (Shalikhah, 2016). Media can be used as learning tools and learning resources for students, making it easier for students to understand the material explained by the teacher, or it can be concluded that media is everything. It is used in the learning process. As a source of learning for students, the media in addition to the objectives and functions of the learning media mentioned contains material that can be studied by students.

Comics are a form of cartoon that can tell characters and display stories in a sequence that is related to the image, aiming to provide entertainment for students, because cartoon can attract the attention of readers, especially students

(Hidayah, 2017). Comic books can be used well to expand and increase appeal. Therefore, it is very suitable for educators to develop cartoons as learning media. According to (Sudjana, 2011) Comics can be used as teaching materials in the form of comics. Comics can be used to teach materials because they can streamline the teaching and learning process, increase student interest in learning and generate student appreciation interest.

Selection of learning resources at elementary school, the use or selection of learning resources because using learning resources gives students their own interest to increase students' enthusiasm and motivation in learning. At the age of seven to eleven year of ages, children are in good development to use comic media. By using comic books, students have enthusiasm to read because comics are equipped with pictures so that children's development is increasing.

According to (Halim & Munthe, 2019) said the child's cognitive development is started from the concrete to the abstract. It means, the child's way of thinking is still assisted by objects or objects that are real, as well as events that he has experienced or saw. Thus, in reading, it is not only looking at the book, students must know the contents of the book, but reading can be interesting if a book display pictures in it. Comic books can be a tool or means so that students have an interest in reading and understand the material in the book Theme 3 "My daily tasks" Subtheme 3 "My duty as a religious community".

METHOD OF RESEARCH

The research method used in this research is the research and development (R&D) method. The following are the steps of the Research Method and According to Borg And Gall in (Surahman & Yeni, 2019) which will be carried out by Development researchers, namely: 1) Potential and problems, in this activity an

analysis of the developed media needs will be seen, 2) Swallowing information, collect references according to the subject matter needed in theme 3 sub-theme 3 especially Civics subjects, 3) Product design, product design, namely comics on theme 3 sub-theme 3 especially Civics subjects, 4) Design validation, the design expert team in this study will assess how feasible the design designed by the author is on the product that the researcher will develop. The design expert in the research that will be carried out to develop comic media products is Mr. Muhammad Karta, S.Pd, M.Sc., where he is one of the outstanding teachers, he is also a teacher who describes training on how to make comics for elementary school children. (SD) and Mr. Edi Kurniawan, M.Pd., who are teaching staff at Karimun University. The material expert team in this study will assess how appropriate the material or content of the storybook media will be. The team of material experts in the research that the author will do first is Mrs. Yuliana Mamerta Gultom, S.Pd., she is at SDS 012 Maitreyawira Karimun, she is also an outstanding teacher who is included in the best writing held by the Indonesian Maitreyawira School Forum. The second team of material experts is

Mrs. Fitria Meilina, M.Pd, she is one of the lecturers of Elementary School Teacher Education (PGSD) Karimun University. 5) Design revision, at this stage will see the design assessment that has been carried out by a team of experts and material experts after it has been carried out. 6) Product trials, homeroom teacher responses and student responses to individual trials of 3 people, small group trials of 9 people and field trials of 18 people, 7) Revising the final product.

The research instrument in this study was the reference score for design validation and product trial use according to (Rosidah, 2017) namely a score of 5 with an assessment of "very feasible, score 4 with an assessment", a score of 3 with an assessment of "fair enough, a score of 2 with an assessment of "not feasible" and with a rating of 1 "very less feasible"

Collecting data in this study is to conduct interviews and questionnaires. Next is data analysis, calculating the questionnaire data into a scale of five to one, based on the conversion reference to the PAP (Patokan Reference Assessment) approach according to Sukardjo in (Sanusi & Widiyanto, 2018) which is described in table 1 below:

Table 1. Converting Qualitative To Quantitative Data With Scale 5

Quantitative Data	Range	Qualitative Data
5	$X > X_i + 1,80 S_{bi}$	Very decent
4	$X_i + 0,06 S_{bi} < X < X_i + 1,80 S_{bi}$	Eligible
3	$X_i - 0,60 S_{bi} < X \leq X_i + 0,60 S_{bi}$	Quite Decent
2	$X_i - 1,80 S_{bi} < X \leq X_i - 0,60 S_{bi}$	Less worthy
1	$X \leq X_i - 1,80 S_{bi}$	Very Less Worthy

Sanusi & Widiyanto (2018)

DISCUSSION / RESEARCH FINDING

Comic book products for grade II students were given to a team of design experts, a team of material experts, two grade II teachers and thirty grade III students who had studied the material in grade II. This is to see the quality of the

comic books that researchers have developed and tested.

a. Comic Book Design Expert Team Validation Data

Design experts for comic book media in this study were Mr. Muhammad Karta, S.Pd, M.Si and Mr. Edi Kurniawan, M.Pd. The design expert team validated the

comic book media, using a questionnaire that the researchers had prepared. The

following are the results of the validation of the design expert team, namely:

Tabel 2. Design Expert Validation Results

No	Expert Team Design	Minimum Score	Maximum Score	Score Results	Average	Eligibility Level
1.	Muhammad Karta, M.Si	20	100	84	4,20	Eligible
2	Edi Kurniawan, S.Pd., M.Pd	20	100	81	4,05	Eligible
Total					4,13	Eligible

Based on table 2, the validation of comic book media products was validated by Mr. Muhammad Karta, S.Pd, M.Si with an average of 4.20 in the Eligible category and the validation of comic book media products was validated by Mr. Edi Kurniawan, S.Pd., M.Pd with an average

of 4.05 got the Eligible category. The overall average of the design expert's validation is 4.13 with the "Eligible" category.

However, there are inputs and suggestions by a team of design experts, namely:

Tabel 3 Masukan Serta Saran yang Diberikan Tim Ahli Desain

No	Feedback and Suggestions from Design Experts
1.	In character recognition, use solid sentences.
2.	In the description for class II students, it is located in the middle.
3.	In the conversation dialogue there are some improvements.

Source: processed writer, (2021)

The following are suggestions and inputs given by the Design Expert Team, Mr. Muhammad Karta, S.Pd, M.Si and Mr. Edi Kurniawan, M.Pd. As well as product

improvements in accordance with the suggestions provided by the design expert team are described in the following table:

Table 4 Results Before and After Revision Design Expert Team

Before Revised	After revision
	

The researcher revised the comic book cover by changing the location of the sentence "for grade II children" to the middle and brightening the color in the image. At first the cover that the researcher made was darker in color and put the sentence "for grade II children" on the side. After conducting the guidance, the researcher made improvements based on the criticisms and suggestions given by the design experts. That is, by brightening a brighter image and changing the location of the sentence "for grade II children" to the middle. Where was originally on the cover there was a darker color and the words "For grade II children" were placed beside.

Before Revised



After revision



The researcher revised the comic book by changing the conversational dialogue, there were several improvements. The researcher made a sentence using the word election which was too high for the second grade elementary school students. After conducting the guidance, the researcher made improvements based on the criticism and suggestions given by the design expert team. Sentences that make it easier for class II students are like participating in the selection of class presidents where these activities are in everyday life at school.

Source: processed writer, (2021)

b. Comic Book Material Expert Team Validation Data

The material experts for comic book media in this study were Ms. Yuliana Mamerta Gultom, S.Pd and Ms. Fitria Meilina, M.Pd. The material expert team validated the comic book media, using a

questionnaire that the researchers had prepared. The following are the results of the validation of the design expert team, namely:

Tabel 5. Design Expert Validation Results

No	Expert Team Design	Minimum Score	Maximum Score	Score Results	Ave rage	Eligibility Level
1.	Yuliana Mamerta G, S.Pd	20	100	92	4,60	Eligible
2.	Fitria Meilina, S.Pd., M.Pd	20	100	75	3,75	Eligible
Jumlah Total Keseluruhan					4,18	Eligible

Based on table 2, the validation of comic book media products was validated by Mrs. Yuliana Mamerta Gultom, S.Pd with an average of 4.60 getting the Eligible category and the validation of comic book media products was validated by Fitria

Meilina, S.Pd., M.Pd with an average of 3.75 got the Eligible category. The overall average of the design expert's validation is 4.18 with the "Decent" category. However, there are inputs and suggestions by a team of design experts, namely:

Tabel 6 Feedback and Suggestions from the Material Expert Team





No	Suggestions and Feedback Given
1.	Pay more attention to the use of period punctuation and commas.
2.	More can be developed with various subjects and comics made using examples that are more common to students.
3.	Pay more attention to the writings that sometimes overlap and stick together, so readers are sometimes confused about which part of the writing to read first.

Source : processed writer, (2021)

The following improvements to the media in accordance with the suggestions

provided by the material expert team are described in the following table:

Tabel 7 Results Before and After Revision of the Material Expert Team

Before Revised	After revision
	
	

In written sentences that sometimes overlap and stick together, so that readers are sometimes confused about which part of the writing to read first

Before Revised



Aftre Reviside



In sentences developed with various subjects and comics made using examples that are more commonly encountered by students.

Source: Processed writer 2021

c. Teacher Response Data

The results of the responses made by Mrs. Feby Novianti Utami, S.Pd as class II teacher Cheerful A and Mrs. Nur Afiza, S.Pd as class II teacher Cheerful B at SDS 012 Maitreyawira Karimun (Attached).

The results of the responses that have been carried out by class II teachers can be seen in the following table:

Tabel 8. Class II Teacher Validation Results

N o	Teacher response	Minimum Score	Maximum Score	Score Results	Aver age	Eligibility Level
1	Feby Novianti Utami, S.Pd	20	100	97	4,85	Very decent
2	Nur Afiza, S.Pd	20	100	98	4,90	Very decent
Total					4,87	Very decent

Based on table 2 the teacher's response to comic book media products by Mrs. Feby Novianti Utami, S.Pd as a class II teacher Cheerful A with an average of 4.85 got the Very Eligible category and the validation of comic book media products was

validated by and Mrs. Nur Afiza, S. Pd as a Cheerful B grade II teacher at SDS 012 Maitreyawira Karimun with an average of 4.90 got the Very Eligible category. The overall average of the teacher's responses is 4.87 with the "Very Eligible" category.

d. Product Trial

Comic book media products that have been validated by a team of design experts, a team of material experts and homeroom teachers for grade II elementary schools are then revised according to the suggestions and criticisms given. After being revised, it was then tested in the field on a limited basis. The purpose of the field trial was to determine the assessment

of the comic book media that the researcher developed based on the students' point of view, which in this case would use the comic book in the learning process. Validation is done by means of, the researcher will show and ask students to read the comic book developed by the researcher. After that, the researcher will give a questionnaire containing statements

related to the comic book media. The results of the questionnaire filled out by the student will be used as a validation result. In this study, the subjects that were sampled were third grade students. This is because grade III students already know and learn all the material taught in grade II. Thus, making it easier for students to

fill out a questionnaire which is an instrument of research. The field trial was carried out in three stages, namely, individual trials, small group trials, and field trials with a total of 30 third grade students. The results of the trials conducted by third grade students can be seen in table 9 below:

Tabel 9. Product Trial

N o	Product Trial	Minimum Score	Maximum Score	Score Results	Average	Eligibility Level
1	Individual Trial	20	100	87	4,35	Very decent
2	Small Group Trial	20	100	92	4,60	Very decent
3	Large Group Trial	20	100	88	4,41	Very decent
Total					4,46	Very decent

In the individual trial conducted by three students, they got a score of 4.35 with the "Very decent" category. In a small group trial conducted by nine students, they got a score of 4.60 in the "Very Eligible" category. In the field trial conducted by eighteen students, they got a score of 4.41 with the "Very decent" category. The

overall results of the questionnaires filled out by grade III students for comic book media products for grade II students obtained a score of 4.46 based on a five-scale convention table, the comic book developed by the researcher was categorized as "Very decent"

e. Comic Book Media Quality

From the data obtained after validating all validators and thirty third grade students at SDS 012 Maitreyawira Karimun, the

average score of all validators who have filled out the questionnaire distributed by researchers can be calculated as follows:

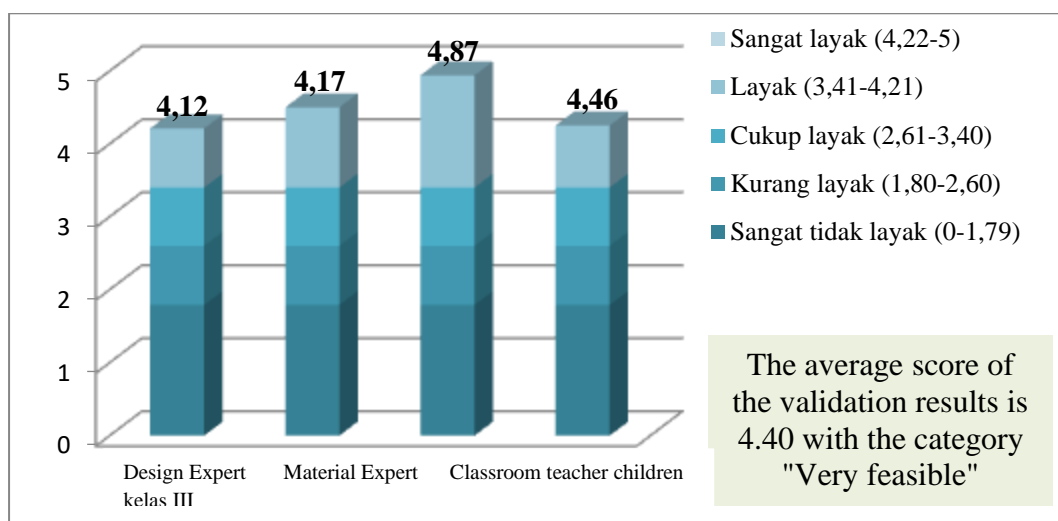
Tabel 10 Validation Recapitulation Results

Validator	Rata-Rata	Category
Tim ahli desain	4,12	Eligible
Tim ahli materi	4,17	Eligible
Guru kelas II	4,87	Very decent
Siswa kelas III	4,46	Very decent
Total	4,40	Very decent

Sumber: processed writer, (2021)

Based on the average number of validators above, it can be concluded that the comic book product that the researcher has developed has an average score of 4.40 in

the "Very Eligible" category. The results of the recapitulation of the validation data can also be seen in the bar chart as follows:



Picture 1 Recapitulation Results (Source: processed writer, 2021)

Comic book media is developed in several stages in the preparation process until its feasibility is tested. In the first stage, the researcher collects all information that will be useful during the product development process, after which the product is compiled by the researcher, which is then validated by the validator. The first validators to validate are design experts and materials experts. From the results of the validation carried out by the design expert team and the material expert team, the comic book will be revised according to the suggestions and criticisms given by the design expert team and the material expert team. After the product is validated by design experts and material experts, the product will be responded by the class teacher. Subsequently, field trials were carried out. The field trials consist of individual trials, small group trials and large group trials.

In validation, the design expert team provided input and suggestions that focused on comic covers, namely the cover made should be dominated by images so that the comic media display is more interesting to read, this is in line with the opinion (Ramiati et al., 2021) books that have a visual appearance that is more dominant in images than text and fonts in

comic books have a better readability level for children.

In the comic content section, it must have a good page design so that it must be considered by the author, according to (Kurniadi, 2015) The book that is made has a well-organized page design, meaning that the selection of typeface, line spacing, page layout, print area, wide margins will determine the comfort of reading. there are several improvements to the product that was developed in accordance with the criticism and suggestions by the design expert team. This is in accordance with the opinion expressed (Suryani, 2018) stated that media experts played an important role in contributing in the form of critical suggestions to determine the quality of the media that had been developed. In addition, the material is very basic from the content of the comic, the breadth of knowledge that provides learning so that readers, especially students, better understand the contents of the comic. (Novita Rahmawati Aditya, 2020) A good children's story book for children should (a) the material can be understood by children, (b) use simple language so that children can read and understand it, (c) consider the simplicity of vocabulary and structure, and (d) function to increase language richness and language skills.

child. The stages of this research have described development research starting from potential problems, collecting information, design, validation, testing to improvements that have been revised by the author, in developing validation inputs and suggestions are very influential on the results of comics made because the assessment of the validator must be in the category good. Menurut (Hasanah et al., 2021) the developed product that has been revised based on the validator's input and suggestions is feasible to use if the product design has received a minimum rating of good category from the validator.

Next, the product is tested. The goal is to see the effectiveness of the learning media. according to Emzir (2011:273) in (Kurniadi, 2015) To see the effectiveness of the developed teaching materials, it can be done by asking respondents' opinions. Stages of field trials conducted to students with 3 trials, namely individual trials, small group trials, and large group trials, this is in accordance with the opinion expressed by (Suryani, 2018) this trial stage is the stage where the developed media is tested on students, either in the form of one-on-one trials, small groups, and field trials (field tests). The trial can be carried out on a limited group. The results

of the field trial get a score with the "very feasible" category, therefore the results of the development of this comic are very very good so that this comic product can already be used in learning.

CONCLUSION

Comic media developed to improve students' ability to understand lessons so that students are more interested in participating in learning at school. Learning media can be a tool to easily explain learning content. As a source of learning for students, the media also has a good purpose and function, it also contains material that will be studied by students. Comics are a form of cartoon that can tell characters and display stories in sequence according to the picture, aiming to provide fun and entertainment for students, because cartoon cartoons can attract the attention of readers, especially elementary school students. At the age of elementary school children, the use or selection of learning resources as support in the learning process is very important, because the use of good learning resources will provide motivation and enthusiasm for students in participating in the teaching and learning process.

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