(REVIEW ARTICLE)

The effect of digital comic based on social values on motivation and learning outcomes of class X MA AL Islam Telaga Biru (evaluating proposals, offers, and agreement in negotiation text)

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Abstract

This study aims to analyze the impact of social value-based digital comics as a learning medium on grade X students' motivation and learning outcomes, focusing on MA Al Islam Telaga Biru students' ability to evaluate proposals, offers, and agreements in negotiation texts. This research employs quantitative methodology. The data for this study were collected from primary sources through the use of questionnaires and tests. The data analysis technique employed is the paired samples t-test. The findings of this study indicate that prior to the use of social value-based digital comic media, the level of learning motivation was 71.83%, which falls within the "good enough" category. Conversely, the level of learning outcomes that met the minimum completeness criteria was only 11.1%. (2) The learning motivation score after the use of social value-based digital comic media was 81.92%, indicating a positive shift from the previous score of 71.83%, which fell within the "good enough" range. Subsequently, the proportion of students who met the KKM for learning outcomes increased from 11.10% to 96.30% following the use of social value-based digital comic media. (3) The use of digital comic media based on social values has a significant effect on learning motivation and student learning outcomes in evaluating proposals, offers, and agreements in negotiation texts in Class X Madrasah Aliyah (MA) Al Islam Telaga Biru. This demonstrates that digital comic media is capable of stimulating students' enthusiasm for learning, which in turn enables students to comprehend the concepts and context of the lesson, thus allowing them to achieve the highest possible score in evaluating proposals, offers, and agreements in negotiation texts.

Keywords: Learning Outcomes; Social Value-Based Digital Media; Learning Motivation; Negotiation Text; Digital Comic.

1. Introduction

The fourth revolution in the development of technology is distinguished by the use of technology as a means of connecting humans and machines. Indeed, in the realm of education, technological advancements have reached a fifth revolution, characterized by the integration of computers and the internet into the learning process. In this context, educators are tasked with the responsibility of developing effective learning strategies that foster a conducive environment for student engagement and active participation in the learning process. In addition to expecting students to be active participants in the learning process, educators must also cultivate an engaging and enjoyable learning environment.

The Indonesian language material entitled "Negotiation Text" is designed to facilitate the acquisition of the basic competency of "evaluating proposals, offers, and agreements in negotiation texts, both oral and written." In this learning activity, students are required to not only comprehend the theoretical aspects of negotiation texts but also to evaluate proposals, offers, and agreements presented in the texts in order to achieve the learning objectives.

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The attainment of learning objectives is enhanced when supported by a range of factors, including the utilization of appropriate learning media. As Rao (2014, p. 142) notes, the use of a medium in the context of learning serves to further complement the teaching and learning process. In general, learning media serve the following functions:

- They facilitate the clarification of messages, ensuring that they are not conveyed exclusively in verbalistic form (i.e., in the form of written or spoken words only);
- They overcome the limitations of time, space, and sensory power;
- The use of appropriate and varied learning media can overcome the passive attitude of students; and
- They increase student learning motivation (Sadiman, et al., 2010: 17).

One of the media that can be employed to assist educators in presenting material and enhancing student motivation in the learning process is that of comic media. The utilization of comic media has been demonstrated to facilitate the learning process, particularly by fostering increased interest, motivation, and learning outcomes among students.

As posited by Hermawani (2015), digital comics offer a number of advantages, including environmental friendliness, cost-effectiveness, and flexibility. The use of digital comics is considered environmentally friendly because it eliminates the need for paper as a medium of delivery, thereby reducing paper consumption. Hutchinson (in McCloud, 2008: 105) discovered that 74% of the surveyed teachers believed that comics could facilitate student learning, while 79% indicated that comics could enhance individual participation. An alternative hypothesis posits that student learning outcomes at school are 70% contingent on student ability and 30% on the learning environment.

The anticipated outcome of incorporating media into the learning process is an increase in student motivation and learning outcomes. However, this expectation does not align with the observed reality. Based on observations made by researchers, several issues were identified in the learning process. These include:

- Students' lack of concentration during the learning process,
- A lack of motivation to learn due to the unattractiveness of the media,
- Students' difficulty in understanding the material presented,
- Students' inability to answer correctly when an evaluation is carried out on the material that has been taught, which affects learning outcomes.

In light of these findings, the researchers conducted a study, entitled "The Effect of Social Value-Based Digital Comic on Motivation and Learning Outcomes of Evaluating Negotiation Texts in Class X MA Al Islam Telaga Biru." The objective of this study is to ascertain whether there is an impact of learning media in the form of social value-based digital comics on the motivation and learning outcomes of grade X students.

2. Methods

The research was conducted at Madrasah Aliyah Al Islam Telaga Biru, located in Gorontalo Regency. The research was conducted during the odd semester of the 2022/2023 academic year, which spanned from January to May 2023. This research employs quantitative methodology. The data for this study was collected from primary sources through questionnaires and tests. The data analysis technique employed is the paired sample t-test.

3. Results

3.1. Motivation and Learning Outcomes Before Using Social Value-Based Digital Comic Media *(*Pretest*)*

3.1.1. Students' learning motivation before using social value-based digital comic media

The pretest results indicated that only one student (3.70%) demonstrated optimal learning motivation, 25 students (92.60%) exhibited moderate learning motivation, and one student (3.70%) displayed poor learning motivation. Consequently, it can be posited that in the pretest, students' learning motivation was predominantly characterized by those with moderately good learning motivation. The findings derived from the respondents' answers are presented in Table 1.

Table 1 Respondent's Answers in Student Learning Motivation Assessment (Pretest)

No.	Indicator	Achievement Score	Criteria
1	Perseverance in learning	76.99%	Fairly
2	Prefer to work independently	66.33%	Fairly
3	Interest and sharpness of attention	67.96%	Fairly
4	Achievement in learning	75.56%	Fairly
5	Tenacious in the face of adversity	68.99%	Fairly
Score of Motivation Variable (Pretest)		71.83%	Fairly

The students' motivation to learn in the pretest phase is evidenced by a relatively high score of 71.83% on the established criteria. This indicates that the level of motivation and enthusiasm among students in class X of Madrasah Aliyah MA Al Islam Telaga Biru to engage in the evaluation of proposal, offer, and agreement texts in a negotiation context remains suboptimal. The results for each indicator indicated that student learning motivation was within the satisfactory range, specifically with regard to perseverance in learning (76.99%), achievement in learning (75.56%), resilience in facing difficulties (68.99%), interest and attention (67.96%), and a preference for working alone (66.33%).

3.1.2. Student learning outcomes before using social value-based digital comic media

The data on student learning outcomes were obtained through a pretest prior to the introduction of social value-based digital comic media. The pretest results indicated that three students (11.1%) met the minimum completeness criteria (KKM), while 24 students (88.9%) did not meet the KKM. A review of the data indicates that 23 students demonstrated a poor understanding of the material, while four students exhibited a satisfactory grasp of the subject matter. It can thus be stated that the pretest learning outcomes were dominated by students whose learning outcomes did not meet the KKM. This indicates that students in class X of Madrasah Aliyah Al Islam Telaga Biru have not yet demonstrated the ability to achieve optimal learning outcomes in learning activities, particularly with regard to the fundamental competencies of evaluating proposals, offers, and agreements in negotiation texts.

3.2. Motivation and Learning Outcomes After Using Social Value-Based Digital Comic Media (Posttest)

3.2.1. Students' learning motivation after using social value-based digital comic media

The results of the posttest for student learning motivation indicated that 19 students (70.40%) demonstrated good learning motivation, while 8 students (29.60%) exhibited fair learning motivation. The results of the respondents' answers on the posttest are presented in Table 2.

Table 2 Respondent's Answers in Student Learning Motivation Assessment (Posttest)

No.	Indicator	Achievement Score	Criteria
1	Perseverance in learning	84.05%	Good
2	Prefer to work independently	76.57%	Fairly
3	Interest and sharpness of attention	86.85%	Good
4	Achievement in learning	84.74%	Good
5	Tenacious in the face of adversity	80.95%	Good
Score of Motivation Variable (Posttest)		81.92%	Good

As evidenced in Table 2, students demonstrated a noteworthy level of learning motivation in the posttest phase, with an average score of 81.92%. This demonstrates that following the implementation of the intervention, namely the utilization of social value-based digital comic media, the average student in Class X of Madrasah Aliyah Al Islam Telaga Biru exhibited elevated levels of learning motivation, as evidenced by an increase in each indicator, particularly in the domains of interest and attention to detail in learning, as well as a proclivity towards excellence in learning.

3.2.2. Student learning outcomes after using social value-based digital comic media

The data on student learning outcomes after the utilization of social value-based digital comic media was obtained through the administration of a posttest. The posttest results indicated that subsequent to learning to utilize social value-based digital comic media, there was an increase in the number of students who achieved the KKM. Of the 27 students in the tenth grade, 26 (96.30%) met the KKM, while only one (3.70%) did not meet the KKM. The interpretation of student scores indicates that 20 individuals (74.00%) demonstrated proficiency, while six (22.2%) exhibited satisfactory performance. It can thus be concluded that this learning medium has a significant impact on student learning outcomes, as evidenced by the fact that 90.30% of students have scores that meet the minimum completeness criteria. It can thus be concluded that the use of social value-based digital comic media in the evaluation of proposals, offers, and agreements in negotiation texts of class X Madrasah Aliyah Al Islam Telaga Biru increased the number of students who met the completion criteria, with 26 students meeting this standard and only one student failing to meet the minimum completion criteria.

3.3. The Effect of Using Social Value-Based Digital Comic Media on Motivation and Learning Outcomes

3.3.1. The effect of using social value-based digital comic media on learning motivation

The first hypothesis posits that the use of social value-based digital comic media has an impact on students' learning motivation to evaluate proposals, offers, and agreements in negotiation texts in Class X at MA Al Islam Telaga Biru. The hypothesis is tested using the Paired Sample t-test statistical test. The results of the statistical test are presented in Table 3. As evidenced in Table 3, the t-count value is -6.011, with a significance level of 0.000. The two-tailed p-value is 0.000. The t-table with a degree of freedom (df) of 26 is 2.056. A comparison of the t-count value and the t-table at a significance level of 0.000 (less than the value of $\alpha = 0.05$) reveals that the former is greater than the latter, thereby accepting H_{a1}. It can thus be concluded that, at the 95% confidence level, the use of social value-based digital comic media has a significant effect on students' learning motivation to evaluate proposals, offers, and agreements in negotiation texts in Class X Madrasah Aliyah (MA) Al Islam Telaga Biru.

Table 3 The Effect of Using Social Value-Based Digital Comic Media on Learning Motivation

			Pair 1
			Learning Motivation (Pre) - Learning Motivation (Post)
Paired Differences	Mean		-21.18519
	Std. Deviation		18.31359
	Std. Error Mean		3.52445
	95% Confidence Interval of the Difference	Lower	-28.42980
		Upper	-13.94057
t			-6.011
df			26
Sig. (2-tailed)			0.000

The t-count value falls within the acceptance range of H_a, thereby substantiating the research hypothesis. In addition to hypothesis testing, Table 4 presents the results of a comparison between the period preceding and the period following the introduction of social value-based digital comic media. Table 4 illustrates that the mean student learning motivation in Class X Madrasah Aliyah (MA) Al Islam Telaga Biru has increased following the introduction of social value-based digital comic media (172.037 > 150.852). It can thus be stated that, with regard to student learning motivation, the period subsequent to the utilization of social value-based digital comic media is characterized by enhanced outcomes in comparison to the period preceding its implementation. In other words, the use of social value-based digital comic media has the capacity to enhance student learning motivation with regard to evaluating proposals, offers, and agreements in negotiation texts in Class X Madrasah Aliyah (MA) Al Islam Telaga Biru.

Table 4 Comparison of Average Score of Student Learning Motivation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Learning Motivation (Pre)	150.8519	27	13.49844	2.59778
	Learning Motivation (Post)	172.0370	27	15.57484	2.99738

3.3.2. The effect of using social value-based digital comic media on learning outcomes

Hypothesis 2 posits that the use of social value-based digital comic media has an impact on student learning outcomes in the evaluation of proposals, offers, and agreements in negotiation texts in Class X of the MA in Al Islam Telaga Biru program. The results of the statistical test are presented in Table 5. As evidenced in Table 5, the t-$_{count}$ value is -11.442, with a two-tailed significance level of 0.000. The t-$_{table}$ with a degree of freedom (df) of 26 is 2.056. A comparison of the t-$_{count}$ value and the t-$_{table}$ at a significance level of 0.000 (less than the value of $\alpha = 0.05$) reveals that the t-$_{count}$ value is greater than the t-$_{table}$, thereby accepting H$_{a2}$. It can thus be concluded that, at the 95% confidence level, the use of social value-based digital comic media has a significant effect on student learning outcomes in evaluating proposals, offers, and agreements in negotiation texts in Class X of Madrasah Aliyah (MA) Al Islam Telaga Biru.

Table 5 The Effect of Using Social Value-Based Digital Comic Media on Learning Outcomes

			Pair 1 Learning Outcomes (Pre) - Learning Outcomes (Post)
Paired Differences	Mean		-22.11852
	Std. Deviation		10.04494
	Std. Error Mean		1.93315
	95% Confidence Interval of the Difference	Lower	-26.09216
		Upper	-18.14487
t			-11.442
df			26
Sig. (2-tailed)			0.000

The t-$_{count}$ value falls within the acceptance range of H$_a$, thereby substantiating the research hypothesis. In addition to hypothesis testing, Table 6 presents the results of a comparison between the average scores obtained before and after the use of social value-based digital comic media. As evidenced in Table 6, the mean student learning outcomes for Class X Madrasah Aliyah (MA) Al Islam Telaga Biru have increased following the introduction of social value-based digital comic media (83.356 > 61.237). It can thus be stated that, with regard to student learning outcomes, the period subsequent to the utilization of social value-based digital comic media evinces superior outcomes in comparison to the period preceding its implementation. In other words, the use of social value-based digital comic media has been demonstrated to enhance student learning outcomes in the evaluation of proposals, offers, and agreements in negotiation texts in Class X of Madrasah Aliyah (MA) Al Islam Telaga Biru.

Table 6 Comparison of Average Score of Student Learning Outcomes

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Learning Outcomes (Pre)	61.2370	27	9.93866	1.91270
	Learning Outcomes (Post)	83.3556	27	5.59755	1.07725

4. Discussion

4.1. Learning Motivation and Learning Outcomes of Class X Madrasah Aliyah Al Islam Telaga Biru Students Before Using Social Value-Based Digital Comic Media

The results of the descriptive analysis of student learning motivation prior to the implementation of social value-based digital comic media indicate that student learning motivation is predominantly situated within the "good enough" criteria, with a mean score of 71.83%. This indicates that the motivation, desire, and enthusiasm of students in class X at MA Al Islam Telaga Biru for participating in learning are still not optimal. The results of the assessment of learning motivation indicated that the highest level of motivation was observed in the perseverance indicator, with a score of 76.99%. However, this level of motivation was only classified as "good enough." The lowest indicator is the desire of students to work independently, which is 66.33%. The remaining three indicators are included in the "good enough" category. It can be posited that MA Al Islam students exhibit learning motivation when the five indicators are included in the good criteria. Prior to the introduction of digital comic media, student learning motivation was observed to be markedly deficient. This was evidenced by the students' interest and attention span falling within the "good enough" criteria, despite the fact that this is a crucial indicator of learning motivation. In the absence of interest and attention, students are unable to engage with the learning process in a motivated manner.

As defined by Danin (in Arini, 2012), motivation can be understood as the underlying psychological mechanism that drives individuals or groups to pursue specific goals or actions. It encompasses a range of factors, including drive, enthusiasm, and the pressure to achieve, all of which contribute to the motivation to act in accordance with one's desired outcomes.

The analysis of learning outcomes in the absence of social value-based digital comic media in the context of learning negotiation text at MA Al Islam Telaga Biru in class X revealed that 3 students (11.1%) demonstrated learning outcomes that met the minimum completeness criteria (KKM), while 24 students (88.90%) exhibited learning outcomes that did not meet the KKM. It can thus be stated that the majority of students who did not meet the KKM were those whose learning outcomes were assessed without the use of learning media. The occurrence of low student learning outcomes can be attributed to a number of factors, one of which is instrumental factors. Instrumental factors are those that are designed and employed in accordance with the anticipated learning outcomes. This factor is anticipated to serve as a conduit for achieving the predetermined learning objectives. The instrumental factors under consideration are the curriculum, the facilities (supporting media), and the teachers (Rustam 2012, p. 24).

In light of this perspective, it can be argued that the media plays a significant role in shaping student learning outcomes. It has been demonstrated that without the media, student learning outcomes at MA Al Islam Telaga Biru have been unable to achieve the desired level of proficiency in learning activities, particularly in the fundamental competencies of evaluating proposals, offers, and agreements in negotiation texts. Only one student (3.70%) demonstrated a level of understanding that met the minimum completeness criteria.

4.2. Motivation and Learning Outcomes of Class X Madrasah Aliyah Al Islam Telaga Biru Students After Using Social Value-Based Digital Comic Media

The influence of media on learning motivation among class X students at Madrasah Aliyah Al Islam Telaga Biru is a significant factor. As Arsyad (2014, p. 3) notes, learning media serves as a tool that engages with and reconciles the interests of two parties. The term "mediator" indicates its role as a regulator of the relationship between the two parties in the learning process, namely students and lessons, with the objective of producing effective learning. The utilization of learning media has been demonstrated to offer a multitude of advantages. These include the facilitation of an enjoyable and engaging learning experience, the streamlining of information acquisition, the cultivation of a passion for learning, the enhancement of teachers' ability to effectively convey subject matter, and the promotion of student engagement.

The aforementioned opinion is corroborated by the findings of the analysis of student learning motivation, which indicates that the learning motivation of the class X MA Al Islam Telaga Biru students is situated within the optimal range, with an average score of 81.92%. This demonstrates that following the implementation of a social value-based digital comic media intervention, the average student exhibits elevated levels of learning motivation, as evidenced by the observed increase in each indicator. The indicators that met the criteria for "good" were interest and attention, with a score of 86.85%; achievement in learning, with a score of 84.74%; perseverance in learning, with a score of 84.05%; tenacity in the face of difficulties, with a score of 80.95%; and preference for independent work, with a score of 76.57%. It can be concluded that the learning motivation of students in class X Madrasah Aliyah Al Islam Telaga Biru increased

significantly after using social value-based digital comic media to evaluate proposals, offers, and agreements in negotiation texts.

A learning outcome is a statement that delineates the anticipated result of a student's engagement in learning activities. Consequently, learning outcomes are attained by students as a result of their exertion and intellectual endeavor, manifested in the form of expertise, comprehension, and fundamental competencies encompassing diverse facets of life. These outcomes engender observable behavioral modifications in individuals (Priansa, 2017: 81).

The results of the descriptive analysis of the learning outcomes of class X students at Madrasah Aliyah Al Islam Telaga Biru after the implementation of social value-based digital comic media indicate that 26 students (96.30%) demonstrated learning outcomes that met the KKM, while only one student (3.70%) exhibited learning outcomes that did not meet the KKM. It can thus be concluded that the social value-based digital comic media employed in the learning process of MA Al Islam Telaga Biru students is effective in achieving positive outcomes. This demonstrates that social value-based digital comic media is an efficacious and innovative medium that can facilitate students' comprehension of the intended concepts and contextualization of the lesson.

4.3. The Effect of Using Digital Comic Media Based on Social Values on Motivation and Learning Outcomes in Class X Madrasah Aliyah Al Islam Telaga Biru

The results of testing the initial hypothesis indicate that the utilization of social value-based digital comic media exerts a considerable influence on student learning motivation to assess proposals, offers, and agreements in negotiation texts in Class X MA Al Islam Telaga Biru. The mean student learning motivation score after the use of social value-based digital comic media in Class X MA Al Islam Telaga Biru is higher than the pre-use score (172.037 > 150.852). It can thus be stated that the utilization of social value-based digital comic media has the capacity to enhance students' motivation to evaluate proposals, offers, and agreements in negotiation texts in Class X MA Al Islam Telaga Biru.

The findings of this research study corroborate the assertion put forth by Afifah et al. (2018) that the use of comic learning media is designed to enhance students' motivation and interest in the subject matter, thereby facilitating independent learning. The utilization of comic media in an educational context has been demonstrated to engender positive affective states in learners, including feelings of enjoyment and interest in the subject matter. The experience of pleasure associated with learning through illustrated comic media can cultivate a positive attitude, manifesting as deep attention. This enables students to learn autonomously, facilitates the overcoming of learning difficulties, and enhances student motivation to learn. Consequently, the aforementioned factors not only influence learning outcomes but also contribute to the overall efficacy of the learning process. Slavia posits that students who are motivated will be readily directed and given tasks, exhibit a robust curiosity, proactively seek information about the material elucidated by the instructor, and utilize higher-order cognitive processes to learn and internalize the lessons imparted.

The utilization of suitable learning media can facilitate students' comprehension of the concepts they are studying, rendering them no longer abstract (Pitriana & Jufri, 2015; Wulan et al., 2020). Accordingly, researchers are seeking to identify optimal learning media solutions to enhance learning outcomes. Learning outcomes represent changes in an individual's attitude subsequent to the completion of learning process activities. Changes in attitude manifest as new abilities acquired by an individual following the completion of a learning process, which encompasses a range of domains. One such domain is cognitive, encompassing knowledge and the advancement of students' intellectual abilities (Aimah, 2017).

The results of testing the second hypothesis indicated that the use of social value-based digital comic media had a notable impact on student learning outcomes, specifically in the evaluation of proposals, offers, and agreements in negotiation texts in Class X MA Al Islam Telaga Biru. The mean student learning outcomes in Class X MA Al Islam Telaga Biru following the implementation of social value-based digital comic media are superior to those observed prior to its introduction (83.355 > 61.237). It can thus be stated that, in terms of student learning outcomes, the period subsequent to the utilization of social value-based digital comic media is characterized by enhanced outcomes in comparison to the period preceding its implementation. It can thus be stated that the utilization of social value-based digital comic media is capable of facilitating an enhancement in the learning outcomes of students in Class X Madrasah Aliyah (MA) Al Islam Telaga Biru.

The findings of this study corroborate the assertion put forth by Kustianingsari and Dewi (2015) that the content of the comic can effectively convey the entirety of the narrative. This is due to the presence of illustrative elements that facilitate comprehension for students, offering a tangible representation of the subject matter and its associated meanings. The use of digital comic learning media has been demonstrated to foster creativity, variety, and innovation

among students, while also enhancing their motivation to engage with the Indonesian Language and Literature, particularly the material on evaluating proposals, offers, and agreements in negotiation texts. It is anticipated that this comic will facilitate the creation of a rigorous yet engaging learning environment, preventing students from becoming disinterested or fatigued during the learning process. It is thus anticipated that the ultimate consequence of learning with these digital comics will be an enhancement in the learning outcomes of the students in question.

5. Conclusion

This study aims to analyze whether or not there is an effect of learning media in the form of social value-based digital comics on the motivation and learning outcomes of grade X students, especially at MA Al Islam Telaga Biru, in evaluating proposals, offers, and agreements in negotiation texts. The results showed that the use of digital comic media succeeded in increasing the motivation and learning outcomes of grade X students of MA Al Islam Telaga Biru in evaluating proposals, offers, and agreements in negotiation texts. Before the use of digital comic media, the average results of the assessment of student learning motivation showed 71.83% and was in the good enough category, while testing student learning outcomes showed that students who met the KKM were 11.1%. After the use of digital comic media, the average results of the assessment of student learning motivation rose to 81.92% with a good category, while student learning outcomes showed an increase in the number of students who met the KKM, which amounted to 96.30%. Thus, it can be concluded that digital comic media has a significant effect on the motivation and learning outcomes of grade X MA Al Islam Telaga Biru students in evaluating proposals, offers, and agreements in negotiation texts. This shows that digital comic media is able to stimulate students' enthusiasm for learning which ultimately makes students able to understand the concepts and context of the lesson to get the best score in evaluating proposals, offers, and agreements in negotiation texts.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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