

Comic Media Development Remaining World War II Historical Site in Ambon Island in Historical Tourism Courses

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Received 24 August 2023; Received in revised form 28 August 2023; Accepted 03 September 2023

Abstrak

Tujuan penelitian ini adalah untuk mengembangkan media pembelajaran komik situs-situs peninggalan sejarah Pulau Ambon yang layak pada mahasiswa Program Studi Pendidikan Sejarah Universitas Pattimura. Untuk menjawab permasalahan yang ada, peneliti menggunakan metode penelitian pengembangan (Research and Development) dengan menggunakan model penelitian ADDIE yang terdiri dari lima tahapan yaitu Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Teknik analisis data dilakukan secara deskriptif dan penghitungan angket data dilakukan secara kualitatif untuk validasi ahli dan kuantitatif untuk uji responden mahasiswa program studi pendidikan sejarah. Hasil penelitian menunjukkan bahwa hasil validasi dari ahli materi pembelajaran memperoleh skor sebanyak 40 dan persentasenya adalah 90%. Hasil validasi dari ahli media pembelajaran memperoleh skor sebanyak 92 dengan persentasenya adalah 96,8%. Hasil validasi dari ahli bahasa memperoleh skor sebanyak 31 dan persentasenya 88,6%. Sementara itu untuk respon mahasiswa terhadap media pembelajaran dilakukan uji pretest pada 25 mahasiswa program studi pendidikan sejarah adalah 38,4 sedangkan nilai posttest 95,12.

Kata kunci: media komik, situs sejarah, ambon.

Abstract

The purpose of this study was to develop appropriate comic learning media for Ambon Island historical heritage sites for students of the History Education Study Program at Pattimura University. To answer the existing problems, the researcher uses the Research and Development method using the ADDIE research model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The data analysis technique was carried out descriptively and the data questionnaire was calculated qualitatively for expert validation and quantitatively for testing student respondents in history education study programs. The results showed that the validation results from learning material experts obtained a score of 40 and the percentage was 90%. The validation results from learning media experts obtained a score of 92 with a percentage of 96.8%. The validation results from linguists obtained a score of 31 and the percentage was 88.6%. Meanwhile, for student responses to learning media, a pretest test was carried out on 25 students of the history education study program which was 38.4 while the posttest score was 95.12.

Keywords: comic media, historical sites, ambon.

INTRODUCTION

The development of science and technology in the current era of globalization affects various human lives, one of which is in the world of education. Educational institutions are required to

continue to improve the quality of learning and the process of providing education in providing people who have high intellect, are skilled, and are virtuous so that it is necessary to apply a method of achieving quality learning that can be

carried out through educational institutions and through individual teachers.

Education is a necessary process to achieve balance and perfection in the development of individuals and society. A good education is one that is capable of producing output or achievement and quality and has abilities that can benefit others (Nurhasni et al., 2020). This ability will not be separated from the implementation of the ongoing learning process (Anggraeny & Khongput, 2022).

In the context of education, the learning process is an important element to ensure the transfer of knowledge, skills, and values to future generations (Fadli et al., 2020). Learning can be defined as a system or process of teaching students/learners that are planned or designed, implemented, evaluated systematically so that students/learners can achieve learning objectives effectively and efficiently (Sutisnawati et al., 2021). There are two concepts that cannot be separated in learning activities, namely learning and teaching. Learning refers to what students do, while teaching refers to what the teacher does (Triana et al., 2022). (Wijayasari et al., 2020) states that learning is the delivery of information and activities that facilitate or facilitate students to achieve the expected specific learning goals. Basically, every learning process that is carried out is directed to achieve predetermined goals.

In an effort to increase the effectiveness of the learning process, learning media has become one of the most valuable tools (Sopacua et al., 2020). The learning process will be effective if it is supported by the components required in the learning process. In general, one of these components is the media used in learning (Jenny K Matitaputty, 2016).

Learning media, is one of the tools in the learning process that supports the achievement of learning objectives because in the media there is learning material as a learning resource (Budiarti & Haryanto, 2016). Comics are a form of learning resource that can help students in learning activities, both online and offline (Komang et al., 2021). As comic media in learning proposed by (Saputro, 2015) comic media can be used in a two-way learning process, namely as a teaching aid and as a learning medium that can be used by students themselves. Delivering educational messages through comic media can attract students' learning interest (Fahreza et al., 2022).

The comic medium has become one of the most popular forms of artistic expression in the world. With the use of strong images and narration, comics are able to describe stories that are interesting and touch readers (Kristiyanto & Rahayu, 2020). Comic media can be used to increase individual understanding (Febriyanti & Mustadi, 2020). The expressions depicted will make the reader

feel carried away and keep reading until the end (Setyawan, 2018). Comic media can also create individual interest in achievement, help individuals understand material that is difficult to understand and make material more interesting (Murniviyanti & Marini, 2021). Nugraheni explained that comic media can help encourage individuals to learn and generate individual interest in achieving (Nugraheni, 2017). In addition, comic media also has the potential to convey deep messages through illustrations and dialogue (Junaid & Arnidah, 2022).

In various ways comics can be applied to convey messages in various sciences, and because of their attractive appearance, the format in these comics is often given to serious explanations rather than just entertainment (Saputro, 2015). Comics are sequences of images that are arranged according to the purpose and philosophy of the maker until the message of the story is conveyed, comics tend to be given the necessary lettering according to (Gumelar, 2011).

Comics are a unique visual communication medium because they combine text and images in creative forms and have the power to convey information in a popular and easy-to-understand way (Wahyuningsih, 2012). Thus, comics are expected to be able to convey messages to their readers so that they can easily understand and increase the reader's knowledge of a story or event.

Historical sources are an inseparable part when we study history. The number of historical sources is a very important study in historical writing (Rosidi & Fitroh, 2020). This is very much needed in learning history considering that until now the media for learning history are not diverse, they are still in the form of books with rows of writing accompanied by numbers, this problem is also the main topic in the 2018 National History Seminar (Mudlaafar et al., 2019). Whereas learning history is expected to be able to present the meaning behind an event, therefore learning history plays an important role as a link between the past and the present (Fadli et al., 2022). The existence of history learning allows students to know the conditions in the past, so that they can take meaningful lessons to live their lives. In addition, learning history is also very important in efforts to build national character, because nationalism can grow after someone has historical awareness (Prastowo et al., 2019).

Maluku is known as a multicultural society because of cultural diversity that no one can deny (Jenny Koce Matitaputty, 2019). In the historical records of Maluku, there are so many stories, starting from Arab and Chinese traders, the entry of Portuguese and Spanish, VOC, Dutch, IEC, British to Japanese. Of course, it left a few heritage sites which until now have become evidence that these countries

once occupied Maluku, especially on Ambon Island.

Ambon Island is a silent witness to the various dramatic events that took place in it. From the history of the World War II period, it became an inseparable part of Ambon Island where there are still remnants of evidence of defense in the form of Pillboxes, Cannons, Bunkers and Ammunition Warehouses which are not well maintained and some have even been damaged due to public ignorance of the importance of the educational value of history also the government's indifference (Mansyur, 2011).

The development of comic media is very relevant in efforts to preserve and introduce World War II historical sites on Ambon Island to the wider community, especially the younger generation who tend to be more interested in visual and light media. Comics are a form of media capable of presenting historical information in an interesting and easy-to-digest way (Ganda et al., 2020). Through the use of attractive visual images and narratives, comic media is able to depict important events that occurred during the war in a way that captivates readers. Comic media in this case is used to help students of the History education study program to get to know more closely the various World War II historical heritage sites on Ambon Island.

Based on the description above, it is necessary to develop comic media to

overcome students' difficulties in remembering and understanding historical material, especially in the subject of historical tourism journalism. The research was entitled: "Development of Learning Media Comics on World War II Historical Heritage Sites on Ambon Island in the Subject of Historical Tourism".

METHODS

This research is classified as development research or in English it is called Research And Development (R&D). Development research methods are processes or methods used to validate and develop products (Sugiyono, 2015). With the aim of producing a product in the form of learning media that can be used in the teaching and learning process in class or independently by students. The development model in this study is the ADDIE model which consists of five stages, namely (a) Analysis, namely the need to determine the right problems and solutions and determine student competencies, (b) Design, which determines special competencies and methods in designing media, (c) Development, namely producing, (d) Implementation, namely carrying out learning programs by applying designs or media specifications that have been made/designed, (e) Evaluation, namely evaluating learning programs and evaluating learning outcomes.

The population of this research is students from the history education study

program at Universitas Pattimura, Ambon, with a sample size of 25. Test subjects were obtained from the pretest and posttest results of students from the history education study program which has offered historical tourism courses. The data collection instruments are questionnaires and tests. The data analysis technique was carried out descriptively and the data questionnaire was calculated qualitatively for expert validation and quantitatively for the pretest and posttest results of students in the history education study program which has offered historical tourism journalism courses.

RESULTS AND DISCUSSION

The result of this development is a comic learning media product that has gone through a series of validations and packaged product trials in comic book form. This comic learning media contains material about historical heritage sites on the island of Ambon.

Development Results

Based on the ADDIE development model procedure, the development results in this study are as follows.

Analisis Phase

At the analysis stage, the researcher conducted an analysis of learning needs and an analysis of media needs. According to (Tung, 2017) The analysis phase is a process of defining what will be learned

by learning participants, namely conducting a need assessment (needs analysis), identifying problems (needs), and conducting task analysis (task analysis). Based on this view, the researcher looked at the needs and suitability of the curriculum for the learning outcomes of the courses, the contents of the study materials for Journalism and Historical tourism courses which were adjusted to the characteristics of students.

The results of the analysis that have been carried out are known to be the need for learning media which can be a source of learning information to assist students in knowing the history of events around World War II on Ambon Island through sites of Japanese defense heritage and the graves of Australian soldiers. This is of course useful not only for students as prospective teachers but also for prospective tour guides in Ambon City. So that in this case the researcher offers a solution in the form of comic learning media products for historical heritage sites on Ambon Island World War II Heritage Series on Ambon Island.

Design State

At the design stage the researcher designed the comic by planning through tracing historical sources (visit to historical sites). This was done to take pictures of World War II historical sites directly to be included in the comic story.

or story script, picture frame or comic display and selection of characters in comics.

After all stages have been made, the comic story will begin with an introduction to the characters of each character, as shown in the following image:



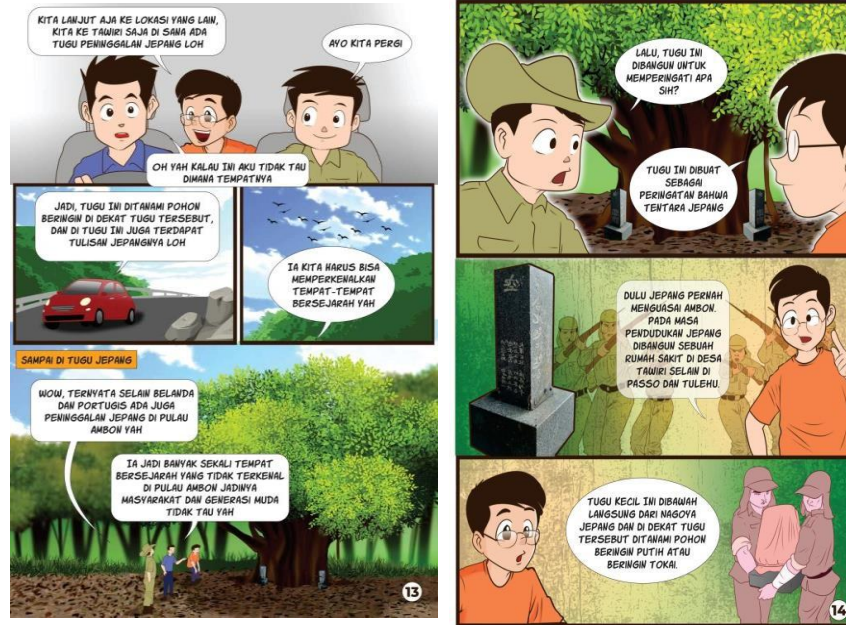
Figure 1. Image of each character



Figure 2. introduction image and the character of each character in the comic story

After introducing the characters, the next step is to create a story based on the plot that has been designed. Some fragments

of the story about the relics of World War II on Ambon Island can be seen in the picture below:



You can see a comic description of the story of the Japanese occupation of Ambon Island and evidence of Japanese

defense facilities during World War II, namely the Pillbox and the Monument to the Japanese Navy Fleet.



Table 1. Material Expert Validation Results

No.	Rated aspect	Score	Information
1	The material in this learning comic easy to understand	5	Excellence
2	The material in this learning comic delivered in a simple way	5	Excellence
3	The material in this learning comic clearly conveyed	5	Excellence
4	This learning comic is in accordance with learning competency	5	Excellence
5	The contents of learning comics are in accordance with learning materials	5	Excellence
6	Historical explanations on comics are made precisely and correctly	4	Good
7	This learning comic is interesting for be read	5	Excellence
8	This learning comic is able to encourage students' interest to read	5	Excellence
Total		36	
Score		90%	Excellence

Media Expert Validation Results

The results of the validation are in the form of suggestions and improvements with aspects of the questions including the accuracy of the size, the decision on the arrangement of the pictures, the attractiveness of the pictures, the simplicity of the learning media, the integration of visual aspects, the suitability of the pictures or illustrations,

the clarity of the storyline. After the expert sees the learning media, then the media expert assesses the learning media by using a questionnaire. Based on the assessment of media experts regarding comic learning media on historical heritage sites on Ambon Island, the overall comments were very good. With score of 92 with a percentage of $\frac{92}{95} \times 100 = 96.8\%$.

Table 2. Media Expert Validation Results

No.	Rated Aspect	Score	Information
1	Choosing the right learning comic size	5	Excellence
2	Image proportional to the size of the comic Learning	5	Excellence
3	Choose the right font size	5	Excellence
4	Images do not conflict with eye movements	5	Excellence
5	Images make it easier for readers to understand the content of learning comics	5	Excellence
6	Accurate placement of speech bubbles	5	Good
7	Interesting picture illustrations for readers	5	Excellence
8	Interesting characters for readers	5	Excellence
9	Images have attractive colors	5	Excellence

10	Not too much text in the image (overkill)	4	Good
11	No confusing trappings reader	5	Excellence
12	Pictures are not too crowded	4	Good
13	The accuracy of the layout of learning comics	5	Excellence
14	Easy to read font style	5	Excellence
15	Letters are not too diverse in one view	5	Excellence
16	The combination of the right color selection	5	Excellence
17	Character design according to personality given	5	Excellence
18	The pictures aptly illustrate the story	5	Excellence
19	The learning comic storyline is conveyed clearly	4	Good
Total		92	
Score		96.8%	Excellence

Based on the data analysis above, it can be concluded that comic media is feasible to be used as a medium and tested on trials.

Linguist Validation Results

After the learning media has been validated by material experts and media experts, the media is validated by linguists and fills out a questionnaire. Assessments from linguists regarding

comics on Ambon island historical heritage sites presented in this learning media have comments that are overall categorized as very good with a score of 36 with Percentage $\frac{31}{40} \times 100 = 88,6\%$ validator suggests that the material. This learning media is suitable for use as a medium and tested.

Table 3. Linguist Validation Results

No.	Rated Aspect	Score	Information
1	The language used in learning comics is easy to understand	5	Excellence
2	Sentences in learning comics concise but solid	4	Good
3	There is no double interpretation of the words word used	4	Good
4	The language used is communicative	5	Excellence
5	The language used is in accordance with the characters in the story	4	Good
6	The accuracy of spelling and terms	4	Good
7	Punctuation accuracy	5	Excellence
Total		31	
Score		88.6%	Excellence

Implementation Stage

Field Test Results

In the field test, product testing was carried out on students of the history

education study program with a total of 25 students. The field test aims to see the effectiveness of the media developed by being assessed based on student learning

outcomes by giving pretest and posttest to students. Based on the results of the

pretest and posttest for field tests on 25 students.

Table 4. Field Test Results

No.	Name	Pretest	Posttest
1	OL	35	100
2	ZT	35	95
3	MN	35	95
4	AP	40	100
5	SB	45	90
6	WS	35	98
7	AM	50	90
8	SW	35	100
9	LG	40	100
10	DT	40	95
11	GW	55	100
12	NK	45	90
13	SW	30	90
14	AR	35	95
15	SM	60	95
16	VL	35	100
17	JT	50	90
18	AA	35	90
19	AI	30	100
20	SS	30	90
21	MW	30	95
22	ND	35	90
23	LT	35	100
24	EL	30	95
25	IN	35	95
Average Number		38,4	95,12

From the results of the product trials, the learning media for the historical heritage sites of the Ambon Island World War II Series are categorized as very good, as can be seen in points 3 and 4 which have been presented. Judging from the acquisition of scores and percentages from the pretest and posttest both, from the acquisition of a score of 38.4 it increased to 95.12 indicating that comics look very effective for the learning process besides that it also adds variety to the media learning

and can increase students' interest, motivation, and knowledge about the historical heritage sites of Ambon Island, especially the relics of World War II.

Evaluation Stage

This stage includes the evaluation of design, product content and development instruments. Evaluation aims to see if the media is good and feasible to be tested or used as learning media. Based on the stages of the process and the results of

the validation from the team of experts, an assessment of the feasibility of learning media was carried out by material experts, with a percentage of 100%, media experts with a percentage of 96.8% and linguists with a percentage of 88.6% who were in the very feasible category. to the trial phase with the average pretest and posttest scores for students of the History Education study program for a pretest score of 38.4 while a posttest score of 95.12. So it can be concluded that the development of comic media on historical The Heritage Site of the World War II Heritage Series on Ambon Island is very appropriate and appropriate to be used as a learning medium for students of the History Study Program, especially in answering the needs of historical tourism journalism courses.

The development of comic media as a learning tool in the Historical Tourism course, especially exploring the remains of World War II history on Ambon Island, has significance for the history learning process based on local wisdom. Comics as a visual medium can help students understand historical context more easily and interestingly. This allows them to be more engaged in learning and remember information better (Agung & Fadli, 2023). Apart from that, the use of this media can also increase students' interest in history and increase their understanding of historical events that occurred on Ambon Island (Wicaksono et al., 2023). During

learning, students can understand the impact of World War II on the area, and this can help them appreciate the values of peace and reconciliation in a broader historical context. Thus, the development of comics as a learning medium in the Historical Tourism course can be an effective tool for bringing local history to life and increasing students' understanding of the valuable historical heritage of Ambon Island.

The development of comic media in the context of historical heritage sites World War II Heritage Series during historical tourism journalism certainly has implications, including a More Interesting Introduction. Comic media can introduce the history of World War II in a way that is more interesting and easier for students to understand. This can help capture their attention more effectively than more traditional learning approaches. The implications are also for Interactive Experience where Comics can provide a more interactive learning experience. Students can feel more involved in the learning process by looking at the characters and events in comics.

CONCLUSION

Based on the results of research on the development of historical learning comics about traces of World War II heritage on Ambon Island, it is packaged with a storyline containing pictures of heritage sites which are expected not only for

students to gain knowledge but also to be able to arouse students' curiosity and concern about the history of Ambon Island. The process of developing the Comics media went through several stages of needs analysis, preliminary studies on World War II locations, media development, validation, implementation, and evaluation. During the validation and testing stages there were also several revisions to produce learning media with the power of images and several related historical information about the facts of World War II on Ambon Island decorated with an interesting storyline. The use of World War II series comics on Ambon Island provides new knowledge to students so that students try to trace the traces of World War II based on data from the comics. Besides that, there was also an increase in student learning outcomes from a pretest score of 38.4 to a posttest score of 95.12.

The development of this historical comic can stimulate interest in further research on the history of Ambon Island during World War II. Students inspired by these comics will likely seek out more information on this topic, expanding their knowledge of their own area's history. Thus, the development of historical learning comics about the traces of World War II on Ambon Island will not only increase students' historical understanding, but also strengthen local cultural identity, teach important values,

and stimulate interest in further research about the history of the area.

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