

## DEVELOPMENT OF COMIC MEDIA FOR ARTS AND CULTURE BASED ON LOCAL WISDOM

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### ABSTRACT

*The limited introduction of local culture, especially the culture of Pangkep Regency to elementary school students, which is in line with the impact of the development of the era and technology, should encourage teachers to develop media that can help students recognize their area. The purpose of this study was to determine the characteristics of the Misteri Peti Warisan Bugis comic media and to describe the process of developing the Misteri Peti Warisan Bugis comic for students based on the stages of the ADDIE development model. The type of research is Research and Development (R&D) with a descriptive-quantitative approach. Data were obtained through observation sheets, questionnaires, and learning outcome tests, then analyzed with validity and reliability tests. The results showed that the Misteri Peti Warisan Bugis comic media has characteristics that attract the attention of teachers and students, help in learning, include local wisdom of Pangkep Regency, and produce new understanding in students, in addition, the procedure for developing the Misteri Peti Warisan Bugis comic media with the ADDIE model through the stages of analysis, design, development, implementation, and evaluation obtained a category that is feasible or valid, reliable, practical and effective.*

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## 1. INTRODUCTION

Education equips individuals with the skills and knowledge necessary to navigate future difficulties and challenges (Fau et al., 2023). However, the education sector is currently facing various challenges that must be addressed to improve its quality and relevance, and to bridge the gap between educational expectations and actual outcomes (Nabila & Furqan, 2023), particularly in the domains of arts, culture, and local wisdom at the elementary school level, which remain inadequately implemented (Prasetyo & Utomo, 2021).

Empirical findings indicate that in several schools, basic arts and culture subjects have not fully incorporated elements of local wisdom, leading to students' limited understanding of the cultural heritage

in their immediate environment (Shufa, 2018). Art serves as a medium that allows students to engage directly in both appreciative and creative experiences, fostering awareness and appreciation of Indonesia's rich natural and cultural heritage, especially that of their local region (Agustina et al., 2023).

The issue identified at SDN 2 Lejang reveals that students' attention to local culture remains low, with greater interest shown toward trending foreign cultures. Observation on September 9, 2024, indicated that the absence of innovative and interactive learning media, particularly in arts and culture subjects, contributes to students' limited understanding of traditional art from South Sulawesi, especially Pangkep Regency. As a culturally rich region known as the "Kota Tiga Dimensi" due to its land, mountain, and island geography, along with its ethnic diversity, Pangkep's local wisdom must be preserved. This condition underscores the need to develop comic-based media to promote cultural values and strengthen students' moral and cultural identity.

According to Masdiono (Agustina, 2021), comics are a form of cartoon that convey storylines through specific characters to entertain readers. Their engaging and dynamic visuals, combined with humor, help sustain reading interest and stimulate creative thinking. Sudjana and Rivai (Amini & Damayanti, 2021) state that comics present stories and characters in a sequential format closely linked with images, serving as a medium of entertainment. The purpose of comics aligns with that of educational media in general, namely to enhance students' motivation and enthusiasm for learning, Febrianti (Herni et al., 2024). Outlines the stages of comic development, including defining objectives, format, cover design (size, materials, printing methods), synopsis, and character selection (Mentaling, 2018). With technological advancement, comics have evolved into digital formats accessible anytime and anywhere. Although originally fictional and entertainment-focused, comics have developed into educational tools (Gunawan & Sujarwo, 2022).

Indaryati (Ilham & Marlina, 2019) emphasizes that the integration of text and visuals in comics holds great potential to improve students' conceptual understanding. Trimo (Nabunome et al., 2020) adds that comics can enrich vocabulary, aid in comprehending abstract concepts, foster reading interest, and convey moral values. With teacher guidance, comics become an effective medium to cultivate reading interest and ultimately enhance students' motivation and academic performance.

Saputri et al., (2024) found that digital comic media based on local wisdom can support learning, increase student motivation, and encourage teachers to create innovative media, while also offering recommendations for further development using different materials. Similarly, Afisa et al., (2023) argue that learning media can capture students' attention, enhance engagement, and improve understanding of learning content, thereby supporting knowledge acquisition. Consistent with this, Andini et al., (2022) showed that comic media on cultural diversity is both communicative and engaging.

The comic developed in this study, *Misteri Peti Warisan Bugis* by Khaerun Nisa'a Tayibu (2025), presents a mystery adventure of three young friends who uncover the hidden wealth of local art and culture. This comic is intended to serve as an innovative learning medium to introduce students to local culture and support teachers in delivering local wisdom-based content through adaptive animation and language. This study aims to identify the characteristics of the *Misteri Peti Warisan Bugis* comic and describe its development process.

## 2. METHODS

This study employs Research and Development (R&D) using a descriptive-quantitative approach to develop and assess the validity, practicality, and effectiveness of the *Misteri Peti Warisan Bugis* comic. The development follows the ADDIE model by Dick and Carrey (Susanto & Suri, 2017), comprising Analysis, Design, Development, Implementation, and Evaluation to produce new products through the following stages.

### A. Analysis

This stage is a pre-research stage by collecting information in the form of urgent problems in schools which are then used as material to create or produce a product development, the product produced in this case is a comic art culture based on local wisdom. This information collection includes a needs

analysis to identify products that are appropriate to the target, analysis of materials to align with the applicable curriculum, and analysis of the student learning environment.

**B. Design**

This design stage involves creating the design, formatting, and determining the content that will form the core of the locally-wisdom-based arts and culture comic learning process. This stage involves finding solutions, developing concepts, and developing content, considering the design, content, or presentation, and language used. The concept for developing arts and culture comics at this stage remains a conceptual framework that will support the process in subsequent steps.

**C. Development**

During this development phase, researchers gathered all supporting materials for the development of the arts and culture comic, which then went through the production phase. After production, the arts and culture comic underwent validation by subject matter and media experts, known as validators, to determine its validity. It would then be applied in teaching and assess student responses.

**D. Implementation**

Several steps were taken after the arts and culture comic met the requirements through expert validation and was declared suitable for use:

- 1) Small group test: was conducted at SDN 2 Lejang to validate the theoretical assessment of experts in the field. This test was conducted to determine its effectiveness in addressing the issues and their reactions.
- 2) Product changes: The Mystery of the Bugis Heritage Chest comic media underwent only a small trial to identify weaknesses. The media is expected to be more refined after this test.
- 3) Large group test: The comics created were then applied to the learning process in class V at SDN 2 Lejang. This stage is intended to help students achieve learning goals and produce knowledge, skills and attitudes. After students participated directly, researchers collected data from their responses or responses about the new product.

**E. Evaluation**

The evaluation stage in the ADDIE model is carried out by giving and receiving feedback from product users, namely researchers and students, to ultimately become material for improvement and refinement according to the evaluation results with the aim of ensuring that the comic as a product developed is included in the relatively perfect category and is suitable for use in learning. The process of refining local wisdom-based arts and culture comics is carried out based on teacher and student questionnaires during implementation.

The target of this research is Class V A of SDN 2 Lejang, consisting of 23 students in the 2024/2025 academic year. Data collection techniques included observation, interviews, and questionnaires. Observations were conducted to gain a direct understanding of classroom conditions, particularly in arts and culture learning, as well as teacher and student activities during the use of the Misteri Peti Warisan Bugis comic media. Interviews aimed to gather in-depth insights from teachers and students regarding their experiences and perspectives on the phenomenon studied. Questionnaires were used to obtain data on the practicality and effectiveness of the Misteri Peti Warisan Bugis comic media.

The collected data were analyzed for validity using the Aiken's V technique, followed by a reliability test using the Cronbach's Alpha coefficient, with a minimum criterion of >0.60 to be considered reliable or highly correlated. The validity criteria refer to the Aiken's V analysis as follows (Nosela, 2020).

**Table 2.1 Expert Validation Result Criteria**

<b>Category</b>	<b>Information</b>
0.81-1	Very Valid/Very High
0.61-0.8	Valid/High
0.41-0.6	Fairly Valid/Medium
0.21-0.4	Less Valid/Less

0.0-0.2	Invalid/Very Low
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Practicality was assessed through the implementation level of the learning media using teacher activity observation sheets and teacher response questionnaires. Effectiveness was evaluated based on student activity observations, student response questionnaires, and learning outcome tests. The results of both teacher and student activity implementations were then summarized and categorized according to the following criteria (Nurhikmah et al., 2023).

**Table 2.2 Learning Implementation Criteria**

Score(%)	Criteria
0-20	Very bad
21-40	Bad
41-60	Enough
61-80	Good
81-100	Very good

Teacher and student response questionnaires were scored on a 1 to 3 scale as a basis for assessing the practicality level of the comic media, using the following criteria (Desi & Risda, 2022).

**Table 2.3 Practicality Criteria**

Interval	Category
>50%	Practical
<50%	Not practical

The learning outcome test was administered during a small-scale trial involving 3 students and a large-scale trial involving all fifth-grade students after completing the full learning sequence, using the following mastery criteria (Nasrah et al., 2017).

**Table 2.4 Learning Completion Criteria**

Value Interval (%)	Criteria
85 %-100%	Very high
70 % -84 %	Tall
55 % -69 %	Currently
40 %- 54 %	Low
≤ 39 %	Very

### 3. RESULTS AND DISCUSSION

#### RESEARCH RESULT

##### 1. Characteristics of the Misteri Peti Warisan Bugis Comic Media

The characteristics of the Misteri Peti Warisan Bugis comic media were derived from a needs analysis of teachers and students, which served as the basis for formulating development principles aligned with their needs.

##### A. Teacher Needs Description

To identify the teacher's needs for comic media in arts and culture instruction, the researcher conducted an analysis of various components included in the teacher response questionnaire. The results of the questionnaire indicated that the use of the Misteri Peti Warisan Bugis comic, which integrates local wisdom into arts and culture learning, was considered appropriate by teachers in terms of instructional content, subject matter, competency achievement indicators, and learning objectives. These elements were found to be aligned with both the content of the comic and the developmental

stage of the students. Teachers also expressed strong agreement that the comic is presented in an engaging manner, with a suitable composition of colors, visual style, and animation. Regarding the substance of the material, the comic was considered to contain essential and relevant information that reflects the values of local wisdom. Furthermore, the comic was perceived as effective in helping students recognize and comprehend the richness of their local culture. Based on these responses, it can be concluded that the Misteri Peti Warisan Bugis comic is regarded as a highly necessary instructional medium for teaching arts and culture in Grade V. Nevertheless, within the suggestions section of the questionnaire, teachers conveyed a desire for the comic to broaden its material coverage. This recommendation aims to enable students to become more familiar with the diverse traditional arts of Pangkep Regency, which remain relatively unknown.

### **B. Description of Student Needs**

Observation results showed that students were actively engaged during the use of the comic media, attentively listening and examining the comic content. They carefully observed images and dialogues to complete assigned tasks, express opinions, reflect, and draw conclusions effectively. Additionally, student response questionnaires on visual, content, and benefit aspects yielded an average score of 3, indicating strong agreement. Students expressed interest in the comic's content, better understanding of the material, discovery of new art forms, and enjoyment in learning through the Misteri Peti Warisan Bugis comic. Thus, it can be concluded that students generally require and respond positively to the use of this comic in arts and culture learning.

Students' understanding after using the Misteri Peti Warisan Bugis comic serves as a key reference following the observation of student engagement during learning. This is evidenced through activity observation sheets, response questionnaires, and learning outcomes. In the observation sheet, students actively participated during the core activity, particularly in presenting their work and giving feedback on peers' work. During the closing activity, students demonstrated strong performance in expressing opinions, reflecting on the learning process, and drawing accurate conclusions. The response questionnaire also showed that students strongly agreed the material in the comic was easy to understand in terms of content and presentation.

Student opinions were obtained through response questionnaires, which indicated that the Misteri Peti Warisan Bugis comic media offers engaging content, visual style, design, and animation. Students reported that the comic helped them understand the material, introduced them to new forms of art, and utilized language that was easy to comprehend. Overall, students expressed enjoyment in learning through this comic media. Furthermore, in the suggestions and impressions section, students stated that the comic contains an interesting and well-structured storyline, and they expressed hope that it will continue to be used in future learning activities.

## **2. Product Development Procedure Based on ADDIE Model**

The development of the Misteri Peti Warisan Bugis digital comic, based on local wisdom and featuring South Sulawesi, especially Pangkep Regency, aims to support teachers in introducing local culture to students. This media serves as an innovative learning tool tailored to classroom needs and is developed in alignment with the basic competencies and arts and culture materials for Grade V under the Merdeka Curriculum.

### **A. Analyze**

Data collection in this study involved analyzing learning materials, student needs, and environmental conditions. The material analysis identified the experiencing element as the primary focus in fine arts, music, and dance subjects. The needs analysis indicated that arts and culture learning still relied on textbooks, students had not been exposed to comic-based media, and their understanding of local arts remained limited. Environmental analysis showed that students lived in relatively developed areas, were familiar with modern trends, and most owned mobile phones. However, their young age contributed to a lack of awareness and interest in traditional regional arts.

### **B. Design**





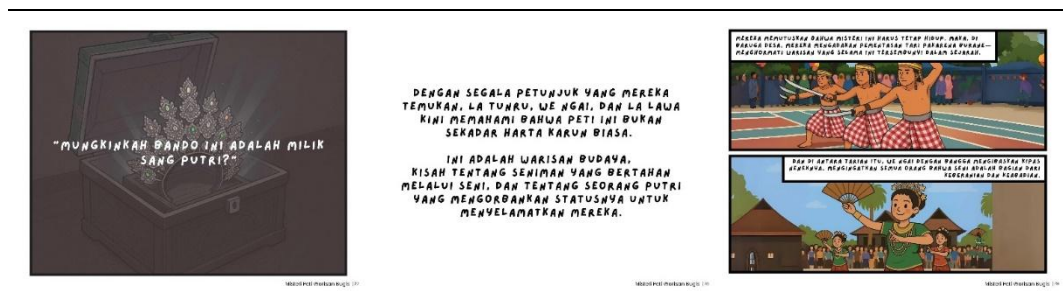


Figure 2.1 Misteri Peti Warisan Bugis Comic

At the end of the Misteri Peti Warisan Bugis comic, a video is included that presents the intrinsic and extrinsic elements of the story, along with a closing message and expression of gratitude the author.

### C. Development

The development stage involves assessments by two expert validators to evaluate the validity and feasibility of the developed arts and culture comic media and its accompanying instruments. The development stage concludes with a review of validation results from two expert validators. The researcher revises the product based on their feedback, which serves as a reference for the implementation stage. Validation is conducted using a validation sheet and direct guidance from the validators, who provide suggestions to enhance the quality of the local wisdom-based art and culture comic media. This process ensures the media meets validity and feasibility standards for classroom application. The appropriateness of the learning media is determined through expert validation and student trial results (Fatimah & Syarwani, 2022).

Following revisions based on validator assessments, a reliability test was conducted using SPSS version 2.9, with the overall results presented as follows.

Table 3.1 Validation and Reliability Test Results

No	Instrument	Aiken's V Analysis	Category Validation	Cronbach's Alpha
1.	Media Expert Instrument Sheet	0.85	Very Valid	0.78
2.	Subject Matter Expert Instrument Sheet	0.84	Very Valid	0.75
3.	Teaching Module Design	0.85	Very Valid	0.78
4.	Teacher Activity Observation Sheet	0.86	Very Valid	0.74
5.	Student Activity Observation Sheet	0.85	Very Valid	0.73
6.	Teacher Response Questionnaire Sheet	0.89	Very Valid	0.68
7.	Student Response Questionnaire Sheet	0.86	Very Valid	0.94
8.	Learning Outcome Test	0.80	Valid	0.75

### D. Implementation

This stage involves the implementation of the validated local wisdom-based art and culture comic media for student testing. It includes a limited trial with three Class VA students to assess media practicality, followed by a large-scale trial. Practicality data were obtained from teacher activity observation sheets and teacher response questionnaires, while effectiveness was measured through student activity observation sheets, student response questionnaires, and learning outcome tests, as presented below.

1) Practicality

**Table 3.2 Teacher Activity Assessments**

Observer	Assessment Aspects	Meeting		
		I	II	III
I	Introduction	16	17	18
	Core	21	22	23
	Closing	13	15	15
II	Introduction	15	16	17
	Core	22	23	23
	Closing	13	14	15
Total		100	107	111
Percentage		87.7%	93.8%	97.3%
Average		92.9%		
Category		Very good		

The teacher activity observation sheet showed an average score of 92.9%, indicating that the researcher's performance as a teacher in implementing the comic media was carried out very effectively.

**Table 3.3 Teacher Response Assessment**

Respondents	Amount	Percentage
I	46	95.8
Max Score	48	
Category		Practical

Based on the results, a score of 95.8% was obtained, which means it is in the interval >50% and received a positive response and is included in the practical category.

2) Effectiveness

**Table 3.4 Student Activity Assessments**

Observer	Assessment Aspects	Meeting		
		I	II	III
I	Introduction	16	18	18
	Core	19	22	23
	Closing	12	12	12
II	Introduction	16	17	17
	Core	18	23	23
	Closing	12	12	12
Total		93	104	105
Percentage		86.1%	96.2%	97.2%
Average		93.1%		
Category		Very good		

On the observation sheet for the implementation of student activities, an average value of 93.1% was obtained, which means that student activities in learning using local wisdom-based art and culture comic media were carried out very well.

**Table 3.5 Student Response Assessments**

Respondents	Amount	Percentage
23	739	97
Max Score	33 759	
Category		Practical

Based on the results, a value of 97% was obtained, which means it is in the interval >50% and it was concluded that the Misteri Peti Warisan Bugis comic media received a positive response and was included in the practical category.

**Table 3.6 Assessment of Learning Outcome Tests**

Number of Students	Amount	Average (%)
23	639	95
Max Score	29	667
Category	Completed	

Based on the results, an average percentage value of 95% was obtained, which means that it reached a value interval above the KKM, namely 65, and reached an interval above 85%, which means that the student's learning completion using the local wisdom-based art and culture comic media, the Misteri Peti Warisan Bugis, is in the very high category.



**Figure 2**



**Figure 3**

### E. Evaluation

At this stage, an evaluation was conducted on the results of the development and implementation of the Misteri Peti Warisan Bugis comic media in class V of SDN 2 Lejang. The results showed that this comic media can be applied in arts and culture learning and contains the local culture of Pangkep Regency which has not been known to students, but in learning it was found that the allocation of implementation time did not take too long.

## 3. DISCUSSION

### A. Media Characteristics Based on Needs Analysis

#### 1) Teacher Needs Analysis

The overall statement obtained from the teacher response questionnaire shows that the Misteri Peti Warisan Bugis comic media is really needed by teachers. The Misteri Peti Warisan Bugis art and culture comic media can help teachers in delivering material. This is in line with the opinion that comics are one of the graphic media used in education to clarify material, create a greater sense of value in understanding the material, attract interest and attention, arouse curiosity, and motivate students to learn (Lubis & Azizan, 2018).

#### 2) Student Needs Analysis

Comic media in arts and culture learning is seen from several aspects that are used as references, namely student conditions during learning, the final results of understanding obtained by students, and student opinions on the media. It was found that students felt that their interest, motivation and understanding in understanding arts and culture learning materials through the use of the Misteri Peti Warisan Bugis comic media were helped. This is in line with research by Sulistriyaniva & Gunansyah, (2024) that digital comic media is a very effective learning media for increasing motivation, understanding of concepts, and learning outcomes. This opinion is also supported by the statement that the use of comics as a learning medium offers an interesting and effective approach for students because it is straightforward, easy to understand, and able to bring learning materials to life with visual creativity (Mikamahuly et al., 2023).

## **B. The ADDIE Development Model in the Misteri Peti Warisan Bugis Comic Media**

The process of developing local wisdom-based art and culture comic media is carried out through several stages of ADDIE (Analyze, Design, Development, Implementation, & Evaluation) model development.

### **1) Analyze**

The analysis was carried out by conducting interviews and observations with students and grade V teachers regarding materials, needs, and the environment until the problems that had been described previously were found, to then be continued to the next stage.

### **2) Design**

The design stages of the comic media that will be used and compiling the instruments that will be used in the research process. This design is based on and adjusted to the problems encountered during observation and interview activities with the hope of being able to overcome the problems found. After the comic media design and instruments have been made, the next step is to enter the development stage.

### **3) Development**

The stage of submitting the results of the comic media design and instruments to experts or validator 1 and validator 2 to then assess the validity or feasibility of the media products and instruments developed.

### **4) Implementation**

Implementing the Misteri Peti Warisan Bugis comic that has been created for grade V teachers of SDN 2 Lejang and for students. This implementation was carried out in 2 stages, namely through limited trials or small groups to 3 grade V students, then extensive trials or large groups, namely on 23 grade VA students of SDN 2 Lejang. During the trial, several suggestions and inputs were obtained from both teachers and students through observation sheets for the implementation of teacher and student activities and teacher and student response questionnaires which then became evaluation and improvement materials for the next meeting.

### **5) Evaluation**

The evaluation stage is the next stage carried out by the researcher after carrying out the implementation process, namely the trial stage for grade V students of SDN 2 Lejang to see how the local wisdom-based art and culture comic media, the Misteri Peti Warisan Bugis, can provide benefits to grade V students in the learning process by analyzing student responses and learning outcomes after the learning process.

## **4. CONCLUSIONS AND SUGGESTIONS**

Based on the results and discussion of the research and development that has been carried out, the researcher can draw the following conclusions:

1. Related to the characteristics of the local wisdom-based art and culture comic media, the Misteri Peti Warisan Bugis, it was concluded that the Misteri Peti Warisan Bugis comic media is an interesting media by presenting easy-to-understand material, related to local wisdom, and can help students recognize and understand local wisdom. This comic contains an interesting story, with interactive use because on several panels on the page there is a barcode that can be scanned to switch to Youtube and see examples of the material presented. Not only that, this comic is in digital form which has moving images and sound.
2. The development procedure for the Misteri Peti Warisan Bugis comic media for fifth grade students of SDN 2 Lejang was developed using the Research and Development (R&D) method using the ADDIE model by Dick and Carry in 1996 (Susanto & Suri, 2017) with five stages, namely analysis, design, development, implementation, and evaluation. From the results of this development, it was found that the Misteri Peti Warisan Bugis comic media was in the valid or feasible and reliable category, in addition, based on data analysis, it showed that the Misteri Peti Warisan Bugis comic was in the practical and effective category applied in learning.

Policymakers should consider and encourage new learning methods, especially those based on local wisdom, in schools. Re-evaluate textbook content and encourage the creation of curricula that utilize the local wisdom of each region. Furthermore, for academics, conducting more in-depth research on learning using digital media based on local wisdom at various levels of education by creating animations will provide a more specific explanation of the depiction of the comic's content. This is because this research has limited access to digital resources and requires further in-depth study. Furthermore, it is hoped that relevant institutions can support the development of learning media based on local wisdom by making it one of the subjects in schools. Furthermore, for prospective future researchers, it is recommended to develop by expanding the scope of local wisdom raised, such as folklore, traditional games, dance, music, and other forms of art not yet discussed in the Bugis Heritage Chest Mystery comic.

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