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The Impact of Educational Practices in Learning Comics and Video Media on Social Science Subjects as Alternatives in a Pandemic Period

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Article History	Abstract
<p>Article Submission 18 February 2021</p> <p>Revised Submission 20 May 2021</p> <p>Article Accepted 20 June 2021</p>	<p>This study aimed to see the impact of learning using comic and video media methods on social studies subjects during the Covid-19 pandemic. The research method used is descriptive qualitative. This research was conducted in 5 State Elementary Schools (SDN) Miri District, Sragen Regency, namely: (1) SDN Soko 2; (2) SDN Girimargo 1; (3) SDN Girimargo 3; (4) SDN Gilirejo 2, and (5) SDN Gilirejo. The research subjects were 5th-grade students and school teachers. The data is focused on learning activities with the theme of 7 social studies lessons to answer research. Data were collected utilizing observation, interviews and documentation. Data were analyzed in a fashion way; triangulation consisting of data reduction, data presentation, and concluding. The results showed that using comics media increased students' interest, enthusiasm, and participation in social studies lessons. In addition, comics media are livelier for students' learning atmosphere. Learning using video media also shows students' enthusiasm for learning and parents who accompany online learning. This study concludes that innovation is the key to urgency in the teaching and learning process. Innovations such as using or incorporating learning media are created to overcome the current pandemic conditions without reducing learning effectiveness.</p> <p>Keywords: Learning methods, Comic-based learning, Video-based learning, Learning Media, Covid-19.</p>

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1. Introduction

Learning can be applied across disciplines as processing information that comes from experience. Learning as a change in behaviour or the result of changing behaviour eliminates the need for speculative conclusions about the underlying (hidden) process (Allcoat & von Mühlengen, 2018). During the COVID-19 pandemic emergency, the Ministry of Education and Culture adjusted the implementation of teaching and learning activities (Lin & Reigeluth, 2021). Adjustment of the performance of teaching and learning activities refers to the Circular Letter of the Minister of Education and Culture Number 4 of 2020 (Roberts et al., 2021). In the emergency of the COVID-19 pandemic, teaching and learning activities are carried out (Vojteková et al., 2021; Wan Hassan et al., 2020). The culture of face-to-face learning is temporarily replaced by learning through digital (Hazaymeh, 2021). Distance learning with online approaches, methods, and media to learn from home (Learning, 2021). E-learning is a learning media that uses internet technology to integrate with education (Al-fraihat et al., 2020; Fyfield et al., 2019). During the coronavirus pandemic, e-learning is an important element to maintain school activities (Coman et al., 2020). Through e-learning, students' understanding of a material does not depend on the teacher or infrastructure but can be obtained from electronic media. Learning must be interactive to push education to a higher level because students control and focus on students (Al- Natour et al., 2021).

Social science is a branch of science. Several scientific sub-clusters include anthropology, archaeology, economics, political science, gender studies, regional and cultural studies, population, psychology, and sociology (Kemendikbud, 2014). The problem faced by children in learning this subject is the low interest in learning and getting bored quickly, especially when dealing with material full of storytelling habits (Prasetyowati & Education, 2020; Suyanto et al., 2019). One of the obstacles in learning social studies subjects is that the learning methods used are less varied because they use the lecture method more (Jamaludin et al., 2019). Thus, educators must have initiatives or ideas starting from the teaching and learning process, using media, so that students are motivated, enthusiastic, and focused and easily understand the material presented. In addition, teachers must have the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction (Azmi et al., 2020; Estaji & Rahimi, 2018).

The teaching strategies that can contribute to the active learning process include films (videos), comics, concept maps, seminars, discussion forums, and symposiums. Comic learning media means images and symbols close together in a particular order whose function is to convey information to achieve an easily understood response from the reader (Karthika Devi et al., 2020). Comics are another medium used by teachers in learning to produce short stories and excel as a learning medium (Bagherzadeh & Tajeddin, 2021; Permata Sari et al., 2020). The transition in the digital era makes people have a different approach to reading books through comics by incorporating a learning approach into it (Zhao, 2021). Video media is a medium for distributing messages by utilizing the senses of sight and hearing (Sulaiman et al., 2020). Video-based online learning is becoming commonplace in Educational environments (Haagsman, 2020; Yoon et al., 2021). Learning video media can be used as an alternative in helping to develop students' learning motivation (Aryanti, 2020). This study aims to see the impact of learning using comic and video media methods during the Covid-19 Pandemic through student responses to the learning process of Social Sciences (IPS) subjects.

2. Research Method

This research method is qualitative descriptive and phenomenological (Suyatno et al., 2019). This study describes and analyzes phenomena, events, social activities, attitudes, beliefs, and perceptions of people's thoughts individually or in groups. This research was conducted in 5 State Elementary Schools (SDN) Miri District, Sragen Regency, namely: (1) SDN Soko 2; (2) SDN Girimargo 1; (3) SDN Girimargo 3; (4) SDN Gilirejo 2, and (5) SDN Gilirejo 5. This school applies online and offline learning methods during the Covid-19 Pandemic. Schools use video media for offline learning and comic media for online learning sent via Whatsapp messages during the learning process (Ariffin et al., 2021). The subjects of this study were grade 5 students and teachers. Data were collected using observation, interviews and documentation. Data were analyzed in a fashion way; triangulation consisting of data reduction, data presentation, and concluding. The data was focused on learning activities with the theme of 7 social studies lessons to answer the research.

3. Result And Discussion

3.1 Comic-based Offline Learning

During the Covid-19 pandemic, schools combined learning methods offline (face-to-face) and online (Whatsapp). Comics are used as teaching media chosen by schools to increase students' enthusiasm in understanding learning materials. The results of student responses to comic-based learning can be seen in table 1.

Table 1. Student Responses in the Learning Process Using Comics as Learning Media

Teacher (Step of Learning)	Student Responses	School				
		1	2	3	4	5
The teacher prepares lesson plan theme 7	Students are ready to learn and answer the teacher's greetings	Yes	Yes	Yes	Yes	Yes
Teacher gives apperception	Students pay attention	No	Some pay attention	No	Yes	Yes
The teacher gives feedback to students on comic media	Students listen well	Yes	Yes	Yes	Yes	Yes
Students assist the teacher in distributing comic media to students	Students are enthusiastic about what the teacher is doing	Yes	Some are enthusiastic	Yes	Yes	Yes
The teacher provides information on the seven themes in the comics	Students are interested and focus on comics	Yes	Yes	Yes	Yes	Yes
The teacher gives time for students to read the contents of the comic	Students are very enthusiastic, and their curiosity is high. start to be seen by looking at his movements	Yes	Yes	Some are enthusiastic	Some are enthusiastic	Yes
The teacher asks several students to describe the results of reading comics and give time to ask questions, then provide questions for students to work on	Students describe actively and ask questions after working	Yes	Yes	Yes	Yes	Partly
Teachers and students evaluate	Crowded situation	Yes	Yes	Yes	No	Yes
The teacher gives time to ask the results of the evaluation	Students scramble to ask each other about the material in the comics	Yes	Yes	Yes	No	Partly yes

The teacher concludes and closes the lesson with a prayer	Follow	Yes	Some are following	Yes	Yes	Yes
The number of remedial students according to the teacher's assessment		10%	15%	10%	18%	20%

Table 1 shows that most of the students gave an excellent response to the learning. Comic media can make students enthusiastic about learning steps and pay attention when the teacher distributes comics (Kassaie et al., 2021; Singh et al., 2019). For example, in the presentation session on theme 7, students were very interested and focused on the material in the comic. In addition, when the teacher gave instructions to read the learning material on the comics, the students were very enthusiastic and aroused their curiosity (Bin Nordin et al., 2020). Students' enthusiasm continued until a question and answer process occurred between the teacher and students (Pehlivan & Güzel, 2020). Then, students actively asked the teacher to describe and answer the questions given by the teacher (Mulyani et al., 2021). Comic media can also liven up the classroom atmosphere, where the classroom situation becomes lively, and students compete to ask further questions about the material contained in the comics (Wernicke, 2020). The impact of comics media as learning media is that the student remedial rate is only 10-20%. That is, comics help students in understanding the material in it. Previous research has also shown that using comics as a teaching strategy can enhance competency development, foster innovation, and flexibility, and reduce the gap between theory and practice. Comic book readability is considered suitable for grades 4 through 6 (Reis et al., 2021). In addition, comics is an effective learning tool to support education for nurses in providing safe blood transfusions. Several studies have shown that comics media have a positive impact on learning (Yulian, 2018).

3.2 Video-based Learning

In online learning, schools use Whatsapp as an intermediary medium to deliver learning materials. Meanwhile, learning materials are prepared in the form of videos. The use of video as an online learning media because it offers audio-visual, which makes the observer seem to enter the video atmosphere (McCrocklin, 2020). Video media is a medium for distributing messages by utilizing the senses of sight and hearing to capture the information conveyed (Minnegaliev et al., 2020). Working with videos is considered helpful in linking theory and practice (Muñoz-Miralles et al., 2016). However, in this method, parents also play a role in guiding children to learn. The learning process delivered by the teacher through video media shows that the response of students' interest in learning subjects and the enthusiasm of parents to guide their children to learn (Ali et al., 2020; Shen et al., 2018). This can be seen from the remedial level in these subjects. The findings showed that the number of students who took part in treatment was SDN Soko 2 10%, SDN Giimargo 1 5%, SDN Girimargo 3 15%, SDN Gilirejo 2 65%, and SDN Gilirejo 5 55%. This shows that students' interest in videos affects their minimum completeness criteria scores. In addition, the learner's visuals on the instructor's screen affect student learning and perception (Wang et al., 2020). However, this learning method and media have their challenges, namely the internet network. More than 50% of students from SDN Gilirejo 2 and SDN Gilirejo 5 did not meet the minimum completeness criteria. The survey results show that the internet connection in the area around the SDN is unstable and even difficult to access. This challenge requires teachers to find ways to improve their interactions with students and maintain student interest and engagement during online classes (Lapitan et al., 2021). Another finding shows that video media helps teachers see new patterns and opportunities (Danish et al., 2021).

4. Conclusion

Innovation is the key to the period of urgency in education in the teaching and learning process during the Covid-19 pandemic. Facing the Covid-19 pandemic, the world of education must rely on digital learning techniques. For example, comics and video media are very effective in helping teachers transfer knowledge to students. However, there are always challenges that teachers and students in its use must face. Therefore, introducing new technology in schools, both teachers and students, is necessary as an infrastructure. Thus, the continuity of learning in the era of the Covid-19 pandemic will continue without reducing the effectiveness of learning.

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