THE FOLDABLE COMIC BASED ON BENGKULU FOLKTALES TO ENHANCE ELEMENTARY STUDENTS' HOTS AND SOCIAL AWARENES

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ABSTRACT

The development of foldable comic media is highly appealing as a learning tool. This development initiative stems from research aimed at enhancing high-level thinking skills and social awareness among fourth-grade elementary school students. The process involved direct observation of a school and its students, followed by the implementation of foldable comic media as a learning tool. The research and development model used in this study is the Borg and Gall model. The subjects for testing in this research included content experts for the foldable comic's material and presentation experts to validate its visual elements. Additionally, a limited trial was conducted to assess the effectiveness of the developed product. Data collection instruments used in this research and development included validation and effectiveness questionnaires. Data analysis was carried out through both qualitative and quantitative methods. Based on the results of product operational tests, it was found that the use of folding comic media based on Bengkulu folklore could increase learning outcomes at the level of students' Higher Level Thinking Ability in cycle I obtained an average of 59.46 then increased in cycle II with an average of 75.71, students' social care attitudes in cycle I obtained an average of 69.00%, increasing in cycle II with an average of 85.40%. Thus, Folded Comic Media Based on Bengkulu Folklore is effective in improving Higher Level Thinking

Keywords: foldable comic; Bengkulu folktales; HOTS; social awareness

A. INTRODUCTION

The rapid development of knowledge and technology in the 21st century does not necessarily improve the ranking of Indonesian students in PISA and TIMSS. In 2015, Indonesia was ranked 64th out of 72 participating countries in PISA and 45th out of 48 participating countries in TIMSS (Nugroho, 2018). According to Saraswati & Agustika (2020), the low results necessitate the Indonesian education system to prepare for the rapid development of

knowledge and technology in the 21st century, such as equipping students with Higher Order Thinking Skills (HOTS) in learning. The high-level thinking skills of students can be trained and enhanced. Thus, many countries incorporate HOTS as an integral part of classroom learning (Musrikah, 2018).

The Higher Order Thinking Skills (HOTS) play a crucial role in enhancing students' abilities in critical, creative, analytical thinking, and problem-solving (Intan et al., 2020) Developing students' critical thinking is more feasible when they are directly confronted with real-life problems they encounter daily. Hence, the government integrates these issues into learning materials in the form of HOTS. The knowledge and skills of teachers regarding HOTS, to improve students' HOTS, solve HOTS-based problems, and measure students' HOTS activities are still low (Retnawati et al., 2018). Similar findings were obtained by Driana & Ernawati (2019), who found that elementary school teachers participating in their research lacked a comprehensive understanding of HOTS. This is attributed to the lack of training and measurement activities for students' high-level thinking abilities.

The education system is further marred by the increasing cases of violence against elementary school students, as evidenced by 127 recorded cases of physical, psychological, and sexual violence in Indonesia (National Tempo, 2019). This crisis stems from a decline in social care related to education. Rufaida (2015) pointed out that the low social attitudes of students are evident in their lack of social concern for peers, insensitivity to the environment, and a lack of socialization and communication among students.Canbulut & Kılıç (2022) suggest that educational comics enhance student-teacher communication and captivate students' attention.

Conscious and targeted efforts are essential to protect and preserve local culture. One way to do this in Bengkulu society is by incorporating it into learning activities. Both the government and the community play a crucial role in creating opportunities for folklore to be aligned and relevant with more modern stories (Anugrah & Indrojarwo, 2018). This aligns with Wibowo (2019) research, which

indicates that the vitality of local culture is experiencing erosion. Ariffiando et al (2023) posits that students' social attitudes develop through the implementation of integrating folklore or local cultural content.

Based on the results of observations in class IV at elementary school 1 Bengkulu City, it was found that students' high-level thinking abilities were not optimal. During the learning process students are less actively involved in learning, when asked questions that are at the HOTS cognitive level, students have difficulty answering. Apart from that, students' social awareness is still not optimal. This can be seen in the learning process, some students still show a lack of tolerance and cooperation. When divided into groups, some students did not want to be grouped with certain students. Apart from that, difficulties in collaborating between members of a group are also a problem of students' lack of social care. After confirmation through interviews, the teacher stated that students had difficulty reaching the HOTS cognitive level. Teachers find it difficult to design and teach material at the HOTS level, especially in non-exact learning such as Indonesian. Apart from that, the teacher also stated that some students like to choose their group friends subjectively, so that group member turnover does not occur. As a result, the division of group members based on level of thinking cannot be realized.

The social caring attitude, in this case that appears in students, is greatly influenced by their social environment. If the social environment in question facilitates or provides opportunities for positive child development, then the child will be able to achieve mature social development (Arifin, 2019). One learning media that can support the development of students' social care attitudes is folding comic media. Comics are a form of cartoon that depicts characters who play a role in an illustrated story with a sequential plot (Sudjana & Rivai, 2017). Based on research results, Phoon et al (2020) explained that students were interested, involved and enthusiastic in using comics. According to Pengestu et al (2022) Comics can increase interest in reading as light reading at all ages.

The use of folklore can trigger students' intelligent social attitudes (Junaidi et al., 2022). Using comics as a medium for storytelling can be an alternative as an effort to revitalize folklore. Based on the results of research conducted by Muktadir & Darmansyah (2021), it explains that folklore-based comics help teachers in learning storytelling material. Sumarwati et al (2021) state that the use of images assists students in understanding the main components of folktales, such as characterization, setting, and plot, as well as related materials. Research by Murti et al (2020) concluded that the development of comic media with local wisdom is very much needed to meet the needs of elementary school students as an effort to develop character. Sulistyorini & Andalas (2017) explains that folklore is a cultural communication medium that contains noble values that can be used to convey messages and social control for human life. The researcher opted to develop comic-based learning media due to its frequent association with humorous elements, such as its non-proportional drawings that carry deep meanings, aiming to enhance students' social attitudes (Nurgiyantoro, 2016).

Based on this, teachers must be more creative in presenting thematic learning to improve high-level thinking skills and social care attitudes by using appropriate learning media and in accordance with the concepts of the material presented so that learning becomes more interesting and enjoyable so that thematic learning can be more enjoyable. meaningful.

B. METHOD

This study employs Developmental Research, also known as Research and Development (R&D), utilizing the Borg and Gall model. According to Sugiyono (2018), R&D is a research approach designed to create a particular product and assess its effectiveness. The procedures involved in the research and development process are outlined in Figure 1.
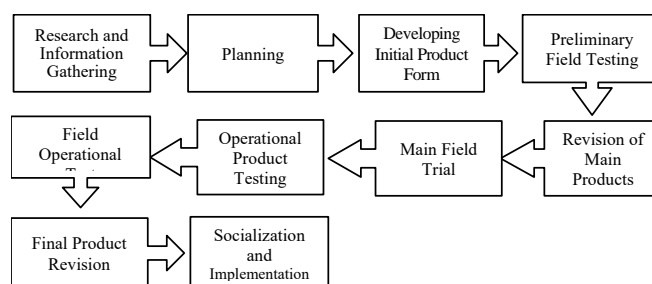
Figure 1. Stages of Borg and Gall Development

The initial field trial subjects encompass fourth-grade teachers (IVC) and a total of nine fourth-grade students selected from Elementary School 1 Bengkulu city. Both students and teachers were provided with the foldable comic product for educational purposes, and a response scale was distributed to gather feedback and input regarding the media.

The main field trial involves a larger number of subjects compared to the initial field trial, engaging two different fourth-grade classes in contrast to the initial field trial. Specifically, Class IVA consists of 22 students (comprising 10 male and 12 female students), while Class IVB has 22 students (comprising 9 male and 13 female students). Subjects in the operational test are drawn from Class IVA (Experimental Class) and IVB (Control Class) at Elementary School 1 Bengkulu city.

The data collection techniques employed in developing the Bengkulu folklore-based foldable comic media include observation, interviews, questionnaires, product assessment scales, and tests. A product validation sheet is used to capture feedback in the form of assessments, notes, critiques, and suggestions regarding the created Bengkulu folklore-based foldable comic media. Validators assess the media based on validation descriptors by marking ($\sqrt{}$/check) the relevant rows and columns and providing comments and critiques in designated columns. The validation of fourth-grade elementary school media is carried out by content and presentation review experts. The assessment rubric for fourth-grade elementary school media serves as a guideline for evaluating the validity of the media in this research. The aspects assessed include content, media, and evaluation. Questionnaires for teacher and student responses are utilized to gather data on their reactions to the developed media. Teachers who have been provided with the media can fill out the questionnaires provided by the researcher.

The data analysis techniques used in this study involve qualitative descriptive analysis and descriptive statistical analysis. This approach is employed to process data in the form of notes, suggestions, and comments from expert assessments (validators)

regarding the learning evaluation media based on validation results and small-scale trial tests. This data analysis serves as the basis for revising the learning media product. Descriptive statistical analysis is used to analyze data in the form of scores resulting from expert validation.

C. RESULTS & DISCUSSION

This research and development involve ten stages to produce the Bengkulu Folklore-Based Foldable Comic product aimed at enhancing Higher Order Thinking Skills (HOTS) and social awareness in primary school students. The following is an explanation of the ten stages in the development of this media::

1. Research and Information Gathering

In the initial stage, various relevant information needs to be collected regarding the necessity of developing a Bengkulu folklore-based foldable comic to improve Higher Order Thinking Skills (HOTS) and social awareness in primary school students. Activities conducted to gather this information include small-scale research, analyzing comic development requirements, considering cultural and social values, and reviewing literature supporting the research. This step serves as the foundation for understanding the context and requirements for creating an effective educational comic tailored to the needs of primary school students in Bengkulu.

2. Planning

After gathering data on the media needs, the obtained information is utilized to proceed to the next step: planning. The planning stage consists of analyzing the learning outcomes (LO) for Bahasa Indonesia Subject Phase B, analyzing indicators of higher-order thinking skills and social awareness, evaluating Bengkulu folklore suitable for fourth-grade elementary school student development, collecting sources and materials for creating a foldable comic based on Bengkulu folklore, and developing research instruments, including expert content and presentation assessment tools, questionnaires to gather feedback from teachers and students, as well as implementing initial field trial planning by coordinating with the headmaster of elementary school 1 Bengkulu City, who serves as the trial subject. This planning stage ensures a systematic approach for further

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Content Coverage	0.44	Sufficiently Valid	0.88	Highly Valid
Material Accuracy	0.56	Sufficiently Valid	0.82	Highly Valid
Material Currency	0.50	Sufficiently Valid	0.82	Highly Valid
Stimulating Curiosity	0.63	Valid	0.81	Highly Valid
Local Coastal Bengkulu Cultural Aspect	0.50	Sufficiently Valid	0.88	Highly Valid

development and testing of the Bengkulu folklore-based foldable comic.

3. Developing Initial Product Form

The initial form of the product is developed based on the results of the planning process. Subsequently, the product is presented to content and presentation experts for validation. Expert validation feedback becomes the foundation for refining the design of the Bengkulu folklore-based foldable comic. This iterative process ensures that the product aligns with the expertise and requirements of the field, leading to improvements and refinements in both content and presentation.

1) Content

The validation of the content aspect is assessed by two experts in social and cultural content. The results of the validation of the content aspect can be seen in Table 1.

Table 1. Results of Content Aspect Validation

Based on Table 1, Stage 1 received a "Less Valid" rating for the currency of material aspect, three indicators received a "Sufficiently Valid" rating, and one indicator received a "Valid" rating. This assessment improved in Stage 2 after revisions. In Stage 2, one indicator received a "Valid" rating, and the other four indicators were in the "Highly Valid" category.

2) Language

Validation for the language aspect was assessed by two experts in the Indonesian language. The results of the language aspect validation can be seen in Table 2.

Table 2. Results of Language Aspect Validation

Easily Understandable Language	0.63	Valid	0.88	Highly Valid
Alignment with the Development of Learners	0.57	Valid	0.82	Highly Valid

The results of the language aspect validation in Table 2 show that in Stage 1, there is one indicator in the "Less Valid" category, three indicators in the "Sufficiently Valid" category, and two indicators in the "Valid" category. This assessment improved in Stage 2, with only one indicator in the "Valid" category and the rest in the "Highly Valid" category.

3) Presentation

Validation for the presentation aspect was assessed by two experts (an expert in fine arts and an expert in instructional technology). The results of the presentation aspect validation can be seen in Table 3.

Table 3. Results of Presentation Aspect Validation

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Communicative	0.50	Sufficiently Valid	0.75	Valid
Clear	0.44	Sufficiently Valid	0.88	Highly Valid
Conformity	0.44	Sufficie	0.82	Highly

Indicators	Stage 1		Stage 2	
	Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Communicative	0.50	Sufficiently Valid	0.75	Valid
Clear	0.44	Sufficiently Valid	0.88	Highly Valid
Conformity with Correct Indonesian Language Norms	0.44	Sufficiently Valid	0.82	Highly Valid
Use of Terms, Symbols, and Symbols with Correct Indonesian Language Norms	0.50	Sufficiently Valid	0.82	Highly Valid / Valid
Use of Terms, Symbols, and Symbols	0.50	Sufficiently Valid	0.82	Highly Valid
Easily Understandable Language	0.63	Valid	0.88	Highly Valid
Alignment with the Development of Learners	0.57	Valid	0.82	Highly Valid

Based on the validation results by presentation experts (Table 3), in the first stage, the assessment for five indicators received a "Sufficiently Valid" category. The evaluation of this material aspect improved in the second stage, with one out of five indicators categorized as "Valid" and

the remaining four indicators categorized as "Highly Valid.".

4. Preliminary Field Testing

Activities in this stage include limited testing of the foldable comic design based on Bengkulu folktales. The trial takes place in one of the fourth-grade classes at elementary school 1 Bengkulu city. Subsequently, students provide feedback on the media. Preliminary field testing allows for real-world evaluation and provides valuable insights into the product's performance in an actual classroom environment. Student responses and feedback are crucial in identifying any issues and making necessary improvements before finalizing the product.

Response testing is conducted to determine the attractiveness and practicality of the product (teacher and student books) by potential users of the product, namely, teachers and students.

1) Teacher Response

The initial response was obtained by distributing questionnaires to three fourth-grade teachers at elementary school 1 Bengkulu city. The results of the

teacher response test can be seen in Table 4.

Table 4. Teacher Response Results

Indicators	Teacher A	
Attractiveness	0.65	
Material	0.67	
Language	0.65	
Problem-Based Learning (PBL) Model Based on the Local Culture of the Coastal Community in Bengkulu	1	Good
Average Score	0.74	

The response test results provided to three teachers (Table 4) obtained excellent scores for all indicators. This is evident from all response scores falling into the "Good" category.

2) Student Response

The next response test was conducted by distributing questionnaires to students from classes IVA, IVB, and IVC at elementary school 1 Bengkulu city, totaling 85 students. The results of the student response test can be seen in Table 5.

Table 5. Student Response Results

Indicator	Average Score	Criteria
Attention	0.70	
Interest	0.75	
Confidence	0.65	Good
Satisfaction	0.70	
Average Score	0.70	

Based on Table 5, it can be seen that the product response test results obtained from test subject students received an average score of 0.96 in the category "Very Interesting/Very Practical".

5. Revision of Main Products

Activities at this stage include improving folding comics based on Bengkulu folklore to improve high-level thinking skills and social awareness of students at elementary school 1 Bengkulu city. This revision process is based on information and data obtained in initial limited field trials. The revision aims to refine the main product and prepare it for further field testing. This phase is critical to addressing identified issues, incorporating feedback, and ensuring that the comic is effectively aligned with educational goals and student needs. The results of changes and revisions can be seen in Figure 2.
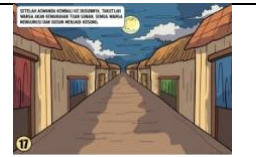

Before Revision	After Revision
The colors in the comic do not have gradations and text balloons.	The colors in the comic have gradations and text balloons

Figure 2. Main Product Revision Results

Comics combine text and images that can bolster attitudes and aid in conceptual understanding of subject matter. As a learning tool, comics have proven effective due to their ability to convey significant information in a short amount of time (Sari et al., 2021). Hayati et al (2016) state comics as a form of sequential cartoon narrative where characters and stories are depicted in a manner directly connected to the visuals, aiming to engage and entertain the reader. Shabiralyani et al (2015) contend that employing visuals in learning can stimulate students' cognitive processes and enhance the overall effectiveness of the learning setting.Rahmayani (2019) emphasizes the significant role of comics in imparting informative content that educates, entertains, and influences the core purpose of communication. Comics offer advantages such as remaining relevant, ease of distribution, and being participatory. These advantages hold immense potential if comics are harnessed for educational purposes, potentially revolutionizing the selection of educational media within school environments (Ferennita, 2018).

6. Main Field Trial

The activities carried out at this field trial stage are almost the same as the initial field trials, the difference is the increase in the number of trial subjects. Students and teachers were given a simple response questionnaire to provide feedback based on their observations of the comics. The subjects involved in this main field test activity included two different elementary schools. This testing involved students and teachers from different classes, different from those involved in the previous limited initial field trial phase. The goal of this expanded field test is to gather more comprehensive responses and feedback from a larger and more diverse group of participants. This broader testing helps ensure the product's effectiveness in various settings and with different users.

The response test was carried out to determine the attractiveness and practicality of the product (teacher and student books) by potential product users, namely, teachers and students.

1) Teacher Response

The first response was carried out by giving questionnaires to three class IV teachers at elementary school 1 Bengkulu city. The results of the teacher response test can be seen in Table 6.

Table 6. Results of Teacher Responses in the Main Field Trial

Indicators	Teacher B	Teacher C	Criteria
Attractiveness	1.00	0.96	
Material	0.96	1.00	
Language	0.96	0.96	
PBL Model Based on Local Culture of Bengkulu Coastal Communities	1.00	1.00	Very good
Average Score	0.98	0.98	

The results of the response test given to three teachers (Table 6) showed very good scores on all indicators. This can be seen from all response scores showing results in the "Very Good" category.

2) Student Response

The next response was carried out by giving questionnaires to 85 students in class IVA, IVB and IVC at SDN 1 Bengkulu City. The results of the student response test can be seen in Table 7.

Table 7. Results of Student Responses to the Main Field Trial

Indicator	Class B Average	Class C Average	Criteria
Attention	0.96	0.96	
Interest	1.00	1.00	
Confidence	0.96	1.00	
Satisfaction	1.00	1.00	Very good
Average Score	0.98	0.99	

Based on Table 7, it can be seen that the product response test results obtained from test subject students received an average score of 0.96 in the "Very Good" category.

7. Operational Product Testing (Improvement Based on Field Test Results)

At this stage the product undergoes revisions and improvements based on field test results. Revisions were carried out using data and information collected during field trials. Refinement of products resulting from field tests is carried out by assessing the design and feasibility of the product, ensuring that it meets the required criteria both in terms of substance and methodology. This process aims to improve the quality and effectiveness of the product, addressing any issues identified during the testing phase. The operational product testing phase is critical to finalizing the product before full implementation, ensuring it is aligned with expected learning outcomes and user needs. The results of the revised product improvements can be seen in Figure 3

Before Revision	After Revision
The story line is difficult to understand	Adding information clarifies the story line

Figure 3 Revision Results for Product Improvement

Arsyad (2017) argues that visual-based learning media can facilitate students in comprehending material and reinforce memory by linking the content conveyed with images presented in comic-based learning media. Puspitorini et al (2014) revealed findings indicating that the utilization of digital comic media enhances motivation, cognitive learning outcomes, affective learning outcomes, and students' ability in critical thinking. Meanwhile, Sukmanasa et al (2017) demonstrated that classes taught using comic media exhibited superior outcomes compared to those without the integration of comics.

8. Field Operational Test

At the field operational test stage, several activities were carried out to assess the effectiveness of

folding comics. The effectiveness test involved product users, namely fourth grade elementary school students, using Classroom Action Research (CAR) which was carried out in two cycles. At the end of each cycle, students are given a test to measure Higher Order Thinking Abilities at level C4-C6 and also given a questionnaire to assess the results of students' social care attitudes. After carrying out CAR activities, results were obtained..

Table 8. Higher Level Thinking Abilities

Level of Higher Order Thinking Ability	Test Results	
	Cycle 1	Cycle 2
C4 - Analyze	21.43	26.25
C5 - Evaluate	19.82	25.36
C6 - Create	18.21	24.11
Average	59.46	75.71

Based on Table 8, it can be seen that the increase in student learning outcomes at the HOTS level, students achieved an average score of 59.46 in cycle I and increased in cycle II to 75.71. The development of folding comic media is able to develop and improve students' analytical skills in learning activities (Prastya et al., 2022).
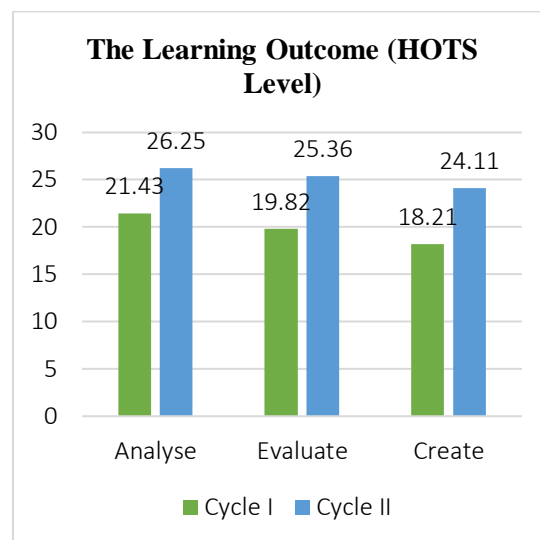

Figure 4. Student HOTS Level Learning Results

Based on Figure 4, it can be seen that there is an increase in students' Higher Level Thinking Abilities at each level in cycles I and II. Thus, it can be concluded that folding comic media based on Bengkulu folklore can improve high-level thinking abilities. Learning outcomes in the realm of Social Care attitudes can be seen in Table 9.

Table 9. Results of the Self-Assessment Questionnaire on Students' Social Care Attitudes.

Social Concern Attitude	Test Results	
	Cycle 1	Cycle 2
Responsibility	73.21%	88.55%
Mutual cooperation	67.34%	85.43%
Honest	66.44%	82.23%
Average	69.00%	85.40%

Based on Table 9, it can be seen that there was an increase in students' social care attitudes from cycle 1. Students' social care attitudes increased by an average of 16.41% in cycle 2. In cycle 1, students' social care attitudes were in the "Starting to Develop" category, while in cycle 2 increased to "Culturing Consistently". To make it easier to see the improvement in students' social attitudes, it can be seen in Figure 5.
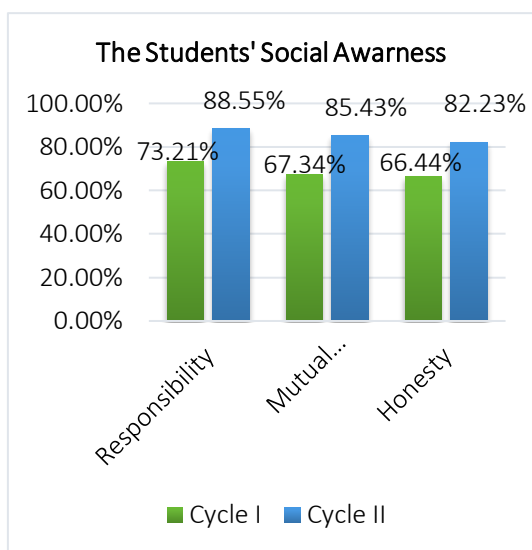
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Figure 5. Graph of Improvement in Students' Social Attitudes in Cycles 1 and 2

Based on Figure 5, it can be seen an increase in students' attitudes of responsibility, mutual cooperation and empathy. Thus, it can be concluded that folding comic media based on Bengkulu folklore

can increase the social care attitude of elementary school students.

9. Final Product Revision

Final product revisions were made after field operational testing, based on data and areas requiring improvement identified during implementation in elementary schools. The resulting product is suitable and effective for improving high-level thinking skills and social awareness of fourth grade elementary school students. The final result of the folded comic media product can be seen in Figure 6..

Figure 6. Results of Development of Folded Comic Media

Susanti et al (2023) suggest that employing illustrated learning media with narrative storytelling has the potential to be a model for development, particularly in generating a wide range of educational materials covering diverse themes. Moreover, this method has the capacity to facilitate

the development of advanced cognitive abilities. Comics can develop the impact of textual narratives through visually engaging visualizations, capturing readers' interest (Koutníková, 2017). According to Rahayu et al (2023), comics serve as an effective medium for students as an alternative to aid in their understanding of the presented topics, subsequently enhancing their knowledge and comprehension. According Putri et al (2023), the development of comic-based learning media for students' critical thinking abilities is deemed suitable for implementation in educational activities.

10. Socialization and Implementation

Socialization marks the final stage of the development procedure. It involves distributing the folded comic for use in schools. The target subjects for dissemination are the schools involved in this research, especially elementary school 1 Bengkulu city. This stage ensures that the developed educational material is available and applied in the desired educational context, enabling students to benefit from an enhanced learning experience.

E. CONCLUSION

Based on the results of the research and development, the Folded Comic Media Based on Bengkulu Folktales to Improve High-Level Thinking Skills and Social Care Attitudes of Elementary School Students has been categorized as "highly valid" by the content expert, "highly valid" by the media expert, and "very feasible" by teachers and students. Based on the results of the operational product test, it was found that the use of folded comic media based on Bengkulu folktales can improve the high-level thinking skills of students. In cycle I, the average score was 59.46, which then increased in cycle II to an average of 75.71. The social care attitude of students in cycle I obtained an average of 69.00%, which increased in cycle II to an average of 85.40%. Thus, the Folded Comic Media Based on Bengkulu Folktales is effective in improving High-Level Thinking Skills and Social Care Attitudes of Elementary School Students.

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