

## DIGITAL COMIC MEDIA DEVELOPMENT *MAPPALILI* CULTURE IN ESSAYS STUDENT NARRATIVE

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### ABSTRAK

*Problems in learning narrative essays in elementary schools are often related to the lack of contextual and interesting learning media. This research aims to develop Mappalili Culture-Based Digital Comic Media that is valid, practical, and effective. This study uses the Research and Development (R&D) method with ADDIE design involving 13 students in grade V of SD Negeri 1 Labakkang (5 males and 8 females). The instruments used included expert validation sheets, digital comic media, activity implementation sheets, student and teacher response questionnaires, and learning outcome tests. The results of the study show that digital comic media is in the category of valid, practicality is considered positive, effectiveness is proven through high learning outcomes, excellent implementation of student activities, and positive student and teacher responses. Thus, this media has been successfully developed with an ethnomathematical approach that can integrate the local culture of Bugis Makassar through the Mappalili tradition in learning narrative essays.*

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## 1. INTRODUCTION

The development of learning media is currently experiencing significant progress in line with the increasing demands of 21st century education. Learning media not only functions as a tool in delivering material, but also as a means that can improve the quality of interaction between teachers and students. (Nur Azizah, 2021)emphasizing that learning media has three main functions in the learning process, namely attracting students' attention (attention role), to be a means of communication between teachers and Students (Communication Role), as well as helping to improve students' memory of the material taught (retention role). Therefore, the use of creative and contextual learning media is very important to support the achievement of learning goals effectively.

One of the important aspects of primary education is the introduction of local culture to students. Culture is not only the identity of a region, but also as part of character education that must be introduced from an early age. Pangkajene and Islands Regency (Pangkep) in South Sulawesi has a rich local culture rich in noble values, one of which is the Mappalili culture, which is a hereditary traditional ceremony related to the agricultural cycle of the Bugis-Makassar community. Unfortunately, this Mappalili culture has not been systematically introduced to students at the elementary school level, even though it has great potential to be used as a source of meaningful and contextual learning.

Conditions on the ground show that most teachers in primary schools still have difficulty integrating local culture into learning. Teaching materials are often not associated with real life or the culture around students, causing learning to become less relevant and abstract. This has an impact on the low interest and enthusiasm for students' learning, especially in learning to write narrative essays. Based on the results of initial observations at SD Negeri 1 Labakkang, it was found that students' ability to write narrative essays was still below standard, and many students had not reached the minimum completeness.

As a solution to this problem, the development of digital comic media based on local culture Mappalili is a potential alternative. Digital comic media was chosen because it is visual, interesting, and able to convey information in a fun and easy-to-understand way for elementary school students. By raising local cultural content, this media is also expected to be able to foster a sense of cultural love and strengthen student identity. Digital comics not only serve as a medium for delivering material, but also as a vehicle for integration between cultural values and students' literacy competencies.

The hypothesis in this study is that digital comic media based on Mappalili culture can improve the ability to write narrative essays for elementary school grade V students. Based on this, the purpose of this study is, to find out how the process of developing digital comic media with the ADDIE model based on Mappalili culture and to find out the level of validity, practicality, and effectiveness of digital comic media based on Mappalili culture in the narrative essay of grade V students of SD Negeri 1 Labakkang.

The results of the study show that media development is carried out through the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) stages in a systematic manner. The media produced was declared valid with an average score of 89% expert assessment, practical based on the implementation of teacher activities by 96% and students by 91%, and effective because it succeeded in increasing the average score of student learning outcomes to 85% with a high level of student involvement ("Very Active" category) and a positive response from students of 99%. Thus, this media has proven to be suitable for use in narrative learning in elementary schools.

This research is strengthened by several relevant theories, among which are previous relevant research (Nurafrilian et al., 2022) stated that by utilizing technology that can make it easier for teachers to develop interesting, digital-based learning media so as to create a quality, meaningful, and learning process that achieves learning goals. This is almost the same as the opinion (Rahaya, I. S, Suryaman & Wiyarno, 2019) which stated that the use of digital comic media increases the enthusiasm and ability to speak Indonesian

The novelty of this research lies in the integration between digital comic media and Mappalili cultural content in narrative essay learning. The media developed not only utilizes the visual and narrative advantages of digital comics that students like, but also inserts relevant local cultural values and builds character, as well as ethnomathematics-based Bugis dating through the Bugis-Makassar Mappalili traditional approach. Mappalili culture was chosen because it is loaded with educational meanings such as gratitude, cooperation, and respect for nature and the Creator values that are in harmony with the goals of basic education.

Thus, this research contributes to the development of technology-based contextual learning media, strengthens the integration of local culture in elementary school curriculum, and encourages cultural preservation through education. This combination has not been widely discussed in previous studies, so this study is considered to have a high level of originality and significance in the field of basic education.

## 2. METHODS

### 1. Research Design

This study uses the Research and Development (R&D) with the ADDIE development model consisting of five stages: Analyze (analysis of the needs of students and teachers through observation and interviews), Design (initial media design), Development (product creation and validation test three times), Implementation (application of media to students), and Evaluation (conformity assessment through questionnaires).

### 2. Population and sample

This research was carried out at SD Negeri 1 Labakkang, Pangkep Regency, with 13 students in class V (5 males and 8 females). Data was collected through a questionnaire using a rating scale instrument, then analyzed descriptively, qualitatively, and quantitatively by calculating the average to determine the percentage of validity, practicality, and effectiveness of the media.

### 3. Data collection techniques

The data collection technique in this study was carried out through the use of several instruments, namely:

1. The Validity Instrument is used to obtain data on the level of validity of media, learning tools, and assessment instruments through assessments from a team of experts (validators).
2. The Practicality Instrument is used to measure the level of practicality of the media based on the results of observation of the implementation of teacher activities and teacher response questionnaires.
3. The Effectiveness Instrument, used to assess the effectiveness of media through student learning outcome tests and student response questionnaires to media use.

### 4. Data analysis techniques

To analyze the validity, practicality, and effectiveness of the media, the following data analysis was carried out:

#### 1. Validity Data Analysis

Validity data includes the results of assessments of media, learning tools, and research instruments, which include observation sheets on the implementation of media use, student learning activity and interests, student response questionnaires, and learning outcome questions. The validity analysis includes aspects of display and media materials, lesson plans, LKPD, learning outcome tests, response questionnaires (teachers and students), and observation sheets. The feasibility of digital comic media for learning Indonesian narrative essay material was obtained from the results of validation by experts. The following are the criteria for calculating the validation data:

**Table 1.1 Criteria for Expert Validation Results**

Interval	Validity level	Category	information
81% - 100%	Tall	Highly Worth It	No Revision Required
61% - 80%	Keep	Proper	No need for revision / Need a little revision
41% - 60%	Pretty good	Quite feasible	Revision / Needs a Lot of Revision
21% - 40%	Less worthy	Less Worthy	Change
≤ 20%	Very Low	Worthy Not Eligible	Change

Source: (Ogara, 2023)

**2. Practicality Data Analysis**

The data on practical results included the implementation of media and teacher responses.

a. Media Use Feasibility Analysis

Categorization of the implementation of media use in learning using categories in the table.

**Table 2.1 Conversion of Media Use Implementation Rate Values**

Percentage (%)	Criterion
81 – 100%	Excellent
61 – 80%	Good
41 – 60%	Pretty Good
21 – 40%	Less good
0 – 20%	Bad

Source: (Ogara, 2023)

The criteria for the implementation of media use are said to be good if the percentage is at 61–100%, quite good at 41–60%, and less or not good if it is at 0–40%.

b. Analysis of Teacher Response Questionnaire

**Table 2.2 Teacher Response Grid**

Percentage of score intervals (%)	Category
61 – 100%	positive
41 - 60%	Tend to be positive
21 – 40%	Tend to be negative
0 – 20%	Negative

Source: (Ogara, 2023)

The teacher's response criteria are said to be well implemented if the percentage is 61–100%, positive at 41–60%, and negative if it is below 40%.

**3. Effectiveness Data Analysis**

Effectiveness data including learning outcomes, activeness and response are at least in the effective category, while the activities are as follows:

a. Learning Outcome Analysis

**Table 3.1 Categorization of Learning Outcomes**

Interval	Category
0-54	Very Low
55-64	Low
65-79	Keep
80-89	Tall
91-100	Very High

Source: (Ogara, 2023)

The analysis of student learning outcomes is based on individual achievement, with learning completeness characterized by a minimum score of 75. Learning is declared classically complete if at least 80% of students achieve this grade.

**b. Student Activeness Analysis**

**Table 3.2 Convection of Student Learning Activity Level Scores**

Interval	Category
61 – 100%	Highly Active
41 - 60%	Active
21 – 40%	Quite Active
0 – 20%	Less Active

Source: (Ogara, 2023)

The criteria for student activity when using digital comic media are very active (61-100%), active/moderately active (21-60%), and less active (0-20%).

**c. Analysis of the Effectiveness of Student Responses**

**Table 3.3 Conversion of Student Learning Activity Level Scores**

Score	Information
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Pretty Good
21% - 40%	Not Good
≤ 20%	Bad

Source: (Ogara, 2023)

The criteria for students' response to learning media were good to very good (61%-100%), fairly good (41%-60%), and poor to poor (≤20%-40%)

**3. RESULTS AND DISCUSSION**

**1. Result**

This section presents the results of research and discussion on the development of culture-based digital comic media *Mappalili* for narrative essays for grade V students of SD Negeri 1 Labakkang. This study examines the product development process using the ADDIE model, as well as testing the validity, practicality, and effectiveness of the developed media.

**1. The procedure for developing digital comic media based on the ADDIE model:**

Development of culture-based digital comic media *Mappalili* aims to help teachers relate narrative material to local culture and present learning media that meets the needs of students and teachers of grade V Indonesian. The process follows the five-stage ADDIE model.

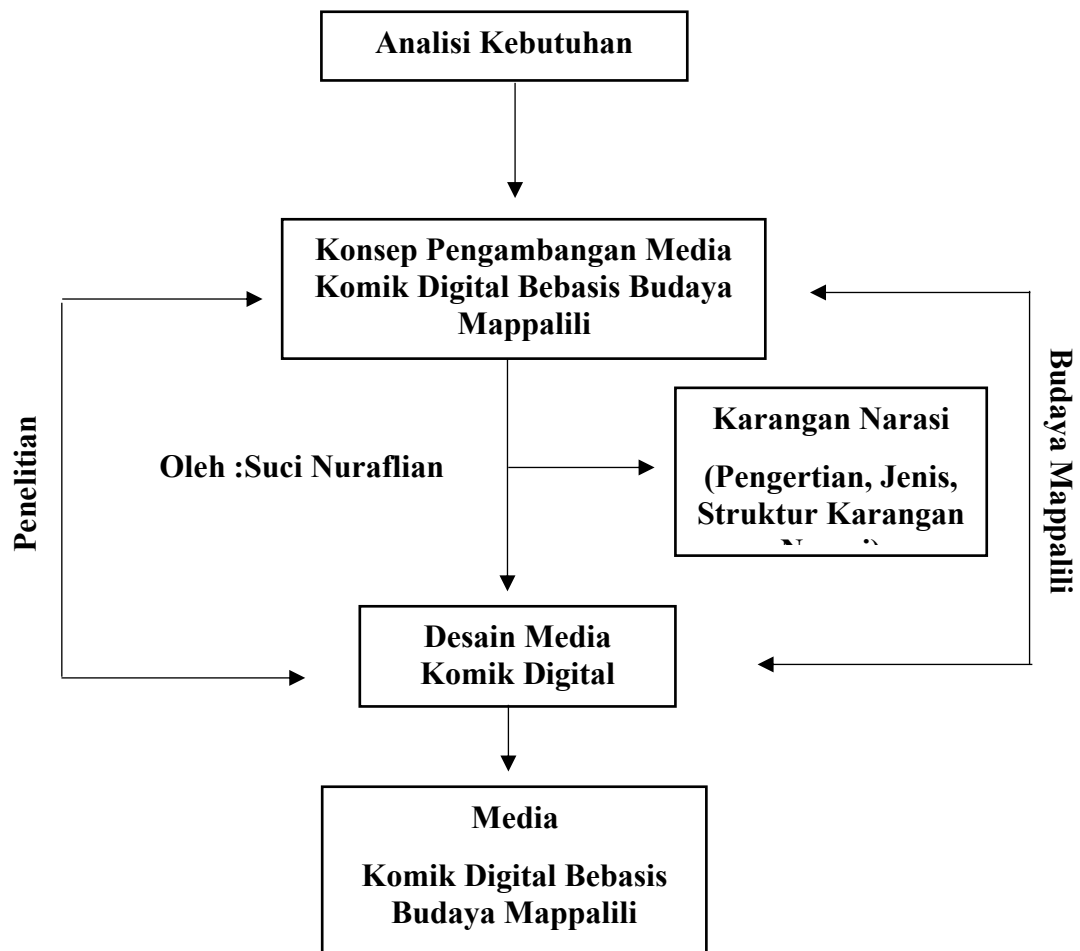
**a. Analyze**

The analysis stage is carried out by analyzing the initial circumstances and needs of students and teachers, which is carried out in two ways, namely preliminary studies and needs analysis in the form of learning observation activities in the classroom in Indonesian subjects.

In the analysis stage, the researcher conducted a preliminary study and needs analysis through observation of Indonesian learning in class V. The results of the observation showed that students were less interested and did not understand the narrative essay material, partly because the learning media used was not in accordance with their needs and interests. Teachers also have difficulty relating local culture in learning due to the still abstract cultural character and lack of supporting media. Based on interviews and observations, the researcher concluded that appropriate learning media is needed to increase students' interest and understanding while making it easier for teachers to integrate local culture into the material.

**b. Design**

The next step is to design a product in the form of a culture-based digital comic *Mappalili* The Topic of Narrative Essays. At this stage, the researcher will design a framework for the development of culture-based digital comic media *Mappalili*. Prototype stages of developing culture-based digital comic media *Mappalili* It is designed by analyzing the needs of students and teachers by paying attention to concepts, and learning materials and choosing a culture that is suitable for inclusion in the narrative essay material. So that the researcher is able to design a culture-based digital comic media *Mappalili* By paying attention to the following plans:



**Figure 1.1 Media Development Prototype**

**c. Development**



This development stage is a product development or testing activity that has been designed in the second stage to realize the development of digital comic media based on *Mappalili* culture. This development stage consists of assessment activities from two validators, namely validator 1 Vivi Rosida, S.Pd., M.Pd, validator 2 Ruri Muhammad PD, S.Pd., Gr., M.Pd. which is to assess the validity and revision of material for digital comic media based on *Mappalili* culture.: The following are the results of the revisions from the two validators:

**Table 1.1 Validator Revision Related to Media and Instruments**

Validator	Validator Comments	Revision
(Vivi Rosidah, S.Pd., M.Pd)	<ul style="list-style-type: none"> <li>• Instruments are not effective, questions need to be adjusted learning activities</li> <li>• All instruments need a filling rubric</li> <li>• Comics should be divided into 3 meetings</li> <li>• There is a writing error in the comic</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments have been adapted to learning activities</li> <li>• Fill rubric added</li> <li>• The comic is divided into 3 meetings: orientation, complications, resolution</li> <li>• Writing has been fixed</li> </ul>
(Ruri Muhammad PD, S.Pd., Gr., M.Pd)	<ul style="list-style-type: none"> <li>• Add total columns, percentages, categories, formulas, and value ranges</li> <li>• Clues to the question are unclear</li> <li>• Text box covers illustration</li> <li>• Titles and fonts are less attractive</li> <li>• Monotonous comic box</li> </ul>	<ul style="list-style-type: none"> <li>• Categories columns and formulas have been added</li> <li>• Question instructions clarified</li> <li>• Comic text tidied up and camouflaged</li> <li>• Fixed titles, fonts, and font effects</li> <li>• Comic boxes are made more varied</li> </ul>

Source : (Nuriska Meliana Muhtar 2025)

**Table 1.2 Before and After Revised Views**

Before Revised	After Revision
 <p>Cover.</p>	 <p>Cover.</p>



Comic Orientation .



Comic orientation.



Shape the comic picture box before tying it up.



Shape the comic picture box after it has been tidy.



Before adding real illustrations to the comics.



Adding real illustrations to the comics.

Before adding math problems in comics



Adding math problems to comics

Before using the local language in comics



After using the local language in the comics

Source : (Nuriska Meliana Muhtar 2025)

#### d. Implementation Stages

In this fourth stage, the research carried out the implementation or implementation of digital comic media based on *Mappalili culture* which has gone through the revision stage so that digital comic media or products are declared worthy of trial.

Furthermore, the researcher will implement it to Indonesian teachers in class V and to students in grade V of SD Negeri 1 Labakkang. The activity was carried out on January 17, 2025 and the results of the teacher's response, Based on the teacher's response, there were several inputs, then the researcher revised it according to the input obtained based on the response from the teacher. Then continued with trial activities 1 and 2 with the following results:

**Table 1.3 Trial Results 1 and 2**

Aspects	Trial 1	Trial 2
Implementation Date	18 January 2025	January 21, 2025
Trial Subject	3 students of class V	All grade V students of SD Negeri 1 Labakkang
Purpose	Knowing the validity and practicality of the media	Applying digital comic media in learning
Main Activities	<ul style="list-style-type: none"> <li>• Giving learning outcome test questions</li> <li>• Filling out the student response questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of subject matter</li> <li>• Learning using digital comics</li> </ul>
Evaluation/Observation	Researchers identify shortcomings of media for revision	Observations were made by observers using observation sheets
Follow-up	Media revised before the 2nd trial	Observation of teacher and student activities during the learning process

Source : (Nuriska Meliana Muhtar 2025)

## 2. Results of Analysis of the Validity, Practicality, and Effectiveness of the Use of Digital Comic Media Based on *Mappalili Culture*

### 1. Normality Test

Based on the results of the normality test carried out to find out whether the data on student learning outcomes is distributed normally. The test used the Shapiro-Wilk method, with a significance value of 0.255. Since the significance value is greater than 0.05 ( $0.255 > 0.05$ ), it can be concluded that the data is normally distributed. Thus,  $H_0$  is accepted, which means the sample comes from a population with a normal distribution.

### 2. One Sample T Test

Based on the results of *the One Sample T-Test*, it is used to find out if there is a significant difference between the average student learning outcomes and the set average score. With the significance level of  $\alpha = 0.05$  and  $t$  of the table = 1.78229,  $t$  calculation = 8.27 was obtained. Since  $t$  calculates  $> t$  table ( $8.27 > 1.78229$ ),  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant difference in the average. Thus, the use of digital comic media has a positive effect on students' ability to write narrative essays.

## 3. Results of Analysis of the Validity, Practicality, and Effectiveness of the Use of Digital Comic Media Based on *Mappalili Culture*

**Table 3.1 Recapitulation of the Results of the Validity, Practicality and, Effectiveness of Media Analysis**

Analysis Results	Percentage Average	Category
Validity Analysis Results		
Digital comic media based on <i>Mappalili culture</i>	89,5%	Valid
Observation sheet on the implementation of teacher activities	88%	Valid
Teaching Module Design	93%	Valid
Student activity implementation sheet	89%	Valid
Teacher Response Questionnaire Sheet	89%	Valid
Learning Outcome Test Sheet	91%	Valid
Student Response Sheet	88%	Valid
Results of Practicality Analysis		
Observation sheet on the implementation of teacher activities	95%	Positive
Teacher Response Questionnaire Sheet	97%	Positive
Effectiveness Analysis Results		
Learning Outcome Tests	85%	Tall
Student Activity Implementation Sheet	91%	Excellent
Student response questionnaire	99%	<b>Positive</b>

Source : (Nuriska Meliana Muhtar 2025)

Based on the analysis, all instruments such as comic media, observation sheets, teaching modules, and questionnaires were declared "Valid" with an average percentage above 88%. The practical aspect also showed very high results, namely 95% for teacher observation and 97% for teacher response. In terms of effectiveness, learning outcomes reached 85% (high category), student activity 91% (very good), and student response 99% (positive). Overall, this medium has been proven to be valid, practical, and effective in learning.

## 2. Discussion

This research aims to develop digital comic media based on local culture *Mappalili* to improve the narrative writing ability of grade V elementary school students. Development using the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation*). The results of the study show that the media is declared valid, practical, and effective in Indonesian learning. These findings support that interesting, contextual, and local culture-based learning media can increase students' interest and learning outcomes, as well as make it easier for teachers to deliver material.

### 1. Based on the stages of ADDIE, the research yielded:

#### a) Analysis

At the analysis stage, the researcher found that students were less interested and had difficulty understanding the narrative essay material taught with conventional media. Findings The media used is not visually appealing and less relevant to the student's cultural environment, while teachers find it difficult to relate the material to the local culture due to the limited contextual learning resources. This shows that there is a gap between the available media and the learning needs in the field.

These findings are supported by (Gunawan & Sujarwo, 2022) which emphasizes that media, including digital comics, must be adjusted to the material and needs of students so that learning is optimal. Moreover (Ranting & Citra Wibawa, 2022) It also states that media needs to be developed according to the needs of students and teachers to achieve learning goals. In line with that, (Nur Mazidah Nafala, 2022)emphasizing the importance of effectiveness and efficiency in the development of digital comic media. Thus, digital comic media is culturally based *Mappalili* is the right solution to support Indonesian learning.

#### b) Design

At the design stage, digital comic media is designed based on the results of needs analysis, learning theory, and narrative essay structure. Findings This comic presents characters, plots, settings, as well as conflicts and mandates in the form of illustrated stories that are full of cultural content *Mappalili*. The challenge in designing characters and maintaining the consistency of the story is solved by first compiling a narrative script that is coherent and in accordance with the structure of the narrative text. This design aims to bridge students' interest in visual media with learning goals, namely understanding and writing narrative essays. The design results have also gone through a process of self-evaluation and validation by supervisors and validators, ensuring that the media has the right structure and content on target. Such a design is in accordance with the principle that learning media must meet pedagogical, aesthetic, and functional aspects simultaneously. This is reinforced by a statement (Qurbaniah & Rahayu, 2024) which emphasizes that effective learning media needs to be designed with a multi-faceted approach to achieve an optimal learning experience. In line with that, (Aprilia, 2019) explained that media that balances visual elements, narrative content, and local cultural values is able to increase student engagement and understanding in story-based learning. In addition, according to (Nurfadillah et al., 2021), the success of digital learning media relies heavily on the integration between a strong narrative structure and engaging visual elements so that students are encouraged to understand and creatively produce narrative texts.

#### c) Development

At the development stage, media is created through three phases:

Production pre-production consists of preparation stages before starting the production stage as has been done during the previous design stage such as designing story concepts, preparing adequate comic maker applications and so on.

The second stage is the production or process of working or making or designing culture-based digital comic media *Mappalili* such as making digital comics according to the story concept that has been created or making all the elements of the image in the digital comic starting from character drawings, background characters, places, and atmospheres.

The third stage is post-production by evaluating the results of production that are carried out independently and then continued to be evaluated by experts, in this case, validators and supervisors to provide suggestions for criticism that are relevant during production.

These three stages produce media that not only contain pictorial stories about the ceremony *Mappalili*, but also uses two languages (Indonesian and regional languages) and inserts contextual mathematics problems that aim to expand students' horizons in an integrated manner.

This media has been validated by two experts and declared suitable for use in learning. This is in line with (Nursy et al., 2023) which states that media is valid if it meets the categories of good and reliable in terms of content, appearance, and usability. This validity shows that the integration of local culture in digital format adds value to learning. (Nurhayati et al., 2019) It also states that digital comic media is suitable for use if the level of validity is at least in the good category. This media is not only a tool, but also bridges the local culture with the academic competence of students.

#### **d) Implementation**

Development of culture-based digital comic media *Mappalili* It is carried out through three main stages: pre-production, production, and post-production. At the production stage, visual elements such as characters, settings, and atmospheres are created that are tailored to the characteristics of the students. Findings This comic contains cultural elements *Mappalili*, presented in two languages (regional and Indonesian), and inserted math problems to improve students' analytical skills. Self-evaluation and validation by two experts stated that this media is valid and suitable for use in learning. Implementation was carried out through trials in small groups (3 students) and large groups (13 students). Revisions are made based on inputs, such as enlarging images and beautifying covers. STAD-type cooperative learning strategies are applied to increase student involvement. The practicality results reached 95%, included in the category of very good and effective in improving the quality of narrative learning and strengthening the preservation of local culture. This is supported by opinion (Mulyasari et al., 2023) which states that teaching materials with a percentage of 86%-100% are considered very practical and can be used without revision. In addition, (Dwi et al., 2024) also emphasized that teaching materials are said to be practical if they are at a percentage of  $\geq 61\%$ , while below this figure requires revision and retesting. Thus, this digital comic is considered practical, effective, and supports the preservation of local culture in narrative learning.

#### **e) Evaluation**

Stages of evaluation of culture-based digital comic media *Mappalili* It was carried out through trials 1 and 2, followed by the provision of learning outcome tests and student and teacher response questionnaires to measure the understanding, response, and effectiveness of the media. Evaluation is also carried out at each stage of ADDIE—analysis, design, development, and implementation—to ensure that each step produces a medium that is suitable for learning needs. Evaluation results (through learning outcome tests and student and teacher response questionnaires). Findings This evaluation shows that the use of digital comic media is culturally based *Mappalili* effective in improving student learning outcomes, as evidenced by the average student score reaching 85%, the student engagement rate of 91%, and the positive response to the media. It is supported by (Gunawan & Sujarwo, 2022). stating that teaching materials can be said to be effective if they are able to improve student learning outcomes in addition to (Wulandari et al., 2023) added that the effectiveness of digital comic media is also seen from its ability to increase interest in learning and strengthen students' understanding of the material. In addition, according to (Khaerun Nisa'a Tayibu, 2020) said that the higher the learning motivation in students, the higher the value of learning completeness or student learning outcomes.

## 2. Implications and Directions of Further Research

The results of this study provide important implications for the development of contextual and local culture-based learning media in improving the quality of basic education, especially Indonesian. Digital comic media not only helps teachers in delivering material but also empowers students to be more active and involved in learning.

Further research is suggested to test the use of these media in other subjects, expand the scope of learners, and develop more complex interactive features to support adaptive technology-based learning. In addition, the research can explore the influence of the use of digital comic media on other literacy skills such as critical reading and writing creativity.

## 4. CONCLUSIONS AND SUGGESTIONS

### 1. Conclusion

Based on the results of the research that has been conducted, it can be concluded that:

1. The results of this study show that the development of digital comic media based on Mappalili culture for the learning of narrative essays for grade V students of SD Negeri 1 Labakkang has been successfully implemented systematically through the ADDIE model. Each stage from needs analysis to evaluation contributes to the creation of media that is contextual, interesting, and relevant to the characteristics and needs of students. This media not only integrates elements of local culture and mathematics problems to strengthen students' literacy and numeracy, but is also designed in two languages (regional languages and Indonesian), thus encouraging cultural preservation and expanding the scope of students' understanding.
2. The validity of this media is relatively high (89%) and its practicality is supported by the implementation of teacher activities by 96%, while its effectiveness can be seen from the increase in student learning outcomes (85%), active involvement (91%), and positive student responses (99%). With these achievements, this media meets the criteria for valid, practical, and effective use in narrative learning in elementary schools. These findings realize the initial hope that integrating local culture in digital media can be an innovative alternative to improve the quality of learning. In the future, the development of similar media based on other local cultures and the integration of interactive technology will be promising further development potentials for basic education in the era of the Independent curriculum

### 2. Suggestions

Based on the results of the research related to the development of Mappalili culture-based digital comic media narrative essay material, the researcher provided the following suggestions.

#### 1. For Teachers

For teachers, this digital comic media can be a new reference in developing learning media that is in accordance with the development of the times and the needs of students.

#### 2. For Students

Mappalili culture-based digital comic media can help students overcome the problems they experience in the process of learning Indonesian narrative essay material in class V, as well as help students get a fun learning experience that suits students' needs

#### 3. For further research

It is better to develop a learning media to be adjusted to the needs and developments of the times. For further research, you can make a series of comics if you have enough time so that the comics are not too crowded.

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