DEVELOPMENT OF COMIC LEARNING MEDIA ON STUDENT FABLE TEXTS IN JUNIOR HIGH SCHOOL

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Abstrak

Pada kegiatan belajar mengajar, guru dituntut untuk lebih terlibat aktif dalam mengadaptasi dan menyampaikan berbagai strategi pembelajaran yang sesuai. Namun, di SMP Islam Setia Nurul Azmi masih dijumpai hambatan dalam pelaksanaan proses belajar, khususnya pada keterbatasan ragam media ajar yang berdampak pada rendahnya antusiasme siswa. Sehubungan dengan hal tersebut, riset ini bertujuan merancang media pembelajaran berbasis komik yang menitikberatkan pada materi teks fabel untuk siswa kelas VII, dengan harapan dapat meningkatkan kemampuan menulis mereka. Studi ini menggunakan pendekatan Research and Development (R&D) melalui model 4-D karya Thiagarajan, yang meliputi tahap pendefinisian, perancangan, pengembangan, dan penyebaran. Data dikumpulkan menggunakan instrumen berupa lembar validasi dari para ahli media, materi, dan bahasa, serta kuesioner umpan balik dari guru dan siswa. Hasil penelitian menunjukkan bahwa media dinyatakan sangat layak, dengan skor dari ahli media sebesar 90%, ahli materi 100%, dan ahli bahasa 86%. Sementara itu, kelas kepraktisan menurut guru mencapai 91% dan menurut siswa 81%, keduanya berada dalam kategori sangat praktis. Selain itu, efektivitas penggunaan media juga dibuktikan melalui rata-rata ketuntasan belajar siswa yang mencapai 83%, termasuk dalam kategori sangat efektif. Dengan demikian, media komik yang dikembangkan melalui model 4-D ini terbukti sangat layak dan tepat digunakan sebagai Media pendukung dalam kegiatan pembelajaran di kelas.

Kata Kunci: *pengembangan, komik, teks fabel*

Abstract

In the teaching process, educators are expected to take an active role in adapting and delivering diverse teaching strategies. However, a careful examination of the SMP Islam Setia Nurul Azmi classroom reveals persistent challenges in the implementation of effective instructional methods, primarily attributable to the paucity of instructional media available to the teachers. This shortage has a deleterious effect on student motivation. The objective of this study is to develop comic-based educational media focused on fable texts for seventh-grade students, with the aim of enhancing their writing skills. The research methodology employed a Research and Development (R&D) approach based on the 4-D model by Thiagarajan, comprising the following stages: define, design, develop, and disseminate. Data were collected through expert validations and response questionnaires. The media was rated as highly feasible by media experts (90%), content experts (100%), and linguists (86%). A study of usability assessments revealed high practicality scores from teachers (91%) and students (81%). The effectiveness of the assessments was confirmed by an 83% student mastery rate, which is classified as "very effective." Consequently, the comic-based learning media developed through the 4-D model is regarded as highly suitable for utilization as a supportive instructional resource in the classroom.

Keywords: development, comics, fable text

1. INTRODUCTION

In the domain of Indonesian studies, students are expected to develop knowledge, enhance their language skills, and adopt a constructive attitude toward Indonesian culture while respecting others and upholding ethical values (Kurniawan et al., 2024). Students must possess sufficient linguistic

aptitude to comprehend the nuances of Indonesian in daily interactions, thereby facilitating a more nuanced understanding of the language.

Within the Indonesian language study program at the junior high school level, students are instructed in four fundamental communication skills: speaking, listening, reading, and writing. The progression of human development is characterized by a sequence of significant milestones, beginning with the acquisition of listening skills in early childhood, followed by the development of verbal expression, and culminating in the attainment of reading and writing abilities. Among these four skills, writing is frequently regarded as the most formidable challenge by students, particularly in Indonesian language instruction.

Writing ability is regarded as one of the most challenging language skills (Anggreini et al., 2024). Writing is a critical skill for students, yet it is frequently overlooked in the academic setting, receiving insufficient attention from both students and educators. It is a common misconception that writing proficiency is innate and, thus, the acquisition of writing skills is deemed superfluous. Consequently, writing activities are not carried out in an optimal manner.

The act of expressing oneself in writing entails the conveyance of thoughts or concepts in text form (Munirah, 2020). The acquisition of this skill necessitates more than mere learning of linguistic rules; it requires habituation activities to be initiated from an early age (Aprilia et al., 2023). According to (Dalman, 2021), writing constitutes a form of verbal communication involving actions such as imitation, expression of ideas and emotions, and creation of written works, including long stories, illustrated comics, and poetry. Writing is further defined as a series of activities aimed at conveying ideas that can be continuously refined and developed (Marinda, 2020). This assertion is further substantiated by a scientific study by (Sari et al., 2023), which posits that writing constitutes the process of arranging symbols into coherent linguistic structures to convey information to readers with clarity, thereby facilitating effective two-way communication between writers and audiences.

The subject of fables is incorporated into the curriculum of Indonesian language classes in seventh grade junior high school or madrasah tsanawiyah (MTs). Fables, defined as a specific literary genre within the broader category of comics, employ animal characters to illustrate human nature and behavior. These narratives are imbued with ethical values and teachings on character development (Kemendikbud, 2016). Fable comics portray a world in which animals exhibit behaviors analogous to those observed in humans, emulating human daily activities. Fables are classified as fictional stories, indicating that they are not derived from real-life experiences. Consequently, they are also referred to as imaginative stories.

The composition of fable narratives necessitates more than the mere creation of conventional animal comics. A meticulous examination of the fable framework is imperative, encompassing an introduction, a conflict, a resolution, and an ending (Telaumbanua & Harefa, 2023). Furthermore, the creation of compelling and well-structured fable narratives necessitates the consideration of critical elements such as character development, linguistic nuances, and the intricate details of the narrative's setting. Fables are defined as fictional narratives in which the characters are animals and are told from a human point of view. These narratives are also referred to as "moral stories" due to the fact that the messages they convey are frequently associated with life experiences (Yusuf et al., 2022). This material can be grouped into several subcategories, including the definition, characteristics, structure, and linguistic rules of fables.

The development of effective learning media that fosters students' composing skills entails the incorporation of visual indicators, such as illustrations, to enhance interest in the learning process. Picture stories represent a particularly salient example of such media, and they have garnered significant interest from the academic community. The integration of illustrations and characters renders picture stories as compelling educational resources. This assertion is corroborated by the findings of research conducted by (Nurhayati et al., 2018) which demonstrated that the visual depiction of character attributes in comic media can effectively augment student interest. Consequently, it can be concluded that comics are a suitable medium for capturing students' interest and are very popular among them. According to (Soedarso, 2015) comics are defined as literary works containing stories accompanied by images arranged in sequence. This approach serves to enhance the work's appeal by introducing a dynamic array of visual elements, contributing to a more engaging and captivating viewing experience.

Illustrated stories serve as versatile learning tools, capable of fostering student interest and adapting to diverse learning styles, including visual, auditory, and kinesthetic. The utilization of comics as an educational instrument not only facilitates the transmission of information but also fosters a more comprehensive learning experience. Comics, in essence, are a medium comprising a sequence of illustrations accompanied by text in the form of dialogue balloons or narratives. This particular genre of cartooning utilizes characters and plots that are closely aligned with the illustrations. These activities are meticulously designed to engage and entertain students, fostering an environment conducive to learning and growth. The efficacy of illustrated narratives in fostering increased reading interest, particularly among students, is well-documented. It is evident that educators can employ the use of comic collections in a manner that is both appropriate and efficient. This utilization can serve to enhance and develop student motivation to learn (Daryanto, 2011).

According to Ricky (2020), the following five characteristics are indicative of comics: The five elements that contribute to the popularity of comics as an art form are as follows: 1) Proportionality, meaning the ability to evoke readers' feelings and emotions. 2) The use of conversational language to strengthen the story and facilitate understanding of the image. 3) The display of a heroic attitude, usually by the main character. 4) A simple description of the character. 5) Elements of humor. In the context of illustrated narratives, phrases are conventionally presented within speech bubbles that are synchronized with the accompanying illustrations, thereby achieving an equilibrium between verbal expression and visual representation (Yusup et al., 2020).

Picture stories have become a prevalent educational medium in numerous countries, including Japan. Within the context of Japanese educational institutions, textbooks are meticulously crafted to function as visual narratives. In an effort to nurture the growth of picture stories and animation, the Japanese government has established a specialized academic program at Seika University in Kyoto, with a particular focus on these disciplines. Consequently, advancements in technology have rendered conventional writing instruments, such as paper and pen, obsolete for the creation of picture stories. In the contemporary digital landscape, a multitude of applications, including Canva, Pixtoon, and Comic Strip Maker, have emerged as instrumental tools for the creation of visual narratives. The aforementioned applications offer features that enable the creation of engaging visual content (Saputro & Soeharto, 2015).

The predominant rationale behind students' engagement in writing activities is their

obligation to do so as mandated by their instructors. These activities are often perceived as less enjoyable, which can lead to students' reluctance to engage in them. A recurrent tendency among students is to engage in the replication of existing notes, rather than engaging in the formulation of original thoughts or ideas. It is imperative to acknowledge that students may rapidly become disengaged during the learning process if they are merely expected to reproduce written material from the blackboard. This phenomenon can lead to a decline in students' motivation to learn, which, in turn, can adversely impact the classroom atmosphere. The absence of a conducive learning environment can impede the process of acquiring writing skills, as students may not feel sufficiently recognized for their endeavors. (Nasution et al., 2018) research corroborates this claim, as it reveals that students' writing skills continue to be subpar. A considerable number of students encounter challenges in articulating their ideas effectively, both verbally and in written form. Consequently, it is imperative to cultivate writing skills from the outset, as they contribute to intelligence development and represent an indispensable component of the educational learning process.

The dearth of writing skills among students corresponds with the identified issues in the implementation of Indonesian language learning. Preliminary observations of seventh grade students at Setia Nurul Azmi Islamic Junior High School revealed that the majority of students continue to encounter challenges with writing activities. A series of in-depth interviews with Indonesian language educator Mrs. Dwi Sukar Rianti, S.Pd., revealed that students' writing skills are substandard due to the limited media resources available in schools and the exclusive reliance of teachers on textbooks and blackboards as teaching tools. This phenomenon has a particularly deleterious effect on students' writing skills, especially in the context of learning fable texts. A variety of learning resources and

technologies, including comic media, have not been utilized to their full potential in educational settings. Furthermore, teachers' deficiencies in designing educational media that aligns with students' needs constitutes an additional obstacle. It has been demonstrated that educators have not fulfilled their roles as facilitators, guides, and motivators to the fullest extent. This has resulted in students encountering challenges in comprehending the material, experiencing feelings of boredom, and perceiving a diminished sense of ease during the learning process (Zalukhu et al., 2023).

Teachers are expected to respond in a more active manner in order to adapt to and address the diverse learning stages of their students throughout learning activities. Indriana, as cited in (Harefa & Hayati, 2022) asserts that learning media is instrumental in overcoming obstacles encountered by educators and students during learning activities, thereby enhancing student quality through active interaction. This contributes to the effective execution of teaching and learning activities within the educational environment. In a similar vein, (Amalia & Bakhtiar, 2024) posit that in order to cultivate students' writing skills, it is incumbent upon teachers to ascertain the most efficacious teaching method. The selection of an appropriate method is of paramount importance, as not all learning strategies can be applied effectively in all situations or learning contexts.

In light of the aforementioned issues, it is imperative to implement modifications to ensure the fulfillment of learning objectives and the successful navigation of the inevitable challenges that emerge during the instructional process. A potential approach to this issue is the expansion of Indonesian language learning tools, particularly in the form of fable texts presented in a comic format. Consequently, researchers are endeavoring to address these challenges by developing comic-based learning materials to modernize instructional methods and enhance

students' writing skills in Indonesian language subjects. According to (Harefa & Hayati, 2022), learning media are defined as the methods and procedures employed to enhance the efficacy of message delivery and facilitate two-way interaction between educators and students throughout the various stages of the teaching process in the classroom setting.

This study aligns with the findings of several previous studies and was further developed by the researcher to include the following: (1) (Zega & Bawamenewi, 2023) research, which aimed to increase students' learning motivation. The study's findings showed that illustrated stories designed using the 4D research method were feasible and received a 100% rating from experts in material, language, and design. Therefore, comic media is highly feasible for use in learning activities. 2) (Salsabila & Rasyid, 2023) aimed to optimize encouragement of Arabic language learning. According to the results, the picture story media received a 96% feasibility score from material experts and a 79% score from media experts, indicating its appropriateness for the teaching stage. Similar results were shown in the research by 3) (Arsitawati et al., 2020) which received a 92% feasibility score from content experts, an 87% score from media experts, and an 87% score from linguists. Thus, the picture story media developed using the 4D model was declared highly feasible for use in learning activities. Based on these findings, the researchers in this study developed comic media that differ from those in previous studies. This study offers an innovative solution: comic media based on the researchers' original essays to improve students' writing skills, particularly with fables. The novelty of this study includes: (1) the objects studied, (2) the problem boundaries, and (3) the potential utilization of this study's results as a reference for Indonesian language learning media on fables.

2. METHOD

This study uses a research and development approach with the 4-D model as the implementation strategy. The purpose of the study is to improve learning materials in the form of comic-based fables.

The stages of developing comic learning media based on fable texts use the 4-D model (define, design, develop, disseminate) from Thiagarajan. The Define stage involves identifying the learning needs of fable texts in depth and compiling effective learning steps. At the Design stage, comics are designed and validated by experts to ensure their quality and suitability. This validation includes expert checks of the content, design, and pedagogical suitability.

During the development stage, the media were refined based on feedback from validators, and limited trials were conducted with junior high school students. This process included collecting student feedback through questionnaires, analyzing the data, and revising the media based on the findings. After thorough improvements were made, the media was distributed to Indonesian language teachers for use in various schools during the Disseminate stage. This systematic approach is expected to increase the effectiveness of learning fable texts widely.

The researchers selected 36 students from Class VII-B as their subjects. The study took place at SMP Islam Setia Nurul Azmi during the second semester of the 2024–2025 academic year. The data processing methods employed in this study of comic-based learning media for fable texts included descriptive and numerical data analysis (Sugiyono, 2020). Qualitative data was obtained through teacher and student responses regarding the comic media used. Quantitative data was obtained from validity evaluation scores given by media experts, material experts, and linguists. Additionally, quantitative data was obtained by evaluating the ease of use of the product through a questionnaire

of responses from Indonesian language teachers and students regarding comic media on fable text material (Sugiyono, 2020). Data collection instruments included verification questionnaires from media, material, and language experts, as well as response questionnaires from Indonesian language teachers and students (Sugiyono, 2020). The scores obtained were calculated using the following formula:

$$\text{Percentage score} = \frac{\sum acquisition\ score}{\sum maximum\ score} \times 100\%$$

3. RESULTS AND DISCUSSION

This research was conducted at Setia Nurul Azmi Islamic Junior High School in Mabar Hilir Village, Medan Deli District. The study took place during the second semester of the 2024–25 school year. The subjects of the study were students in Class VII-B. The study found that learning media in the form of illustrated stories is effective.

The comic media, developed from fable texts, were designed using Thiagarajan's 4-D model:

Define

The defining phase is an observational study of learning in the classroom. Through observations and interviews with teachers and students, this study focuses on Indonesian language subjects and fable comics. The purpose of this phase is to understand students' needs at different stages of learning Indonesian language subjects.

Design

During the preparation phase, researchers design learning media products based on data obtained in the defining phase (Winaryati et al., 2021). In this study, the developed media are picture books for seventh-grade Indonesian language subjects that focus on comic content from fables. The researchers determined the structure of the media according to the elements

contained in the picture books, including images, story boxes, text, and speech bubbles. These elements were created using Canva software. The stages of creating the comic-based learning media are as follows:

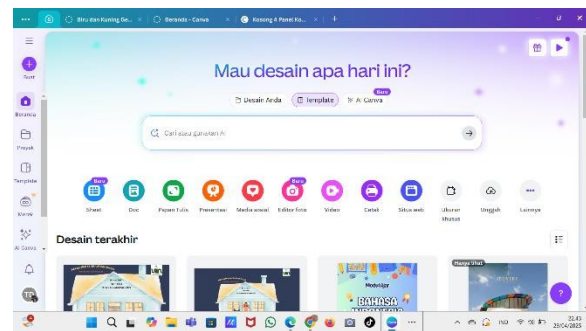1) Open the canva application: first login to the canva application on a pc or on a cellphone

Figure 1. Home Page Of The Canva Application

The image above shows what the Canva application looks like after a user has logged in. The user can then choose the "Create" option to start creating a comic.

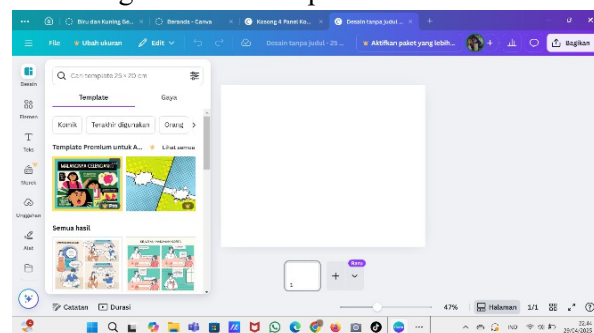2) Search for tamplates: search for "comic strip" tamplates in order to get interesting and good comic tamplates.
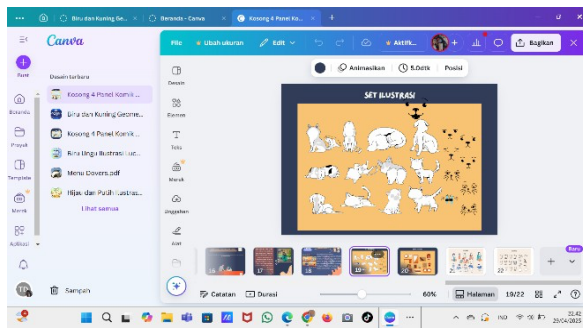

Figure 2. Initial Design
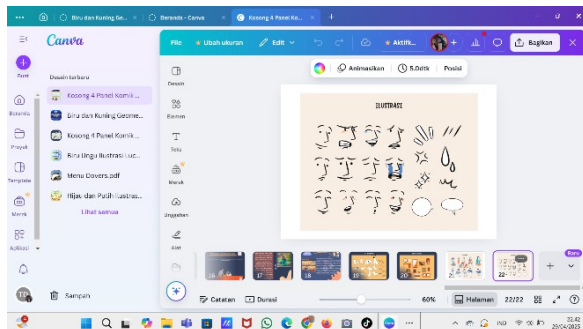
Figure 3. Character

Figure 4. Expression

The three images above are initial designs for a selection of templates that you can arrange according to the character's expression and needs.
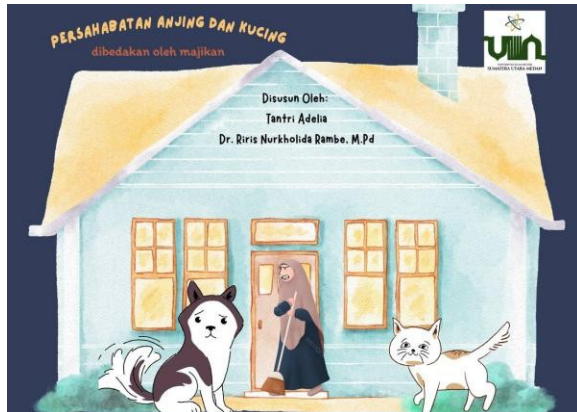
3) Design cover comic

Figure 5. Comic Cover

The figure above shows the appearance of the cover on the comic media, which has been designed and adjusted to match the contents of the story.

4) Content of the comic story

Figure 6. Comic Story Main Page And Comic Story Trailer

Figure 7. End Of Comic Story

The three figure above are excerpts from fable stories designed according to their themes. Starting from the background, the characters and fonts must be adjusted. All the elements used in the comics are taken from the Canva application.

5) Synopsis

Figure 8. Comic Synopsis
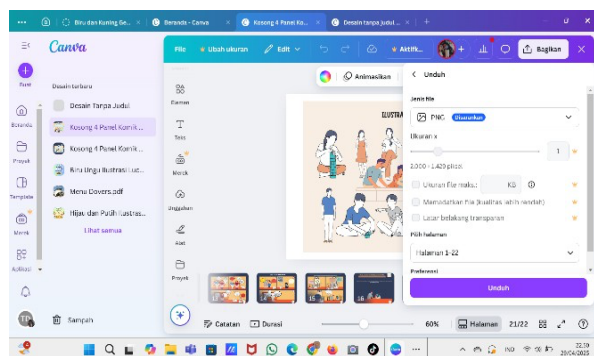
6) Storage Of Comic Design Results

Figure 9. Final Comic Result

As shown in the figure above, after completing the comic, select the share button and choose the type of PDF file. Then, download the file, which will automatically be saved and ready to print.

Development

This development stage occurs after the comic learning media has been fully developed. Developing comic learning media based on fable texts includes several processes, such as validation tests by experts in media, materials, and language. For this study, the validators were Indonesian language lecturers: Awal Kurnia Putra Nasution (comic media expert), Annisa (materials expert), and Faridah (language expert). The purpose of these tests is to determine the product's suitability and identify weaknesses in the developed learning media. The validation process involves submitting the media alongside a validator questionnaire that uses a Likert scale to assess product validity. Media testing was carried out twice, and the evaluation results from the validators at each stage are presented in the following table.

Table 1. Media Validation Results

Aspect	Percentage (%)	Criteria
Visual appearance	88%	Very Feasible
Content quality	93%	Very Feasible
Average	90%	Very Feasible

Based on the findings in Table 1, the average validation score from media experts is 90%, falling within the "very feasible" category. However, these results were obtained after discussions with media experts, during which one improvement was made to perfect the media's shortcomings. Additionally, material experts conducted an endorsement stage, and the results are shown in the attached table.

Table 2. Material Validation Results

Aspect	Percentage (%)	Criteria
Material	100%	Very Feasible
Average	100%	Very Feasible

As indicated by the findings presented in Table 2, the verification results obtained by material experts demonstrated that the mean score attained 100%, with a "Very Feasible" category, and did not necessitate any revisions or contributions from the material validator experts. In addition, the subsequent table will serve as the foundation for the initiation of language validation testing.

Table 3. Language Validation Results

Aspect	Percentage (%)	Criteria
Language Rules	86%	Very Feasible
Communicative and Interactive	88%	Very Feasible
Average	87%	Very Feasible

Pursuant to the findings enumerated in Table 3, the verification results from language experts demonstrate an average score of 87%, which is commensurate with the "very feasible" category and does not necessitate revisions. In addition, the practical testing phase of the product is contingent upon the involvement of Indonesian language teachers, who play a pivotal role in assessing the ease of use of comic media in fable text material. The objective of the practicality testing is to evaluate the effectiveness and suitability of the comic medium for students. The

results of the practicality evaluation conducted by teachers are presented in the following table:

Table 4. Results of the Teacher Practicality Questionnaire

Aspect	Percentage (%)	Criteria
Visual Display	93%	Very Practical
Text Quality	86%	Very Practical
Average	91%	Very Practical

As illustrated in Table 4, the evaluation of responses from Indonesian language teachers reveals an average score of 91%, which is categorized as 'very practical' for students to utilize in their learning process. In the subsequent phase, the researcher administered an effectiveness test of the developed comic media using pretests and posttests on student worksheets. The objective of this evaluation is to assess the efficacy of the product in facilitating the learning process within the classroom setting. The results of the pretest and posttest for the VII-B class students are presented in the following table:

Table 5. Results of Student Effectiveness

Sample	Pretest	Postest
36	2.470	3.000
Average	2.470/36 = 68	3.000/36 = 83

As illustrated in Table 5, the results of the pretest and posttest on the students' worksheets demonstrate an increase in scores. This finding suggests that the integration of comic media in the educational environment enhances students' comprehension of fable text material. In the pretest, the mean score of the students was 68, while in the posttest it increased to 83, which is classified as "very effective." This calculation was performed manually based on the Minimum Completion Criteria (KKM) scores. The

responses from the student participants are presented in the following table:

Table 6. Results of the Student Practicality Questionnaire

Aspect	Percentage (%)	Criteria
Material	88%	Very Practical
Learning	80%	Very Practical
Display	87%	Very Practical
Average	81%	Very Practical

As indicated by the data presented in Table 6, the responses from the students indicate an average score of 81%, which falls into the classification of 'very practical.'

The questionnaire instrument employed a manual percentage calculation method to obtain the validator results. The assessment of each component was conducted by determining the maximum and minimum values, and the resulting data were subsequently multiplied by 100%.

Disseminate

The development process of comic-based learning media undergoes several stages, beginning with design and preparation. These are followed by validation by experts in the fields of media, content, and language. Following the validation stage, the comic media is subjected to a testing phase on students, yielding favorable feedback. In the final stage, the dissemination of the media is conducted on two scales: small-scale dissemination, which involves the distribution of the comic media to 7th grade B students, and broader dissemination, which involves the delivery of the media to the SMP Islam Setia Nurul Azmi school for storage in its library.

The dissemination of comic media is carried out in two scopes, namely limited scope and wide scope, as a result of the development process of visual narrative-based learning media on fable

text materials. It is anticipated that these dissemination stages will result in heightened motivation among students and teachers to devise a more effective and engaging learning process, thereby making a substantial contribution to the enhancement of students' writing competence in the subject of Indonesian Language.

DISCUSSION

This research utilizes the 4-D development model, which encompasses the phases of Define, Design, Development, and Disseminate, to produce comic-based learning media. In the initial Define stage, observations were conducted in educational institutions, revealing that educators had not been utilizing learning media, particularly in the Indonesian language subject, due to constraints imposed by media limitations. This finding aligns with the observations reported by (Zega & Bawamenewi, 2023) who identified the absence of variations in learning media as a contributing factor to students' diminished motivation during the learning process. Consequently, the development of interactive and engaging learning media has emerged as a pivotal factor in fostering active engagement and enhancing student learning motivation. The selection of comics as the medium of choice is predicated on their capacity to present learning material in both visual and narrative forms, thereby offering a robust medium for the articulation of Mayer's theory of multimedia learning. This theory posits that the integration of text and images can serve to enhance student comprehension.

In the Design and Development stage, the comic media is systematically developed by incorporating visual elements, language, and learning materials that have been validated by experts. The validation of the media was assessed using a variety of metrics, yielding high scores from media experts (90%), language experts (87%), and content experts (100%). These results indicate that the media is highly suitable for use.

This outcome aligns with the findings of research conducted by (Salsabila & Rasyid, 2023) who also developed Canva-based comic media with validation demonstrating high feasibility. The efficacy of the media in this study was assessed, yielding an average score of 83%, which falls into the "very effective" category. This finding aligns with the conclusions of (Arsitawati et al., 2020) which asserts that character-based comic media can enhance students' interest and learning outcomes. The practicality of the media was met with high approval ratings from both teachers (91%) and students (81%), suggesting that it is straightforward to use and fulfills the learning requirements in the classroom.

The Disseminate stage is a notable strength in this research because the learning media is distributed to schools and stored in libraries, allowing for sustainable use. This finding stands in contrast to the research conducted by (Zega & Bawamenewi, 2023) and (Salsabila & Rasyid, 2023) which did not progress beyond the dissemination stage due to constraints in time and resources. This dissemination provides an opportunity for learning media to be utilized more widely and to become part of the learning resources that can be accessed at any time by teachers and students. This approach not only enhances the theoretical validity of the media as a learning aid but also ensures its practical applicability in real-world settings.

The results of this study demonstrate that comic media based on the 4-D model has the potential to serve as an innovative solution in the context of learning Indonesian. This media has been demonstrated to meet the criteria of feasibility, practicality, and effectiveness. Furthermore, it has been shown to enhance student motivation and engagement in the learning process. This finding serves to reinforce the position of comic-based learning media as an effective educational medium in accordance with multimedia learning theory and the characteristics of today's students, who have been

shown to be more responsive to visual media. The findings of this study can serve as a significant reference point for the future development of learning media and provide a robust foundation for subsequent research endeavors.

4. CONCLUSION

The present study demonstrates the efficacy of comic-based learning media with a fable theme for students. The validation results by experts in media, materials, and language received scores of 90%, 100%, and 87%, respectively. Furthermore, the practicality of this media is attested to by a significant majority of teachers (91%) and students (81%). The efficacy of the media in the field was assessed, yielding an average score of 83%, indicating its substantial effectiveness in facilitating the learning process and enhancing students' writing abilities.

Theoretically, this research contributes to the development of multimedia learning theory by reinforcing the understanding that learning media combining images and stories can enhance student motivation and understanding. In practice, this media offers an interesting yet easy-to-operate alternative for educators in the process of teaching the Indonesian language. The utilization of these media is anticipated to enhance student engagement and optimize learning outcomes.

However, the study is not without its limitations. The trial was conducted in a single school with a limited number of participants, and the dissemination of media was not optimized. Consequently, the recommendation for future research is to include a greater number of participants and schools, as well as to develop media dissemination methods for broader use.

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