

Developing Comics-Based Social Sciences-History Teaching Materials

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Abstract—The purpose of this study was to describe the process and the results of the development of comic teaching materials on the Social Science-History subjects for the seventh-grade junior high school students in the City of Pekanbaru. The development of this comic teaching material uses research and development methods with the stages of literature study, needs analysis, product development, and product testing. The quality of teaching materials according to teaching materials experts with categories both from comic display design, comic typography, comic content design, language, material, plot and summary with an average percentage of 80.22%. The quality of the media according to experts is good in terms of content, language, and presentation feasibilities with the average percentage of 89.55%. The quality of the media according to the teacher and students is in very good category with the average percentage of 82.66% and 86%. The results showed that the comics-based IPS-History teaching materials were able to significantly improve the ability of the seventh-grade junior high school students towards the selected themes of the pre-history themes; Hindu-Buddhist and Islamic periods.

Keywords: teaching material, comics, social sciences-history.

I. INTRODUCTION

Learning is the heart of the educational process in an educational institution. Learning quality is complex and dynamic, can be viewed from a variety of perceptions and points of view across the timeline. Educational institutions are required to continue to improve the quality of learning and the process of implementing education, so it is necessary to apply a method of achieving the quality of learning that can be done through educational institutions and through an individual teacher.

Various subjects are given in school; one of them is a historical subject. The purpose of studying history is to fulfill the curiosity about past events, to know the description of the event, to know why the event occurred and how the event ended, as well as the implications or impact of the event against other areas of life [1]. This is in line with what is the goal of national education. That is, education and history is a unity, if national education is a way to realize national ideals, then history is the foundation that strengthens the way in realizing these national ideals. Therefore, history is one of the subjects that need attention from all parties, especially experts and observers of education issues.

Historical understanding needs to be owned by everyone from an early age in order to know and

understand the meaning of past events so that they can be used as a basis for attitudes in facing the present reality and determining the future. This means that history needs to be studied early by each individual, both formally and non-formally. The individual's relationship with society or its people requires the formation of an awareness of the importance of history to issues of common life such as nationalism, unity, solidarity and national integrity. The realization of the ideals of a society or nation is very much determined by the next generation who are able to understand the history of their society or nation.

Based on the interviews and observations that have been undertaken on some students in class VII of state junior high schools in the city of Pekanbaru, the results show that most students are saturated with more formal reading books so many students are reluctant to read them. This can be seen from the results of data analysis showing that, in SMP Negeri 11 Pekanbaru, 63.49% of the respondents spent their time reading the IPS-History book for only 1-2 hours a week, 23.80% of the respondents spent their time reading IPS-History books within 3-4 hours a week. Furthermore, 12.69% of the respondents spent their time reading IPS-History books within 5-7 hours, and the rest 0% of the respondents spent their time reading the IPS-History book for more than 10 hours within one week. These results suggest that student learning outcomes decreased because their interest in reading material/lesson books is also low. According to Tiemensma[2], reading is an important skill to be mastered in the 21st century in order to survive in this era of globalization. These findings are a portrait of the learning atmosphere that occurs in almost all junior high schools in the city of Pekanbaru, which has an impact on the low interest and learning outcomes of students.

Based on the problems described above, teachers should pay more attention to the implementation of history learning. The quality of the learning process needs to be improved so that learning objectives can be achieved effectively and efficiently. Students need to be encouraged to learn and appreciate moral values implied in events that occurred in history. In this case, the teaching materials used became one of the important factors in determining the success of the achievement of learning objectives. This is derived from the principle of good learning emphasizing

that if the learning process is able to develop the concept of generalization, and clarify abstract material then the teaching materials have a contribution in increasing the activity and motivation of students in learning. The teaching material is certainly a teaching material that can stimulate students' interest in learning and is already familiar to students.

So far, many teaching materials have been developed to facilitate the delivery of material from teachers to students. They include historical materials in the form of textbooks, audio-visuals or videos, and pictures of heroes. These of teaching materials, however, sometimes have obstacles or weaknesses. The video, for example, requires not only electronic equipment and electricity in its use, but also special skills demanding teachers to be able to operate it. Pictures of heroes, similarly, raises a problem in which they are not effective to convey historical messages optimally. To overcome these problems, it is necessary to innovate the use of teaching materials. One of the innovations carried out is making a social-history learning comic. The comic developed in this research is modified in terms of language, design, illustration, size and content of the program in accordance with the historical material and interesting flow, as well as contextual in everyday life so students are interested in reading and studying comics as teaching materials supporter. Learning Social-History with comic teaching materials is expected to be able to increase students' interest in reading textbooks, especially historical material. This is as stated by Maliath that the use of comics in the learning process can stimulate students' motivation and interest in a subject that is considered difficult to understand, stimulates discussion activities, builds understanding and extends memory [3]

The development of comic-based IPS-History teaching materials is intended to overcome the gap between ideal conditions and real conditions in the field. The ideal conditions in question are: (1) the availability of History-IPS teaching materials in accordance with the characteristics of the social sciences concept in order to improve student learning outcomes not only in terms of cognitive but also in terms of affective and psychomotor; (2) the presence of good and effective IPS-History teaching materials; and (3) overcoming the learning conditions of IPS-History through the availability of teaching materials that can improve the effectiveness, efficiency, and attractiveness of the learning process so that the teaching and learning process will run more optimally and varied.

The factors, as previously described, inspired researcher to develop the comics as teaching materials in the social studies learning, especially on Historical themes to anticipate the tendency of students who do not like the IPS textbooks that are not accompanied by interesting drawings and illustrations. On this basis, this study was, therefore, entitled, "Developing Comics-based Social Science-History Learning Materials for 7th Grade SMP Students in the City of Pekanbaru."

II. METHOD

30 The research design used in this study was **17** Research and Development (R&D). The choice of the research method is because researchers want to develop teaching materials. This is consistent with the opinion of [4] stating that R&D is the research method which is used to develop or validate products used in education and learning. Furthermore, this development study applies ADDIE procedure. This model consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation [5]. This study involved 3 teaching materials experts (UNP lecturers majoring in History), 3 Social Studies-History teachers from 11 State Junior High Schools, and 20 students from Junior High School 11 Pekanbaru.

The instrument used is a checklist that is used to get an assessment from experts about the quality of teaching materials. The quality of the teaching materials is viewed from several aspects, namely aspects of appearance, typography, content design, illustration, language, storyline, material, and comic summaries from which indicators are derived. From these aspects, the researcher then developed questionnaire.

Data analysis is done to see the value of each aspect or descriptor in the questionnaire. The data collected are analyzed by calculating the average score obtained. The score analysis used is descriptive analysis. Basically, the data obtained are in quantitative and qualitative forms. Quantitative data are in the form of numbers obtained from the development of product assessment questionnaire and student response questionnaires arranged on a Likert scale (multilevel scale) and Guttman scale. Qualitative data are in the form of responses, criticisms and suggestions as outlined in the questionnaire.

III. RESULTS AND DISCUSSION

The social studies learning process, especially for historical material in State Junior High Schools in the city of Pekanbaru, still encounters various obstacles. Based on the results of preliminary observations made in 4 state junior high schools (1 Junior High School 1; 9 Junior High School 9; 11 Junior High School 11 and Junior High School 39), on March 20 and 23 2018, the following facts were as follows:

First, social studies learning especially on themes "The History" that occurs in class is still text book center as the only source of learning. In fact, the existing textbooks are mostly very dense / broad and abstract, and the material exposure has not been based on the needs and characteristics of students. This was as stated by [6] through his research entitled "Social Textbook Problems (Results of Analysis on Geographic Text Books)". He explained that there were still many data errors, concepts, generalizations and language usage in social studies textbooks, especially Geography. The results of the analysis indicate that the books are written and printed without following the proper procedures. The textbook was also written without an editor, without a seminar, without being tested, and printed immediately. Similarly, the results of the research conducted by [7], shows that the IPS book used by junior high school students in Surakarta is basically in accordance with the curriculum, but

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the contents of the book do not have a level of difficulty that is in accordance with the development of students; the layout of the book is still stiff; the book has more text than images; and some images are colorless. As a result, the book is less attractive and difficult to understand by students.

Second, teachers and students still have trouble in understanding the contents of social studies textbooks, especially the themes of History. The difficulty is related to the unbalanced topics contained in the textbook; the topics are too broad but the time allocated for is not sufficient. In this case, one of the social studies teachers who taught in class VII of SMPN 1 Pekanbaru said that "social studies textbooks especially History are still difficult for me as a teacher and for students to learn".

Third, the learning process applied in social studies, especially on the theme of history, is still teacher-centered. The student's position is only as communicant without giving feedback, so that the knowledge gained by students is limited to the material presented and they have lacks of understanding of the meaning of the material. As happened in Pekanbaru Junior High School 9, in teaching, teachers only convey information and write concepts listed in the textbook on the board. As a result, the learning process only creates students who are able to master theory cognitively, but lack touch on the psychomotor and affective domains. This is consistent with the results of [8] study which showed that more than 90% of social studies teachers in Indonesia still thought that the objectives of social studies learning were limited to mastering facts. Similarly, Wiriaatmadja's research [9] provides an overview of the conditions of social studies that do not involve and pay attention to the reasoning power of students and tend to be in the "culture of silence".

Fourth, the integrated perception of IPS-teacher is not yet good. This is based on Syofyan's research [10] entitled "Perceptions of IPS Teachers in Pekanbaru City Junior High School on Integrated IPS". The results of the study showed that of the 100 teachers surveyed it was known that 47% (47 people) had perceptions in the unfavorable category towards IPS-Integrated, good enough category 39% (39 people) and good category 14% (14 people). That is, most of the junior high school social studies teachers in the city of Pekanbaru do not have a good perception of integrated social studies.

Fifth, the absence of an Integrated Social Studies teacher at the junior high school level causes the mastery of social studies competencies in an integrated context to be minimal, so that the teacher is only oriented to completing the material and not to the characters development or students' abilities according to the learning objectives. In SMP 11 Pekanbaru, one of the teachers (History) objected to teaching social studies in an integrated manner, because he felt it was difficult to teach other materials such as Economics and Geography. This is consistent with [11] statement that the teacher's understanding of the social studies is still limited to mastering facts, concepts and generalizations.

Sixth, the learning pattern of ISPS, especially on the theme of History still relies on memorizing resulted in the low student learning outcomes. Based on the data that the researchers got on May 30, 2018, it provides evidence that the Social Studies-Integrated learning outcomes of students at SMPN 39 Pekanbaru are still relatively low. This can be seen from the results of final semester test of VII.2 students indicating that 18 (60%) students of 30 got score above the KKM (70), while the

remaining 12 (40%) got score under the KKM. This result indicates that the students' learning outcomes in Social Science is still low. The results of Gunning's (1978) study also provide similar conclusion that social science learning process that merely put emphasis on memorization will result in boredom and uninterested learning atmosphere.

The phenomena of social science learning process described above were justified by the head of Teacher Association for Social Science Subject of High School in Pekanbaru (interviewed on March 24, 2017). He stated that "Social Science class is still dominated by the lecturing method, and still emphasizes on memorization. On the other hand, the existing textbooks have not been able to raise students' interest in learning social science resulting in students' low learning outcomes. This is also exacerbated by the absence of some teachers in Integrated Social Studies in High School.

Another problem faced by teachers is related to how to use teaching materials. The facts in the field show that teaching materials are still dominated by textbooks and student worksheets (LKS). The price of the textbook is also somewhat expensive. Furthermore, teaching materials in the form of worksheets are indeed relatively cheaper and affordable. The teachers, unfortunately, tends to use these materials to simply instruct students to learn on their own and work on competency tests. The limited materials presented in the LKS also result in a lack of absorption of information by students. In addition, teachers are also less optimal in delivering the materials.

These findings are portraits of the learning atmosphere that occur in almost all state junior high schools in Pekanbaru. These must be parts of teachers' concern to conduct learning process successfully. [12] affirm that a professional teacher is demanded to be creative in compiling innovative, varied, interesting, and contextual teaching materials to attract students' interest to learn. The teaching materials expected are those that can support the implementation of constructive learning so that teaching materials become usable for students, and a source of inspiration and information for both students and teachers. Therefore, the teaching materials to be used should be SAL (Student Active Learning). This criterion is very relevant to the teaching material developed in this study, namely the IPS teaching material on History theme in the form of comics as a textbook for students of class VII of State Junior High Schools in Pekanbaru.

Comics could attract students' interest and involve the emotions of the reader deeply to produce a satisfactory result. Comics as teaching materials have extraordinary adaptability so that they can be used for various purposes [13]. The use of comics can be adjusted in various contexts of purpose, and no exception in the world of education. The comics used in the learning process must contain the elements of education. In addition to comics as teaching material, they also provide entertainment to students. Another expected impact is that students are also able to appreciate the struggles of the figures in the comics.

A. Instruments

The instruments are used to assess the implementation of social science learning materials in the form of comic books in High School in Pekanbaru City. This study uses a questionnaire and a test. In pre-research stage, the validity and practicality of the questionnaire were tested. Meanwhile the effectiveness of the test items were assessed by experts and then they were

analyzed to see the distinguishing power, the level of the difficulty, the acceptance criteria, and the reliability of the test items. In addition, there was an interview guideline and an observation guideline to find the practicality of the product developed.

All of the instruments were validated and their reliability was calculated. This was done to maintain confidence in the data obtained from the instrument. To find out the content validity, discussions with several experts were conducted. The expert is a person who is considered to have expertise in social science, language, and instrument development. Experts on instrument validation consisted of lecturers and social science teachers of Class VII of junior high school in Pekanbaru.

To develop the comics-based teaching materials, there were two steps conducted, which are expert appraisal followed by revision and developmental testing

1. Expert's Validation

Before the product was tested in the field, the product was validated by the experts. Expert validation was carried out to ensure that the product developed was feasible to be tested against the students. In addition, expert validation is useful to anticipate error materials, lack of material, and the situation during try out.

The expert on teaching materials are raters in validating the comic-based teaching material. They are Mrs. Dr. Siti Fatimah, M.Hum., a lecturer in History Education Department, the Faculty of Social Science, Padang State University, and Afrizayeni, M.Hum, the Chairperson of Teacher Association for Social Science Subject in Pekanbaru City. To do the assessment, the experts filled out assessment form of the teaching materials developed. The questionnaire contains 22 assessment items about curriculum suitability, content accuracy, and presentation method. Assessment for each indicator uses a rating scale from 1 to 5 with the following criteria: 1 (Very Poor); 2 (Poor); 3 (Enough); 4 (Good); and 5 (Very Good). The result of the assessment done by material experts (rater 1) shows that the score of the teaching materials developed is 3.95. According to Widoyoko (2009: 239), this score could be classified into "good" category. Although included in good category, the rater suggested a revision on the product because there are still some errors in the preparation.

Furthermore, the result of assessment done by rater 2 shows that the score of the materials developed is 4.14 (good). The rater did not provide further suggestions or comments for product revisions. Based on the results of the assessment, there was a difference in value between rater 1 (3.95) and rater 2 (4.14). The average score of the assessment is 4.05 indicating that the materials developed were in "good" category. This result suggests that the product developed is feasible to be tested.

In addition to material experts validation, the product was also validated by teaching materials experts. The expert is Mr. Dr. Darmansyah M.Pd., a lecturer at the Department of Educational Technology of the Faculty of Education, Padang State University. Expert validation on instructional materials was done by providing the product along with an assessment sheet. The assessment sheet is in the form of a questionnaire with 28 assessment items on the criteria for production, visual design, and technical quality. Assessment for each indicator uses a rating scale from 1 to 5 with the following criteria: 1 (Very Poor); 2 (Poor); 3 (Enough); 4 (Good); and 5 (Very Good). The

result shows that the average score of the product is 4.07 (good). The teaching materials experts stated that the product could be tested in the field without any revision. Hence, the product developed was feasible to be tested.

2. Language Validation

The comic-based teaching materials developed were also validated by a linguist. He is Mr. Dr. Masrul, M.Pd., a lecturer in the Faculty of Education, Pahlawan University. The linguist filled out the assessment sheet 15 items on the use of language in the teaching materials. Assessment for each indicator uses a rating scale from 1 to 5 with the following criteria: 1 (Very Poor); 2 (Poor); 3 (Enough); 4 (Good); and 5 (Very Good). The result of the assessment indicates that the average score of the language used in the teaching materials is 4.05 (good). Based on the result, it is identified that the product could be used in the try out.

The product that was already validated then was tried out in the field. Field-testing of the teaching materials for Social Science on History theme was carried out to the students in class VII.2 SMP Negeri 11 Pekanbaru. The try out was done in two stages, namely limited field-testing and wider field testing.

3. Limited Field Testing

Limited field-testing was conducted by taking samples of three students from class VII.2 of SMP Negeri 11 Pekanbaru as respondents. Students who were taken as samples are those who have a high, medium, and less intellectual level. They were chosen by asking the teacher's consideration for the class. Limited field-testing was conducted on Friday, August 10th, 2018 in a room of the school. The product (comics-based teaching materials) was distributed to the respondents. After the respondent has finished reading, they were asked to give an assessment using a questionnaire. The questionnaire consists of 5 items. The results of the assessment in the limited field-testing show that the average score of the product is 4.19 (good). The results of the observation showed that the students seemed to be curious of the contents of the comic once it was distributed to them. They read the comics from the beginning to the end.

After finishing reading the materials, the respondents were asked to comment on the comics they read. In general, the respondents gave positive responses. They liked the comics developed. The respondents stated that the comics developed were interesting. Respondents felt that the comics developed were easy to understand, and easier to learn. In this limited field-testing, there were no obstacles found during the respondents reading the teaching materials. Furthermore, a wider field-testing was carried out in the next stage.

4. Field-Testing

Field-testing was conducted involving six students of class VII.2 of SMPN 11 Pekanbaru. They were chosen based on their intellectual level ranging from high to low. The selection of the respondents was done by asking the class teacher for consideration. Respondents were given a social science-history teaching material in the form of comics and asked to fill in the questionnaire provided. The result of the assessment shows that the average score given by the respondents to the product was 4.25 (good). In addition to the assessment of the questionnaire, observations were also done during wider field-testing.

The results obtained in the broader field-testing stage show that students are more interested in learning to use comic teaching materials. Based on the results of the question and answer during the field-testing process, some students consider social science class, especially historical theme, difficult and uninteresting. After students were given comics-teaching material developed, students seem interested in reading the teaching material. Enthusiasm and learning motivation of students can increase with the use of comics developed as teaching materials. This can be seen from the attitude of the students who seem to love reading comics. The students talk to each other and shared opinions about the comics developed.

After finishing reading the comics, students were asked to comment on the teaching materials. Just like in the previous trial phase, student comments at the wider trial stage also showed positive responses. In general, students like comics which are developed as teaching materials. Students said that learning through comics was very fun. The images presented in comics are good and interesting. Students stated that comic-based teaching materials can help students understand the material of History. Students find it easier to memorize historical events using comic teaching materials. During the field-testing phase, there were no obstacles found.

5. Operational test

In the final product testing phase, an operational test was conducted involving class VII.2 SMPN 11 Pekanbaru. The number of students in one class was 24 students, but 5 students were outside the classroom following the choir training so that operational tests were conducted on 19 students as respondents. Like the previous field test phase, in the operational test phase students are distributed comic teaching materials to read then students are asked to give an assessment by questionnaire. The results of the respondents' assessment at the operational testing stage obtained the average score of respondents' score 4. Based on the table of conversion of quantitative data to qualitative, the comic media developed included in the criteria of good. Similar to the previous trials, observations were also made during the operational tests.

The results of observation show similar things to the broader field-testing phase. Prior to the use of comics-based teaching materials, 7 students admitted that they did not like learning History. Their reasons were almost similar. According to them, social science subject is difficult because there are a lot of materials to be memorized. It made students feel less motivated to learn social science. After the comic materials were distributed, students were interested in the teaching material. It seems that the students' enthusiasm in reading the comic is quite high. Student motivation seems to increase with the use of comic-based materials developed. The students said that the comics are more fun than listening to the teacher's explanation.

B. DISCUSSION

History theme of Social Science subject were found as materials that the students did not like to learn. In this class, they have to totally listen to the teacher's talk for hours. As a result, their motivation to learn this topic is very low. The preliminary study results show that the most common learning method the teacher used was

conventional method that made students bored quickly. In addition, the use of learning sources in learning is limited to textbooks and student worksheet. The materials presented in textbooks and worksheets are still considered unable to raise students' learning motivation due to lack of materials students like. The students tend to have less interest in textbooks especially those that are not accompanied by interesting pictures and illustrations. Whereas empirically students tend to like illustrated books, which are full of color and visualized in realistic and cartoonish forms [14]. The teacher still finds it difficult to determine effective teaching materials to teach history.

The historical materials become the materials that are considered the most difficult by students. Students consider these materials to contain a lot of memorization, while the materials that have to be learned is quite a lot. One subject that is regarded difficult by class VII students of state schools in the city of Pekanbaru is about pre-history life; the beginning and the development of Hindu-Buddhism; and the beginning and the development of Islam in Indonesia. In this class, there were a number of important events and dates to be memorized by students. Consequently, they became lazy to learn the material. Students got difficulties in answering questions in daily tests. Their average score is also still not satisfactory.

The above problems can be overcome if the material is presented in an interesting form. Interesting materials can arouse a feeling of pleasure in students to learn so that the material can be conveyed. This is in line with Kline's opinion [15] which states that learning will be effective if done in a fun and enjoyable atmosphere. If students have a high interest in learning, the learning material delivered will be more easily absorbed by students.

One of the fun learning conditions can be done with the use of comic-shaped teaching materials. The popularity of comics that are widely read by children, even to adults, makes comics very potential to be used as learning media. Presentation of learning material in the form of comics can make the presentation of the material more attractive and preferred by students. Comic learning is expected to be able to increase students' interest in reading so that in the end it can improve student learning outcomes [14].

Product development is carried out by analyzing objectives and capability of the comics, carrying out development procedures, and conducting expert validation. The objectives to be achieved in developing comic-based teaching materials are to produce appropriate communication-oriented teaching materials for social science, especially on historical themes, and to increase students' motivation

Comics as graphic media in this study are used to present the visualization of historical stories for students so that they are more concrete and attractive to students. This is in line with the opinions of [16] that the value of graphic media lies in the ability to attract attention, interest in conveying certain types of information quickly.

Presentation of the material in the comic is arranged in cartoon illustrations with narrative text and dialogue. Cartoons are chosen so that students are more interested in learning in accordance with the opinion of [17] that cartoons are easy and fast read and interesting for children of all ages.

The next stage after the preparation of the teaching materials is the validation of teaching materials for material experts and teaching materials experts who are experienced in their fields. Assessment in terms of the material refers to aspects of content considerations which consist of curriculum suitability, content feasibility, and presentation method. The aspect of assessment refers to the opinion of Hartono Kasmadi[18] which states that one of the things that need to be considered in the development of media is the consideration of content.

Meanwhile, assessment in terms of teaching materials includes aspects of the criteria of production, visual design and technical quality. The assessment aspect refers to the opinion of Hartono Kasmadi[18] which states that in the selection and development of teaching materials aspects that need attention include consideration production, students, content, and teachers. Visual design aspects that are considered include visual elements stated by Rohani[18] namely simplicity, integration, emphasis, balance, line, shape, space, texture, and color.

Based on the results of data analysis on the results of the expert validation of the material carried out in two stages with one revision, the average score of the materials in the first assessment is 3.95, and that in the second assessment is 4.14. The average score given by the expert reviewing the materials could be categorized into "good". In other words, the products developed are feasible in terms of material content. Product viability is supported by material expert's statement that the product has been worthy of material testing. The assessment of material experts is based on criteria for consideration of material content. Content considerations consist of curriculum suitability indicators, the truth of contents, and presentation method.

Teaching materials in the form of comics that are developed in accordance with the curriculum, indicators of learning taken, as well as the formulation of learning objectives are in good category (4.00). The reliability of the content includes the storyline, picture illustration, dialogue between characters, setting the story, and writing the name of the character in the comic media is also good. Viewed from the way the materials are presented, it is found that the comics-based teaching materials is very good in which its average score is 4.21. The product developed is able to present material more concretely. It helps students understand and remember the materials. It also facilitate students to learn about historical figures, and activate their emotions

Furthermore, the validation of teaching materials experts was carried out in three stages, with two revisions. The average scores obtained were 2.82, 3.80, and 4.7. The average score obtained in the first stage of the assessment

according to the guidelines proposed by [19] is classified into "sufficient" category. Meanwhile the average score obtained in the second and third assessment is in "good" category.

In general, based on the criteria of teaching materials in the form of comics developed, the average score was 4.12 or in good category. The physical condition of the teaching material is good with an average score of 4.00. The quality of the contents is good with an average score of 4.00. Furthermore, the average score of the emotion aspect of the product is 4.50 which means very good. The instructional material developed contains aesthetic values and is able to make student learning more enjoyable. Based on the criteria of visual design, the product developed has met the visual design principle with a score of 4.00. Indicators of the principle of visual cover design, story content, historical summary, as well as illustrations of historical figures each get an average score of 4.00 which is categorized as good. The principle of visual design assessed includes assessment items regarding layout, color choices, suitability of images, and type and size of letters. Furthermore, the average score of the technical quality of the product is 4.20. Assessment points for good media requirements include the ability to motivate students, make it easier for students to remember, make the presentation of interesting material and ease of use.

Products that have received appropriate recommendations from material experts and experts in teaching materials have fulfilled the requirements to be tested in the field. The results of observations conducted in the three stages of field testing showed that the products developed in the trial stage seemed able to attract students' interest to read the material. After sharing with students, students seemed to be enthusiastic about reading the material. Students' interest in learning resources was a good symptom to improve student learning achievement. Initially, students feel less interested in social science material because it is considered boring. Learning materials in the form of comics developed here can play an alternative role in student learning that is more interesting than reading textbooks so that through this comic media students have other alternative learning resources besides the textbook. The existence of varied image presentation in comics makes the media developed more attractive and favored by students.

The use of comic-based teaching materials can activate students physically and mentally. When a trial is performed, students are encouraged to discuss with friends around their seats. The class atmosphere becomes more enjoyable. There were also some students as if imitating the dialogue of characters in the comics. The classroom atmosphere during the trial was quite conducive, students showed a willingness to learn the material presented in the comic media. From the three stages of the field trial, no revision process was carried out on the developed media products. During the field trial, no significant obstacles were found so that revisions were required. This is in line with the opinion of [20] that

product revisions are carried out if there are shortcomings and weaknesses. The purpose of developing comic-shaped teaching materials is to increase motivation and help students to learn can be achieved.

Therefore, the development of comics as one of the instructional materials can be used as an informative teaching material. Comic as a teaching material is also a learning medium that serves to convey learning messages. As a learning medium, there is communication between students (as comic readers) and comics (reading material), communication can run smoothly if delivered in a clear, coherent and attractive manner. This is in accordance with the opinion expressed by [21] that the use of comic teaching materials if presented properly will stimulate students' interest and attention, because of their happiness which in turn has an impact on improving learning outcomes.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that comic-shaped teaching materials can be used as an alternative teaching material as well as learning media in social studies subjects, especially on historical themes. The quality of teaching materials is in "good" category in terms of comic design, comic typography, comic content, comic illustrations, language, material, and plot. The average percentage achieved is 80.20%. The quality of teaching materials according to material experts is also "good" from the aspects of content, linguistics, and presentation with an average percentage of 89.55%. And the quality of teaching materials according to teachers and students is in very good category with an average percentage of 82.66% and 86% respectively. This research produced teaching materials in the form of comics, especially on the theme of History (Pre-History: Hindu-Buddhism period and Islamic period.

Suggestion

Based on the research findings, it is suggested to: (1) teachers and schools to apply comics-based teaching materials not only in the IPS-History subjects but also in other subjects; (2) further researchers use the results of the current research as a reference and input for the development of teaching materials in the form of comics, especially in the history of social science subjects.

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