

Application of Digital Comic 'History of Bestie and Bosque' Prehistoric Period in Class X Students of SMA Negeri 10 Samarinda

Rizal Izmi Kusumawijaya¹, Michael Sylvester Mitchel Vinco², Fathimah Dayaning Pertiwi³, Syafa Aurora⁴ and Muhtada Billah Doa Syafaat⁵

¹²³⁴⁵History Education, Mulawarman University, Samarinda.

¹rizalizmi@fkip.unmul.ac.id, ²michaelvinco@fkip.unmul.ac.id, ³fathimahpertwi@fkip.unmul.ac.id,
⁴syafaaurorarivanto@gmail.com, ⁵nekopio12@gmail.com

Received	Revised	Accepted
01/12/2024	25/06/2025	29/06/2025

Abstract This study aims to understand the application of digital comic media 'Sejarah Bestie dan Bosque' in learning prehistoric history in class X students of SMA Negeri 10 Samarinda. This research uses qualitative methodology with a case study approach. Data were obtained through interviews with both teachers and students, classroom observation and documentation. Data validity was carried out by means of data reduction, data presentation and conclusion drawing or verification. The results revealed that the use of digital comics 'Sejarah Bestie dan Bosque' strengthened students understanding of prehistoric material through interactive and fun visualisation. Students welcomed this digital comic as an innovative media. The results of this study are expected to provide practical insights for the development of history learning media that are more effective and relevant to technological developments, as well as input for schools to consider the integration of digital media in learning.

Keywords: Digital Comic, Prehistoric, Learning Media

Abstrak Penelitian ini bertujuan untuk memahami penerapan media komik digital "Sejarah Bestie dan Bosque" dalam pembelajaran sejarah prasejarah pada peserta didik kelas X SMA Negeri 10 Samarinda. Penelitian ini menggunakan metodologi kualitatif dengan pendekatan studi kasus. Data diperoleh melalui wawancara baik guru serta peserta didik, observasi kelas dan dokumentasi. Validitas data dilakukan dengan cara reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi. Hasil penelitian mengungkapkan penggunaan komik digital "Sejarah Bestie dan Bosque" memperkuat pemahaman peserta didik terhadap materi prasejarah melalui visualisasi yang interaktif dan menyenangkan. Peserta didik menyambut baik komik digital ini sebagai media yang inovatif. Temuan dari penelitian ini diharapkan dapat memberikan wawasan praktis bagi pengembangan media pembelajaran sejarah yang lebih efektif dan relevan dengan perkembangan teknologi, serta sebagai masukan bagi sekolah untuk mempertimbangkan integrasi media digital dalam pembelajaran.

Kata kunci : Komik Digital, Prasejarah, Media Pembelajaran



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Various efforts are made by teachers to make learning activities more interesting and the delivery of subject matter is more easily absorbed by students. Using appropriate learning methods and choosing learning media that are suitable and liked by students. Learning media that exist today are very diverse with a myriad of advantages each, there are electronic and non-electronic based learning media. Efficiency, is an echo of the use of electronic-based learning media, there is no need to carry thick books or a lot of equipment to understand and use this media. However, the use of non-electronic learning media is not necessarily abandoned, in fact it can still be found at various levels of education. One of the non-electronic learning media is comics. Comics in the form of learning media can make a good contribution to the teaching and learning process. Alifah (2023) states this is because comic media can be designed in such a way that the concept of material can be integrated into a humorous comic storyline so that it can simultaneously entertain its readers, in this case students.

The use of comic media is not always non-electronic, it can be said that the growth of electronic comics or also called digital comics is increasing rapidly. Aditya, et al (2023) stated that digital comic applications that can be downloaded for free and have a large selection of comics make comics interesting. Besides being interesting, digital comics are more efficient and affordable because to be able to enjoy them readers only need internet quota. Everyone can access comics anywhere and anytime because they already have a personal device. As stated by Cholid and Stat (2023), it is necessary to know that the use of personal devices that are too frequent can cause eye fatigue, because our eyes are continuously exposed to the light from the device. Symptoms can include eye strain / fatigue, dry eyes, red eyes, eye irritation, burning in the eyes, blurred vision, double vision, slow in changing focus, changes in color perception, excessive tear secretion, light sensitivity / glare, headache, and pain in the neck, shoulders and back. From the various symptoms caused by the use of these devices, it can be concluded that the use of printed comics before switching to digital comics is actually safer to use for a long time. This comic is also used by history teachers in class X at SMA Negeri 10 Samarinda.

Learning history that is identical to events and relics of the past requires media to display these figures, events and relics. This aims to make students better understand and have a sense of closeness to the events and relics being studied. The long time span of events often makes students feel that the events are less relevant to life today. The presence of printed comic learning media is expected to be able to bridge these problems. comics are used as a useful learning and teaching tool in the classroom context. Comics are used as a means to increase learner motivation, strengthen understanding of material, and facilitate learning. Brown (2023) states that comics are also recognized as a medium that can stimulate learner involvement and assist in knowledge retention. The application of comic media by teachers takes the learning material of the history

of the Prehistory section in Class X students at SMA Negeri 10 Samarinda and will be observed by students and teachers' responses to the media.

METHOD

This research uses qualitative methods through case studies. According to Moleong (2019), qualitative research with a case study approach is an approach used to understand phenomena or events that occur in the context of a particular time and place in depth. Case studies allow researchers to explore information about a particular case by collecting descriptive data, such as interviews and observations. The use of digital comics provided by History teachers on Prehistoric subject matter at SMA Negeri 10 Samarinda in class X is the object of this research. The teacher provides digital comics through a website link that has been provided to access digital comics and students can directly access the comics during learning without the need to log in through a specific account.

RESULT AND DISCUSSION

The results showed that the application of Bestie and Bosque History comic media in learning prehistoric history in class X SMA Negeri 10 Samarinda had a positive impact on students' interest and understanding. In the observations made, it was seen that students showed higher enthusiasm in participating in history lessons after the use of this comic as a learning medium. Most students stated that this comic provided a fun learning experience, and provided a new way of understanding history that was more dynamic and easy to understand.

Yes, I am more interested if learning history using comic media because it is more exciting and not monotonous if it is only material. (Interview with NB October 9, 2024).

Using comic media is much more fun than using textbooks in general. We become less sleepy and more interested in learning because there are many pictures. (Interview with WA October 9, 2024).

I was already very interested in history subjects, but when using comic it became more exciting and fun. (Interview with PM October 9, 2024).

The use of comic media is favored by students due to the characters in the comics, which not only function as a link to the historical narrative, but also provide an emotional dimension that makes it easier for students to connect with these historical events. According to Riani and Sari (2021), comic media not only presents historical facts narratively, but also introduces visual elements that enrich students' learning experience, making historical stories more vivid and memorable.

Interviews with history teachers also expressed positive views on the use of comics as learning aids.

The use of comics can increase students' interest in learning which can be an effective learning media: the visualization of historical events. The interactivity of digital comics makes students involved in the narrative and dig deeper into the content of prehistoric material. (Interview with teacher October 9, 2024)

Teachers stated that comics help learners to more easily understand the content of prehistoric material that is often considered difficult, such as the life of early humans, megalithic culture, and the development of tools and technology during this period. Comics, with their visual and narrative presentation, allow learners to see the connection between abstract concepts and the daily lives of prehistoric humans. Hadi and Mulyani (2022) argue that comics can serve as an effective link between complex material and a simpler and easier-to-understand way of presenting it. This is especially helpful for learners who may struggle to understand lessons through conventional history texts that tend to be rigid and full of academic jargon.



Use of Digital Comic Media October 9, 2024



Use of Digital Comic Media October 9, 2024

In addition, the use of comics in learning prehistoric history also has a positive impact on social interaction in the classroom. During group discussions that focused on analyzing the comics, learners were more active in participating, discussing and sharing their understanding of the material they had read. Many learners felt more comfortable to express their opinions after reading the comics, as they felt more confident with the understanding they had gained from the illustrations and narratives in the comics. This better interaction was also seen in the resulting group assignments, where learners worked together to review and solve problems related to the comics they had read. Thus, the use of comics not only improved learners' individual understanding, but also fostered teamwork and critical thinking skills in the social and cultural context of history.



Teacher gives group assignment October 9, 2024

Comics as learning media not only attract learners' interest, but are also effective in increasing their absorption of material that is considered difficult. Learners who previously had difficulty understanding the relationship between prehistoric cultural development and ancient technology can now connect the two in an easier and more logical way thanks to illustrations that clearly depict the changing times. According to Setiawan (2023) and Yanti & Hasan (2020), this improvement can also be seen in learners' ability to connect historical facts with the social and cultural context of prehistoric times. This shows that comics can serve as a very effective tool to deepen learners' understanding, as well as bridge the gap between existing historical information and the way learners assimilate this knowledge in real life.

The application of digital comic media also provides long-term benefits, as it can motivate learners to be more interested in history lessons and encourage them to dig deeper into various history topics outside the curriculum. By using interesting and fun media, learners are more motivated to learn further, potentially improving the overall quality of history education in schools. Overall, the results of this study show that the application of comic media in learning prehistoric history at SMA Negeri 10 Samarinda not only increases learners' interest and understanding, but also creates a more interactive, creative and collaborative learning environment.

However, from the various advantages felt there are several things that need attention as conveyed by the teacher:

The obstacle is that the ease of students reading comics makes them lazy to read, when students return to using ordinary books they look bored. Indeed, comics display more interesting images, but the material presented is not too complete when compared to ordinary textbooks. (Interview with teacher October 9, 2024)

This is certainly a concern for teachers in conducting learning activities so as not to always use digital comic media at every meeting. This is done so that students' interest in reading daily lesson books is maintained. Comics are given as an interlude in conducting learning, as an attraction for students' attention to the material being taught which is then continued with the deepening of material through lesson books, exercises and group discussions.

CONCLUSION

Digital comics used by History teachers in prehistoric materials can increase students' interest in learning. The presentation of interesting images helps students to focus and understand the core of the material well. Students also stated that using digital comic media was more exciting than using textbooks. Participants also actively discuss and work on group assignments with their friends when using this digital comic media. Behind that there are things that the teacher is worried about, the use of digital comic media is indeed good and very

interesting by students, but the teacher expressed his concern when students returned to reading subject matter through textbooks that were minimal with images such as digital comics. Therefore, the use of digital comic media is only done occasionally, so that students are still interested in reading textbooks that display more complete material when compared only to using comics. digital semata.

REFERENCES

Adi, S. S., & Mulyani, D. A. (2022). Pengaruh penggunaan media komik terhadap pemahaman peserta didik dalam pembelajaran sejarah. *Jurnal Pendidikan Sosial*, 18(3), 45-55.

Aditya Rizki Willya, Annisa Luthfiyyah, Putriani Chrismes Simbolon, & Arita Marini. (2023). Peran Media Pembelajaran Komik Digital Untuk Menumbuhkan Minat Baca Peserta didik Di Sekolah Dasar. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 2(3), 449–454.

Aliifah, J. N. (2023). Pengembangan media pembelajaran komik webtoon teringtegrasi stem pada mata pelajaran kimia materi gaya antarmolekul. Skripsi. Universitas Islam Negeri Syarif Hidayatullah.

Brown, C. (2023). The Benefits of Using Comics in the Classroom. University Honors Theses.

Cholid, F., & Stat, S. (n.d.). BAB 6 Penggunaan Media Visual Komik Dan Kartun Dalam Pembelajaran. Media Pembelajaran, 100.

Hadi, S., & Mulyani, I. (2022). Penggunaan media komik dalam pembelajaran sejarah prasejarah di SMA. *Jurnal Pendidikan Sejarah*, 15(2), 120-132.

Moleong, L. J. (2019). Metodologi penelitian kualitatif. PT Remaja Rosdakarya.

Riani, P., & Sari, M. (2021). Komik sebagai media pembelajaran sejarah di SMA: Meningkatkan minat dan pemahaman peserta didik. *Jurnal Pendidikan Indonesia*, 7(1), 45-58.

Riani, T., & Sari, W. (2021). Komik edukasi sebagai media pembelajaran sejarah yang efektif. *Jurnal Pendidikan dan Teknologi*, 14(4), 112-120.

Setiawan, D. (2023). Efektivitas penggunaan media komik dalam pembelajaran sejarah untuk memahami budaya prasejarah. *Jurnal Inovasi Pendidikan*, 10(3), 111-123.

Setiawan, R. A. (2023). Pemanfaatan komik dalam pembelajaran sejarah untuk meningkatkan minat belajar peserta didik. *Jurnal Penelitian Pendidikan*, 11(1), 15-26.

Yanti, L., & Hasan, A. (2020). Penerapan media komik untuk meningkatkan pemahaman materi sejarah di sekolah menengah. *Jurnal Pendidikan dan Pengajaran*, 22(4), 211-223.