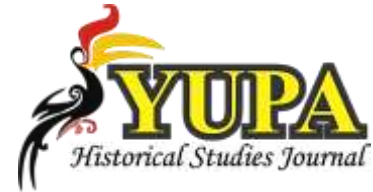


P-ISSN: 2541-6960; E-ISSN: 2549-8754

Yupa: Historical Studies Journal

Vol. 9 No. 1, 2025 (1-12)

<http://jurnal.fkip.unmul.ac.id/index.php/yupa>



## Innovative Learning Design Assisted by Comic Media in Social Studies

**Anis Syatul Hilmiah**

Universitas Jember, Jember, Indonesia

anissa@unej.ac.id

---

Received	Revised	Accepted
27/10/2024	18/11/2024	17/12/2024

---

**Abstract** Learning innovation in social studies learning is important, especially for designing learning. This study aims to examine the effectiveness and relevance of comic media as a tool for developing social studies learning. This study uses a literature study method by analyzing various indexed and accredited journals that highlight the use of comics in social studies learning. The results indicate that comics in addition increase students' interest in learning but also help in understanding complex concepts through visualization. Comic media, when combined with innovative learning strategies, can have a positive impact on student learning outcomes in social studies learning.

**Keywords:** Instructional Design, Innovative, Comics, Social Studies

---

**Abstrak** Inovasi pembelajaran dalam pembelajaran IPS penting dilakukan, terutama digunakan untuk mendesain pembelajaran. Penelitian ini bertujuan untuk mengkaji efektivitas dan relevansi media komik sebagai alat bantu dalam desain pembelajaran IPS. Penelitian ini menggunakan metode studi pustaka dengan menganalisis berbagai jurnal terindeks dan terakreditasi yang menyoroti penggunaan komik dalam pembelajaran IPS. Hasil kajian menunjukkan bahwa komik tidak hanya meningkatkan minat belajar siswa, tetapi juga membantu dalam pemahaman konsep yang kompleks melalui visualisasi. Media komik, bila dikombinasikan dengan strategi pembelajaran yang inovatif, dapat memberikan dampak positif pada hasil belajar siswa dalam pembelajaran IPS.

**Kata kunci:** Desain Pembelajaran, Inovatif, Komik, IPS



This work is licensed under a

[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

## **INTRODUCTION**

The development of technology and information has driven innovation in solving educational problems worldwide (Kuril et.al., 2023; Valdés Sánchez & Gutiérrez-Esteban, 2023). Information is readily available, providing positive and negative impacts on children's development. Social studies education in schools faces challenges in the context of an information-rich society but often conflicts with the moral values of the Indonesian nation. Therefore, social studies education must overcome these negative impacts by improving the quality of learning that prioritizes the development of reasoning, and valuable noble potential in students. However, social studies learning is often considered uninteresting because the teaching methods tend to be conventional and monotonous. This condition demands innovation in social studies learning methods, where teachers need to be creative in creating an interactive and enjoyable learning environment.

One solution is the use of comics as a learning medium, which has the potential to increase students' interest in learning and overcome boredom in learning social studies. Comics, with a combination of interesting narratives and illustrations, can be an entertainment medium that is also educational, helping students understand the subject matter more enjoyably and creatively. Comics are a completely original medium of expression because they combine images and text. Unlike similar works such as illustrated stories or films, comics use visual language, making them a broad and challenging field of study to research, but very relevant to the study of image semiotics (Berkowitz & Packer, 2001). Comics can be defined as a series of images and symbols arranged side by side in a certain order to convey information or elicit an aesthetic response from the reader (McCloud, 2001:9). Comics are more than just light, entertaining stories. Not only for children, comics are an effective visual communication medium in conveying information in a popular and easy-to-understand way (Waluyanto, 2005).

Today, comics have developed into an entertainment medium on par with other forms of entertainment, such as films, animations, and cinemas. More than just a lightly illustrated story, comics also act as a visual communication medium. In this context, comics can be an educational tool to convey information effectively and efficiently. This confirms that comics have two main functions, namely as entertainment and as an educational medium, both directly and indirectly. The function of text in comics as the core story is to be supported and continued by illustrations. This not only helps improve students' reading skills but also has the potential to encourage the development of their imagination and creativity (Aman & Wallner, 2022).

Several previous studies have examined the use of comics as a learning medium. Research by Indawati et al. (2022) shows that comic media in social studies learning can improve students' understanding of the material and make learning more contextual and interactive. Comic media has been proven to be an effective tool in delivering complex material in an interesting and easy-

to-understand way (Husna et al., 2024; Sofyani, 2023). In addition, this media can also increase students' interest in learning (Khoirul Taufiq et al., 2023; Lestari & Dwi Arisona, 2023; Setiawati et al., 2022). This research is important considering the need for more innovative and interactive learning methods, especially in today's digital era. Using comic media in social studies learning is expected to be an effective alternative to overcome boredom and students' disinterest in this subject. By utilizing interesting visualizations, comics can help students understand the material better and encourage them to learn independently.

This research aims to explore innovative learning design assisted by comic media in social studies learning, by conducting literature review from various relevant journals. Comics were chosen because of their ability to present learning materials in an interesting and relevant way for students, so it is expected to increase the effectiveness of social studies learning and become one of the alternatives to interesting and innovative learning media.

## METHOD

This study uses a literature study method, by collecting and analyzing data from various scientific journals that discuss the use of comic media in social studies learning. The main data sources come from indexed and accredited journals. The analysis was carried out descriptively with a focus on the effectiveness and implementation of comic media in social studies learning. The journal articles used in this study were 24 SINTA-accredited articles. The articles obtained were similar research articles that were analyzed and reviewed. The research results were then combined into a complete discussion in this article.

## RESULT AND DISCUSSION

The results of research data from the literature review are in the table below.

No.	Peneliti	Hasil Penelitian
1.	Latul et al. (2024)	Using comic media is an effective way to enhance students' learning outcomes in social studies.
2.	Noverita et al. (2023)	Comic media was validated by experts as a very feasible category and can improve environmental literacy as shown by data analysis from the pretest and posttest from the T-test results with a 95% truth level obtained a significance result of $0.000 < 0.05$ , so there is a significant difference in student learning outcomes before and after using local wisdom-based comic learning media. Local wisdom-based comic learning media is feasible to be used as a learning medium in Social Studies subjects.
3.	Shabirah Sulistiyani et al. (2022)	Using comics and educational improvement strategies can enhance students' preparedness for disasters. Improvement in preparedness is concluded based on the results of observations and tests conducted. The things that influence it are stories that relate to aspects that are close to students and are interesting to students. To increase students' interest in studying comics and enhance their understanding, it is essential to consider the concepts presented in the comics, such as " if history " or bringing

- 
- students into historical material that is integrated and presented in subjects that also contribute to understanding the contents of the comic.
4. Setiawati et al. (2022) The use of comic media is appropriate and can enhance students' interest in learning social studies.
  5. Sedana et al. (2022) The use of e-comic media is appropriate for learning activities related to social studies content.
  6. Rizki et al. (2022) The development of a fantasy comic with the theme of my hero as a social studies learning medium received an assessment in the very appropriate category and the assessment of student responses received a percentage of 95.32% which is included in the very good category.
  7. Nofarinda et al. (2022) The comic media on the material of the Pancasila birthday event was declared practical based on the student response questionnaire with a percentage of 90% and 94.3% and the comic media developed was declared effective or had a potential effect with a percentage of 82%.
  8. Ni Putu Sintya Dewi & I Wayan Sujana (2022) *E-Comic based on Problem-Based Learning on the IPS content of the material on types of jobs is declared feasible to be applied in learning activities.*
  9. Indawati et al. (2022) Interactive comic media for social studies learning on natural environment and artificial environment material based on contextual teaching and learning is in the feasible category and students' responses to the media in the field trial with 34 students obtained an average score of 90%.
  10. Hidayah (2022) Comic media in the subject of social studies cooperative material is categorized as very feasible. While the assessment given by students in the large group trial stage obtained a percentage of 99.07% categorized as very feasible, this shows that the comic-based learning media developed is very practical and feasible to use in the learning process.
  11. Triwulandari (2021) Android-based multimedia comics are declared feasible in social studies learning on economic activity material.
  12. Putra et al. (2021) Comic-based teaching materials in social studies subjects received very feasible criteria. The results of small group trials obtained very good criteria with an average of 88.8%. Therefore, comic-based teaching materials are feasible to be used in social studies learning.
  13. Oktaviyanti et al. (2021) The comic-based LKPD for IPS theme 3 sub-theme 3 received an average of very valid criteria so that the LKPD that has been developed can be used in schools without any revisions in terms of material or visuals.
  14. Putri et al. (2021) The E-Comic "Important Events Surrounding the Proclamation" is a valid product and is suitable for use as an alternative learning media in social studies learning on the material of Important Events Surrounding the Proclamation in grade V of Elementary School.
  15. Astutik et al. (2021) Digital comic media is declared very valid and the character-strengthening questionnaire gets a score of 89% falls within the "very good" criteria. The practicality of the product is seen from the results of student responses including individual trials getting a percentage of 87%, small group trials getting 84%, and field trials getting a score of 85% in the very good category. The effectiveness of the product is seen from the difference in the results of the character-strengthening questionnaire. In the experimental class, the n-gain value was 0.55 with a medium category, while in the control class, the n-gain value was 0.28 with a low category. Thus, the results of the study indicate that the developed digital comic media is suitable for use in social studies learning as a character strengthening for students.
-

- 
16. Salahuddin et al. (2020) The eligibility of digital comic media for learning has been evaluated based on expert validation and trial results. The findings show an average score of 3.98 in the field test stage (categorized as good), 3.96 in broader field tests (categorized as very good), and 3.87 in operational tests (categorized as good). Therefore, digital comic products are deemed suitable for use, as media products are considered feasible if their assessment results meet at least the good criteria.
  17. Sulistiyani et al. (2020) The application of a scientific approach with comic media can improve social studies learning about the struggle to prepare for Indonesian independence, as indicated by an increase in student learning outcomes.
  18. Suparman et al. (2020) After the treatment using comic media, learning outcomes differed significantly. Students who learned using comic media experienced an increase in average scores reaching KKM. This increase in learning outcomes also positively affected students' interest in reading comics. Therefore, teachers are advised to use comic media to attract students' interest in reading the subject matter, so that students' learning outcomes increase.
  19. Yusnina et al. (2020) Snowball throwing type cooperative learning model with comic media on critical thinking skills and social skills of 5th-grade elementary school students in Social Studies Learning on national events surrounding the Proclamation of Indonesian Independence provided significant improvements.
  20. Rosyida (2018) CTL-based comic media is feasible, practical, and effective. CTL-based comic media influences student learning outcomes. This can be seen from the results of the t-test which shows that the calculated t is 2.55 > from the t table of 2.093. The use of CTL-based comic media received a positive response from students, which was 90.5%. So it can be concluded that CTL-based comic media is feasible, practical, and effective in improving the learning outcomes of grade III elementary school students in social studies subjects.
  21. Marwiyah & Ratnawuri (2018) Learning Media, Social Studies Comics. The resulting product is the creation of learning comics with the topic of economic activities. The results of the products made by researchers will be validated by learning media experts, material experts, and language experts. Furthermore, this study was tested on a small group consisting of 10 students of class VII B SMP Negeri 4 Metro. The percentage results of the validation value for learning media experts were 93%, material experts 88%, language experts 96%, and the small group trial value was 94.6%. So, it can be concluded that comics with the topic of economic activities are very suitable for use by students as a social studies learning media with the topic of economic activities for class VII Junior High School.
  22. Mardiantanto et al. (2018) Comic media can improve students' learning outcomes in the material of Preparing to Proclaim Indonesia with the Two Stay-Two Stray Learning Model.
  23. Sukmanasa et al. (2017) The use of digital comic media on the material of Events Around the Proclamation for social studies subjects increases students' interest in learning. The learning media developed is declared suitable for use based on expert validation, teacher trial results, and student responses. Digital comic media can be developed and is suitable for use.
  24. Sigit Dwi Laksana (2017) Comics as a learning medium are very powerful and can stimulate students' understanding of the material because of the interesting storyline and the presence of images that students like.
-

## **Implications and Advantages of Using Comic Media in Social Studies Learning**

The use of comic media as part of learning design provides an effective alternative to overcome students' difficulties in understanding social studies material. Comic media also contributes to the development of 21st-century competencies, such as critical thinking, collaboration, and communication skills (Yusnina et al., 2020). Although effective, the integration of comics into learning requires support from schools and educational policymakers to provide adequate resources and training for teachers.

The use of comics in social studies learning has several positive implications. First, comics help improve students' visual and digital literacy, which is important in today's digital age. This literacy is very important for students to understand information in various forms of media (Artini, 2022; Noverita et al., 2023; Waluyanto, 2005). Second, comics also encourage more inclusive learning, especially for students with special needs or students who have a visual learning style. Comic media can help them understand the material better through clear images and structured storylines.

In addition, the use of comic media in social studies learning also provides a number of significant advantages. First, comics are able to increase students' interest and understanding of the subject matter. Comics can simplify abstract concepts in social studies, making the material easier for students to understand. The use of comics increases student engagement in the learning process, making learning more interactive and interesting (Husna et al., 2024). Comics can be used as a tool to visualize stories or historical events, which helps students remember information better (Indawati et al., 2022).

The images and narratives presented through comics attract students' attention and help them understand the concepts presented more easily (Mayer, 2020). In a study conducted by Putri et al. (2021), the use of comic media has been proven to significantly improve student learning outcomes compared to traditional learning methods. In addition, comics also help students connect abstract concepts with visual representations, which increases in-depth understanding. Another advantage is that digital comics are more effective than printed comics. Digital comics allow for interactivity, which makes the learning process more dynamic and engaging for students and can be accessed more flexibly through digital devices (Lestari & Dwi Arisona, 2023).

## **Implementation of Comic-Assisted Learning Design**

Research shows that learning designs that integrate comics as learning media can significantly increase student motivation and learning outcomes (Sofyani, 2023). Comics help students develop critical and creative thinking skills by presenting problems in the form of stories that must be solved (Sari & Harahap, 2021). Innovative comic-based learning designs have been

proven effective in improving students' understanding of complex materials, such as economic and social concepts in social studies (Marwiyah & Ratnawuri, 2018).

In its application, comic media must be well integrated into the learning design. Learning designs that combine comics with a contextual approach have proven to be more effective in improving student understanding. Comics that are relevant to social studies material can provide meaningful learning experiences for students (Dewi, 2021). In addition, the use of comic media integrated into methods such as Problem-Based Learning (PBL) helps students develop critical and analytical thinking skills. The application of Project-Based Learning (PjBL) and PBL based on comic media can help students be more involved in the learning process. Comics function as a tool to convey problems, while students are required to find solutions through in-depth analysis. (Ni Putu Sintya Dewi & I Wayan Sujana, 2022; Olistia et al., 2022; Yansaputra & Kusuma, 2020).

Research shows that interactive comic media can effectively convey complex topics, such as the natural and built environment (Indawati et al., 2022). Comic-assisted inquiry learning has been shown to improve students' science process skills, suggesting that the method can foster critical thinking and observational skills in the context of social studies as well. (Husna et al., 2024).

Student engagement in the learning process is also increased through the use of comics. Comics provide story elements and illustrations that help students become more involved in understanding the material, especially on topics that require complex analysis (Arwati & Oktaviani, 2023; Khoirul Taufiq et al., 2023; Lestari & Dwi Arisona, 2023; Putri et al., 2021; Setiawati et al., 2022). In addition, comics based on local wisdom can provide a context that is closer to students. This not only improves understanding of the material, but also instills the values of nationalism and local culture in students (Dewi, 2021). The application of comics in social studies learning requires careful planning, including selecting the right topic and integrating it with student-centered teaching strategies.

### **The Effectiveness of Comics in Improving Motivation and Learning Outcomes**

Research shows that comics not only attract students' interest but also help them understand the material more deeply, especially in social studies learning which tends to be theoretical and requires visualization (Husna et al., 2024; Indawati et al., 2022).

Comics also help in building relevant learning contexts and motivate students to think critically, as in studies that show increased student learning outcomes after using comic media (Dewi, 2021; Latul et al., 2024; Sari & Harahap, 2021).

Comics significantly increase students' motivation and learning outcomes. This is because a combination by interesting images and stories can attract students' attention and create a fun learning atmosphere (Mayer, 2020). Comics also allow students to better understand concepts through easy-to-understand narratives and supporting visuals. Research Noverita et al. (2023)

and Artini (2022) show that students find it easier to remember information conveyed through visual and narrative media. In the context of social studies learning, comics can help improve understanding of historical topics that are often abstract and require clear context (Putri et al., 2021). The use of digital-based comics can also increase student interaction with the subject matter through interactive elements presented in digital comics (Lestari & Dwi Arisona, 2023).

### **Challenges of Using Comic Media**

The use of comics in learning is still constrained by the limited availability of resources, such as comics that are by the curriculum and educational standards. Not all teachers have the ability or time to create comics that are by learning needs (Ilamsyah et al., 2020).

Using comic media in social studies learning also requires a transformation in teaching methods. Teachers need to be more creative in integrating this media into the curriculum, as well as encouraging more active collaboration between students and teachers (Putri et al., 2021). There needs to be training for teachers to integrate comics effectively into learning design. However, there are several obstacles and challenges in implementing comic media in social studies learning. The main obstacle is the mastery of technology by teachers, there are still many teachers who have difficulty utilizing digital comics as a learning medium (Rizki et al., 2022). Teachers need further training to improve their skills in creating and using digital comics. In addition, the availability of media and resources is also a challenge, especially in schools with limited access to digital devices. Differences in students' levels of understanding can also be an obstacle because not all students can immediately adapt to the visual format offered by comics (Lestari & Dwi Arisona, 2023).

Comic-assisted learning design in Integrated Social Studies (IPS) education has shown promising results in increasing student engagement and learning outcomes. Overall, the integration of comic media in IPS learning not only increases motivation and engagement but also supports the development of important academic skills, making it a valuable pedagogical tool in contemporary education (Santoso et al., 2022; Yansaputra & Kusuma, 2020).

### **CONCLUSION**

Comic media, as part of innovative learning design, has been proven effective in improving student learning outcomes in social studies learning. Using comics can help students understand complex materials more interestingly and visually. Therefore, it is recommended that educators consider integrating comic media into their learning strategies, especially in social studies learning, to improve students' understanding and interest in learning.

Using comics in social studies learning offers several significant advantages, ranging from increasing student interest and understanding to improving learning outcomes. Despite obstacles



such as teacher mastery of technology and media availability, the innovative application of comics can have a positive impact on the quality of learning.

## REFERENCES

- Aman, R., & Wallner, L. (2022). Teaching with Comics. In *Teaching with Comics*. Palgrave MacMillan. <https://doi.org/10.1007/978-3-031-05194-4>
- Noverita, A., Darliana, E., & Darsih, TK (2023). Development of Comic Learning Media Based on Local Wisdom to Improve Environmental Literacy of Junior High School Students. *Bionatural Journal*, 10 (2). <https://doi.org/10.61290/bio.v10i2.730>
- Artini, NWNS (2022). Contextual Printed Comics of Social Studies Content and Their Influence on the Literacy Skills of Left-Handed Students in Grade IV of Elementary School. *MIMBAR PGSD Undiksha*, 10 (1). <https://doi.org/10.23887/jjpsd.v10i1.44548>
- Arwati, A., & Oktaviani, AM (2023). The Effect of Using Comic Media to Increase Students' Reading Interest in Social Studies Learning. *Pelita Calistung Journal*, 4 (1).
- Astutik, AF, Rusijono, & Agus, S. (2021). Development of Digital Comic Media in Social Studies Learning as a Character Strengthening for Class V Students of SDN Geluran 1 Taman. *Journal of Education and Development, Tapanuli Selatan Education Institute*, 9 (3).
- Berkowitz, J., & Packer, T. (2001). Heroes in the Classroom: Comic Books in Art Education. *Art Education*, 54 (6). <https://doi.org/10.1080/00043125.2001.11653471>
- Dewi, RK (2021). Development of Disaster Mitigation Comic Learning Media Based on Interactive Multimedia to Improve Social Studies Learning Outcomes of SMPN 1 Pulung Ponorogo Students. *Etheses UIN Malang*.
- Hidayah, N. (2022). Development of Comic-based Learning Media for Social Sciences Subjects for Class IV MI Nurul Hidayah Noworejo. *Journal of Research and Elementary Learning*, 10 (2).
- Husna, W., Evendi, E., Syukri, M., Elisa, E., Herliana, F., Mohtar, LE, & Putri, ES (2024). Improving the Ability to Observe, Identify and Define Variables Through Comic-Assisted Inquiry Learning Model. *Indonesian Journal of Science Education*, 12 (1). <https://doi.org/10.24815/jpsi.v12i1.34758>
- Ilamsyah, Wulandari, R., & Fahreza, R. R. (2020). Web Design Visual Comic Communication As A Visual Based Learning Media. *IAIC Transactions on Sustainable Digital Innovation (ITSDI)*, 2(1). <https://doi.org/10.34306/itsdi.v2i1.22>
- Indawati, N., Andariana, F. T. P., & Pristyoawti, D. (2022). IPS Learning on Natural Environmental Material and Artificial Environment Based on Contextual Teaching And Learning Through Interactive Comic Media. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2). <https://doi.org/10.37905/aksara.8.2.1085-1092.2022>
- Khoirul Taufiq, M., Khotimah, K., Prastiyono, H., Khotimah, M., & Prastiyono, K. (2023). Development of Digital Comic Learning Media in Social Studies Learning on Junior High School Students' Learning Interests. In *Social Studies Education Dialectics* (Vol. 3, Number 2).

- Kuril, S., Maun, D., & Chand, V.S. (2023). Measuring teacher innovative behavior: a validated multidimensional inventory for use with public school teachers. *International Journal of Educational Management*, 37 (2). <https://doi.org/10.1108/IJEM-03-2022-0095>
- Latul, TF, Suarman, S., & Riadi, RM (2024). Effectiveness of Using Comic Media in Improving Student Learning Outcomes in Social Studies Subjects. *JHIP - Scientific Journal of Educational Sciences*, 7 (2). <https://doi.org/10.54371/jhip.v7i2.3920>
- Lestari, N., & Dwi Arisona, R. (2023). The Influence of Fun Learning Method and Learning Interest on Integrated Social Studies Learning Outcomes. *JIIPSI: Indonesian Journal of Social Sciences*, 3 (1). <https://doi.org/10.21154/jiipsi.v3i1.1491>
- Mardiantanto, R., Purnamasari, I., & Arifin, Z. (2018). The Influence of Comic Media on the Two Stay-Two Stray Learning Model on Social Studies Learning Outcomes. *Indonesian Journal Of Educational Research and Review*, 1 (3). <https://doi.org/10.23887/ijerr.v1i3.16367>
- Marwiyah, & Ratnawuri, T. (2018). Development of Social Studies Comics on the Theme of Economic Activities as Learning Media for Grade VII Students. *PROMOSI (Journal of Economic Education)*, 6 (1). <https://doi.org/10.24127/pro.v6i1.1473>
- Mayer, R.E. (2020). *Multimedia Learning* . In Cambridge university press (2 ed.). New York: Cambridge University Press.
- McCloud, S. (2001). *Understanding Comics* . In Understanding Comics.
- Ni Putu Sintya Dewi, U., & I Wayan Sujana. (2022). E-Comic based on Problem Based Learning Social Studies Content on Types of Jobs for Grade IV Elementary School. *Undiksha Edutech Journal*, 10 (2). <https://doi.org/10.23887/game.v10i2.47044>
- Nofarinda, N., Murjainah, M., & Prasrihamni, M. (2022). Development of Comic Media in Social Studies Learning on the Material of the Birth of Pancasila for Grade V Elementary School. *DIKDAS MATAPPA: Journal of Elementary Education*, 5 (3). <https://doi.org/10.31100/dikdas.v5i3.2275>
- Oktaviyanti, I., Nurhasanah, N., & Prasetya, P. (2021). Development of Comic-Based LKPD for Social Studies Content Theme 3 Subtheme 3 in Grade IV of SDN 42 Cakranegara. *Gulawentah: Journal of Social Studies*, 6 (2). <https://doi.org/10.25273/gulawentah.v6i2.10098>
- Olistia, NLA, Sujana, IW, & Wiyasa, IKN (2022). Development of Digital Comics Based on Problem Based Learning on the Material of the Proclamation of Indonesian Independence for Grade VI Elementary Schools. *Journal of Innovation and Learning*, 1 (2).
- Putra, A., Istiningsih, S., & Dewi, NK (2021). Development of Comic-Based Teaching Materials for Social Studies Content. *Journal of Classroom Action Research*, 3 (2).
- Putri, IW, Marini, A., & Siregar, R. (2021). Development of Electronic Comics (E-Comics) in Social Studies Learning on Important Events Around the Proclamation in Grade V of Elementary School . *Journal of Elementary Education Research*, 04 (2).
- Rizki, M., Hakim, ZR, & Nurhasanah, A. (2022). Development of Fantasy Comics with the Theme of My Hero as a Social Studies Learning Media in Grade IV Elementary School. *Primary:*

- Journal of Elementary School Teacher Education*, 11 (2).  
<https://doi.org/10.33578/jpkip.v11i2.8601>
- Rosyida, A. (2018). Development of CTL-Based Comic Media to Improve Elementary School Students' Learning Outcomes. *Elementary Education Review Journal: Journal of Educational Studies and Research Results*, 4 (3). <https://doi.org/10.26740/jrpd.v4n3.p789-799>
- Salahuddin, Erifa Syahnaz, Vanie Wijaya, & Sri Wahyuni. (2020). Development of Digital Comic Media in Social Studies Learning for Grade III Students of SDN 02, Sambas Regency. *Journal of Sciencetech Research and Development*, 2 (2). <https://doi.org/10.56670/jsrd.v2i2.15>
- Santoso, D., Pramesti, D., & Romadon, R. (2022). Development of Interactive Animation Media Assisted by Levideo in Social Studies Lessons for Grade IV Elementary Schools. *Journal of Elementary School Education and Learning Innovation*, 6 (2). <https://doi.org/10.24036/jippsd.v6i2.118006>
- Sari, SA, & Harahap, NFA (2021). Development of Comic Based Learning on Reaction Rate for Learning to be More Interesting and Improving Student's Learning Outcomes. *Indonesian Journal of Science Education*, 9 (1). <https://doi.org/10.24815/jpsi.v9i1.18852>
- Sedana, I., Ni Nyoman Ganing, & Maria Goreti Rini Kristiantari. (2022). Developing E-Comics as Learning Media on the Types of Social Studies Content for Grade IV Elementary School Students. *Journal of Education and Counseling*, 4 (3).
- Setiawati, NS, Oktavia, M., & Aryaningrum, K. (2022). Development of Kosabang Media to Increase Student Learning Interest in Social Studies Subjects for Grade IV Elementary School Students. *Handayani Journal*, 13 (2). <https://doi.org/10.24114/jh.v13i2.41269>
- Shabirah Sulistiyani, Supriatna, N., & Wildan Insan Fauzi. (2022). The Use of Comics with the Theme of Natural Disaster Mitigation in Social Studies Learning to Improve Student Preparedness. *ENTITA: Journal of Social Science and Social Sciences Education*, 4 (2). <https://doi.org/10.19105/ejpis.v4i2.6952>
- Sigit Dwi Laksana, AAD (2017). Social Studies Learning with Comic Strip Media in Grade 4. *Muaddib: Educational and Islamic Studies*, 7 (2). <https://doi.org/10.24269/muaddib.v7i2.801>
- Sofyani. (2023). Application of Comic Strip Learning Media to Improve Motivation and Learning Outcomes of Integrated Social Studies Subjects for Class IXC Students of Mts Sholihyyah Kalitengah. *Didactics: Scientific Journal of PGSD STKIP Subang*, 9 (5). <https://doi.org/10.36989/didactics.v9i5.2069>
- Sukmanasa, E., Windiyani, T., & Novita, L. (2017). Development of Digital Comic Learning Media in Social Science Subjects for Grade V Elementary School Students in Bogor City. *Journal of Elementary School Education*, 3 (2). <https://doi.org/10.30870/jpsd.v3i2.2138>
- Sulistiyani, I., Chamdani, M., & Joharman, J. (2020). Implementation of Scientific Approach with Comic Media in Improving Social Studies Learning About the Struggle to Prepare for Indonesian Independence for Grade V Students of SD Negeri 2 Kebulusan in the 2017/2018

Academic Year. *Kalam Cendekia: Scientific Journal of Education*, 7 (1).  
<https://doi.org/10.20961/jkc.v7i1.40694>

Suparman, IW, Eliyanti, M., & Hermawati, E. (2020). The Effect of Presenting Material in the Form of Comic Media on Reading Interest and Learning Outcomes. *Pedagogy: Journal of Educational Research* , 7 (1). <https://doi.org/10.25134/pedagogi.v7i1.2860>

Triwulandari, Y. (2021). Development of Android-Based Multimedia Comics in Elementary School Social Studies Learning. *Joyful Learning Journal*, 10 (4).  
<https://doi.org/10.15294/jlj.v10i4.46209>

Valdés Sánchez, V., & Gutiérrez-Esteban, P. (2023). Challenges and enablers in the advancement of educational innovation. The forces at work in the transformation of education. *Teaching and Teacher Education*, 135 . <https://doi.org/10.1016/j.tate.2023.104359>

Waluyanto, HD (2005). Comics as Visual Communication Media for Learning. *Nirmana*, 7 .

Yansaputra, G., & Kusuma, K. (2020). Implementation of Problem Based Learning Model Assisted Media Stop Motion in Learning IPS Elementary School. *International Conference On Education*, 2 (1).

Yusnina, L., Yatim, R., & Suhanadji. (2020). The Effect of Applying the Snowball Throwing Type Cooperative Learning Model with Comic Media on Critical Thinking Skills and Social Skills of Grade 5 Elementary School Students in Social Studies Learning. *Journal of Education and Development, Tapanuli Education Institute South* , 8 (2).