



Development of Comic-Based Learning Media for Javanese Language at the Junior High School Level

Anida Dwi Nur Khasanah*, Agus Yuwono, Didik Supriadi

Javanese Language and Literature Education, Faculty of Language and Arts,
Universitas Negeri Semarang, Indonesia.

*Corresponding Author. Email: anidadwinurk@unnes.students.ac.id

Abstract: This study aims to develop Javanese comic-based learning media (KOBJA) for teaching the topic of unggah-ungguh (Javanese language etiquette). The research employed a Research and Development (R&D) design using the 4D model, which includes the stages of definition, design, development, and dissemination. The developed product was evaluated for its feasibility through validity tests using expert validation questionnaires. Data were analyzed using both qualitative and quantitative descriptive techniques. The validity test involved both media and material experts. Product trials were conducted with students to assess the attractiveness and effectiveness of the developed media using a response questionnaire. A total of 32 Grade VII students from SMP Negeri 38 Semarang participated in the product trials. The results indicated that the developed Javanese comic (KOBJA) is suitable for use as a reading aid and meets the required criteria. Validation from material experts yielded a score of 3.09 ("feasible to use"), while media experts gave a score of 3.5 ("very feasible"). Furthermore, student response data showed that KOBJA was considered "very interesting" to use, with an average score of 3.44. Based on these findings, it can be concluded that the Javanese comic-based learning media (KOBJA) is both feasible and engaging for classroom learning on unggah-ungguh topics.

Article History

Received: 12-07-2025

Revised: 17-08-2025

Accepted: 04-09-2025

Published: 25-10-2025

Key Words:

Learning Media; Comics;
Javanese Language.

How to Cite: Khasanah, A. D. N., Yuwono, A., & Supriadi, D. (2025). Development of Comic-Based Learning Media for Javanese Language at the Junior High School Level. *Jurnal Paedagogy*, 12(4), 1269-1278. <https://doi.org/10.33394/jp.v12i4.16945>



<https://doi.org/10.33394/jp.v12i4.16945>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Development is a deliberate effort by teachers to cultivate knowledge and abilities in individuals. Its implementation involves several key elements, including educational objectives, learners, instructors, curriculum content, subjects, strategies, techniques, materials, and assessments (Pristiwanti et al., 2022). The development of learning media involves the creation or improvement of devices that facilitate the teaching and learning process to achieve effective educational outcomes (Andrianto, 2019). This educational tool functions as a means of communication, conveying information (learning content) from educators (sources) to students (recipients). The goal is to improve students' understanding, make the learning process more engaging, and meet broader educational goals.

Media is a resource that helps convey messages or information effectively to students. The use of media in teaching can help educators deliver lessons and increase students' interest. The selection of the right media should be based on the characteristics of the students and the teacher's skills in using the media to achieve educational goals. Learning media refers to the tools used to convey information during educational activities, thereby increasing student engagement (Azhar Arsyad, 2019). Media serves to convey messages from one person to another, engaging students' thoughts, feelings, and focus, which helps to increase



their motivation. Various types of learning media, such as audio, visual, and audiovisual formats. This research focuses on visual media, as it is suitable for seventh graders who are starting to build their concrete thinking skills (Sukiman, 2020).

In observations of grade VII students at SMP Negeri 38 Semarang, it was found that in learning Javanese, especially politeness materials, many students had difficulty using it appropriately. According to Andayani (2008), politeness in Javanese culture is related to the rules of speaking and being respectful to others. (Sukiman, 2020), stating that in teaching and learning situations, material is often only delivered through textbooks without other supporting media. This led to the identification of problems in learning Javanese politeness, which encouraged the creation of comics that focused on politeness and basic linguistic aspects to teach Javanese manners.

Comics as a learning medium have an important role, comics can arouse students' interest in learning and help them understand the material presented by the teacher (PRATIWI & Kurniawan, 2021). Using comics as a learning tool can be a useful solution if there are concerns about potential learning failure. Javanese politeness comics as a medium that contains narratives combined with illustrations, which includes Javanese content, especially focusing on linguistic politeness (Sasangka, 2019). New understanding during the teaching and learning process, encourages students' critical thinking, and provokes positive reactions from the audience (Sari et al., 2022). In addition, this comic can improve students' vocabulary. Another advantage of this language-based comic is its compelling narrative and visuals. The visual representation of each character in the comics fosters an emotional connection for the reader, thus increasing their desire to keep reading until the end (Darmayanti & Subrata, 2019). Thus, through this language-focused comic, students acquire knowledge not only through text but also through visuals that can reveal more comprehensive information or ideas (Andrianto, 2019).

Previous research that has been effective in using comics in Javanese includes the research of Riski Yulia (2021), The findings of this research have a positive impact on students' interest in learning Javanese politeness. The research conducted by Riski Yulia shows similarities with this research in terms of the media used. The difference lies in the topic and material being researched. There is no comic-based media that specifically raises the theme of uploading in Javanese for junior high school students. This research offers a solution in the form of the development of comic-based learning media that raises the value of Javanese language. Comics were chosen because they have a strong visual and narrative appeal, so they are expected to increase students' interest in learning, make it easier to understand, and instill the value of politeness in language.

Based on this, this study aims to outline the requirements of teachers and students regarding comics intended to teach Javanese language etiquette to grade VII students of SMP Negeri 38 Semarang, to develop illustrative comic materials to teach Javanese etiquette and manners (Ngoko and Krama) to grade VII students of SMP Negeri 38 Semarang, and evaluate the results of the comic validation test. The main product is an educational comic media that presents Ngoko and Krama's uploading material through a combination of text and cartoon illustrations (static images). The educational media produced includes content, introductory dialogues presented in the form of short narratives, practice questions, and assessments related to the uploads of Ngoko and Krama, as well as biographies of media makers (Harjawayana, 2019) .

The language used in the comics combines Javanese Ngoko and Krama (Gumelar, 2020). The Ngoko language is used when the child character is conversing with his friends.



According to Rahma Putri Z (2020), the child character uses the language of krama when communicating with adults. Similarly, parents use different levels of etiquette when conversing with simbah or respected people.

This research focuses on the Javanese language, especially Javanese manners, with the media development phase limited to the trial stage and conducted to 7th grade students. Readers are expected to read this comic book so that it can increase the enthusiasm and motivation of students in the learning process at SMP Negeri 38 Semarang, especially related to teaching and understanding vocabulary and rules of Javanese manners. According to Zahroh et al., (2020), learning media that attract students' interest can help foster their desire to learn.

Research Method

This research uses the Research and Development method with a 4D model, which includes definition, design, development, and dissemination. According to (Sugiyono., 2022), explained that development model research is a systematic process that combines scientific methods to improve the final product. In this study, the intended product is a digital comic education tool that focuses on Javanese content (Menrisal & Putri, 2018).

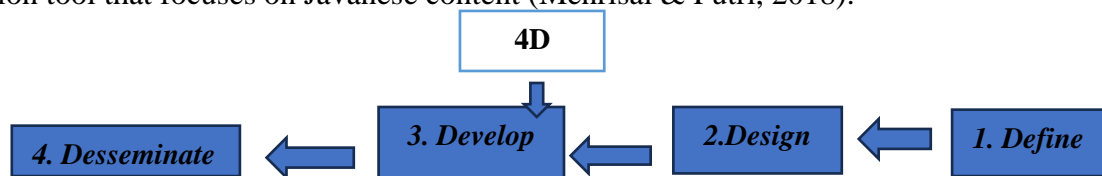


Figure 1.R&D Research Step Chart

This model was chosen because the steps for its application are clearly explained and arranged according to the type of media created. As stated by (Fayrus & Slamet, 2022), the resulting product will be tested for usefulness by checking the validity and conducting product trials to assess how valid, attractive, and effective the Javanese comic learning media is. The relevance of this media development is in line with the statement (Sukoyo, 2022), that in the process of learning Javanese language with upload-ungguh material is very important.

The trial implementation of the development trial was carried out in class VII A SMP Negeri 38 Semarang. The trial aims to collect student feedback on the developed learning media. The participants of the product validation test consisted of Lecturers of Javanese Language and Literature Education UNNES and Javanese language teachers from SMP Negeri 38 Semarang. The subjects involved in the evaluation of the Comic Learning Media were created, with the topic of *uploading*, consisting of 32 students in grade VII A SMP Negeri 38 Semarang.

For data collection, a non-test method collected from questionnaires filled out by experts and media users was used. Questionnaires are a data collection technique using a series of written questions to get the information needed after the respondents fill it out (Sugiyono., 2022). The tools used for data collection in this study include validation questionnaire instruments for media experts, material validation questionnaires, media expert questionnaires, and media expert questionnaires.

In this study, data analysis involves qualitative and quantitative descriptive analysis techniques. According to (Nazhiroh et al., 2021), it explains that qualitative data analysis techniques are based on insights and suggestions from experts during validation. On the other hand, the quantitative data analysis technique relied on the results of the creation of learning



media in the form of Javanese comics for class VII politeness learning at SMP Negeri 38 Semarang. The total score can be calculated using the formula below:

With:

$$x_i = \frac{\text{total score}}{\text{maximum score}} \times 4$$

Information:

\bar{x} = final average

x_i = the value of the operational test questionnaire for each student

n = the number of students who filled out the questionnaire

The evaluation scores for each option can be found in the table below:

Table 1. Instrument Validation Assessment Score, Expert Validation (Media & Material), Validation

Score	Cherry's Choice
4	Very Valid
3	Valid
2	Invalid
1	Highly Invalid

(Admadiani, 2016)

Then, to determine the interval class distance, below:

$$\begin{aligned} \text{interval distance } (i) &= \frac{\text{skor tertinggi} - \text{skor terendah}}{\sum \text{ kelas interval}} \\ &= \frac{4 - 1}{4} \\ &= 0,75 \end{aligned}$$

Based on the interval distance above, the validity criteria can be seen in the table below:

Table 2. Questionnaire Validation Criteria, Expert Validation (Media & Materials)

Score	Eligibility Criteria	Information
3,26 - 4,00	Highly Worth Using	No Revision
2,51 - 3,26	Worth Using	Partial Revision
1,76 - 2,51	Less Worthy Digunakan	Partial Revision & Assessment
1,00 - 1,76	Not Fit to Use	Repeat Material Total Revision

(Admadiani, 2016)

Table 3. Comic Attractiveness Criteria

Score	Cherry's Choice
3,26 - 4,00	Very Interesting
2,51 - 3,26	Pull
1,76 - 2,51	Less Attractive
1,00 - 1,76	Not Interesting

(Admadiani, 2016)



The table above showed that the attractiveness of the learning media developed was at the minimum attractive criteria. If the score obtained ≥ 2.51 , then the learning media developed is considered "interesting" to be used in learning.

Results and Discussion

This research focuses on the development of Javanese comic learning media (KOBABA) for upload-unggah material for grade VII students of SMP Negeri 38 Semarang. This development process adopts a systematic 4D (Define, Design, Develop, Disseminate) model, ensuring that the resulting product is not only innovative but also relevant and effective in the context of learning.

The Define Stage is Identifying Needs and Analyzing the Learning Context

The definition stage is important in the development of learning media, where researchers conduct comprehensive needs analysis. Initial observations at SMP Negeri 38 Semarang revealed that there was a significant gap between the expectations and reality of Javanese language learning, especially in the upload-unggah material. Many grade VII students show difficulties in applying Javanese language uploads appropriately in daily communication, even tending to use informal language (ngoko) when interacting with teachers or older people. As emphasized by (Sari et al., 2022), those who associate politeness with the rules of speaking and being respectful in Javanese culture. In addition, an analysis of existing learning practices shows that teachers tend to rely on textbooks without the support of varied learning media. This condition, according to (Sukiman, 2020), often causes boredom and a decrease in students' interest in learning. Therefore, the main purpose of this definition stage is to formulate the need for learning media that is able to overcome these problems, namely interactive, interesting, and effective media in instilling the values of politeness in the Javanese language. This analysis is in line with the principles of curriculum development that emphasize the importance of the relevance of the material to the needs of students (Pristiwanti et al., 2022).

The Design Stage is by Designing Interesting and Educational Comic Media

Based on the results of the needs analysis at the definition stage, comic media was chosen as an innovative solution. The selection of comics is based on their characteristics that combine text and images, making them a very effective visual medium to attract the attention of junior high school students. As expressed by (PRATIWI & Kurniawan, 2021), comics have great potential to arouse interest in learning and make it easier to understand material. The design of the KOBABA comic specifically considers the psychological aspects of grade VII students who are at the stage of concrete thinking (Sukiman, 2020), so that visualization becomes a key element in the delivery of the material.

The design process involves several steps. The comic content is focused on everyday social interaction scenarios relevant to the student's lives with politeness. The selection of visual styles, characters, colors, and sizes of comics is adjusted to make them attractive and easy to digest by the target audience. This is in line with the design principles of learning media that emphasize visual appeal to increase engagement (Azhar Arsyad., 2019). The structure of narrative and dialogue here is different. For example, the child character uses Ngoko when talking to peers, and Krama when communicating with adults or respected, according to the rules of upload-unggah (Gumelar, 2020).



Figure 2. KOBABA book cover



Figure 3. Comic content



Figure 4. End

The Development Stage is Product Validation and Testing

The development stage involves the realization of the design into a concrete product and its feasibility testing. The KOBABA comic media that has been created is then validated by experts in their fields to ensure their quality and suitability.

Media Expert Validation by Dr. Nur Hanifah Insani, S.Pd., M.Pd., as a Javanese Language lecturer, validates the graphic aspects and media presentation. The validation results showed an average score of 3.5, which was categorized as "very worth using." This high score indicates that the overall visual appearance, layout, and design of the comic is excellent and in accordance with the characteristics of junior high school students in grade VII. Validation of Material Experts by Dr. Joko Sukoyo, S.Pd., M.Pd., an expert in Javanese Language and Literature Education, evaluates the feasibility of content, language, and suitability of the material with the ability to learn. The results of the material validation obtained an average score of 3.09, which was categorized as "suitable for use". Although it is feasible, it is noted that some expressions require modification to better conform to the appropriate standards of use of the Ngoko and Krama languages (Yusup, 2021). The validation results of these two experts show that KOBABA comics have met academic and



practical feasibility standards. This validation process is crucial to ensure that the media developed has a strong theoretical basis and pedagogical relevance (Sugiyono, 2019).

Product Trial on Students: After revision based on expert input, comic media was tested on 32 students in grade VII A SMP Negeri 38 Semarang. The purpose of this trial was to gather direct feedback from end-users regarding the appeal and ease of use of the media. The results of the student response questionnaire showed an average score of 3.44, which was categorized as "very interesting." This score confirms that KOBABA comics have succeeded in attracting students' interest and making the process of learning Javanese language more fun. These findings are consistent with research (Zahroh et al., 2020), which states that engaging learning media can significantly foster students' motivation to learn.

Table 5. Results of the Comic Media Validator Questionnaire

Rated Aspect	Total Overall Score	Ket
Graphic Qualification	47	Validator Score
Presentation Eligibility	23	Validator Score
Maximum Score	80	
Total average score	70	
Average value of practicality		3,5
Conclusion		KOBAJA Books Are Well Worth Using

These results come from calculations made with this formula:

$$x_i = \frac{\text{total score}}{\text{maksimum score}} \times 4$$

$$x_i = \frac{70}{80} \times 4$$

$$x_i = 3,5$$

The results of the calculation show that the content of the Javanese comic media is valid and very feasible for junior high school students in grade VII A with a score of 3.5.

Table 6. Results of the Material Validator Questionnaire

Rated Aspect	Total Overall Score	Ket
Content Eligibility	30	Validator Score
Language Qualifications	19	Validator Score
Suitability with Lesson Ability	16	Validator Score
Maximum Score	84	
Total average score	65	
Average value of practicality		3,09
Conclusion		KOBAJA Books Worth Using

These results come from calculations made with this formula:

$$x_i = \frac{\text{total score}}{\text{maximum score}} \times 4$$

$$x_i = \frac{65}{84} \times 4$$

$$x_i = 3,09$$

Based on this assessment, it can be concluded that the content of the Javanese comic media is valid and feasible for students in grade VII A SMP, with a rating of 3.09.



Table 7. Student Response Survey Results

Rated Aspect	Total Overall Score	Ket
Attractiveness	1.386	32 students
Facilities	209	32 students
Maximum Score	60	
Total average score	110,35	
Average value of practicality		3,44
Conclusion		KOBAJA Books Are Very Interesting

$$x_i = \frac{\text{Total score}}{\text{maximum score}} \times 4$$

$$x_i = \frac{32}{110,35} \times 4$$

$$x_i = 3,44$$

The results of the calculation show that Javanese comic media is considered valid and very interesting to be used by junior high school students in grade VII A with a score of 3.44.

Table 8. Overall Validator Results

Rated Aspect	Practical Value	Category
Questionnaire Validation	3,7	Highly Worth It
Media Validation	3,5	Highly Worth It
Material Validation	3,09	Worth Using
Student Response Questionnaire	3,44	Very Interesting
Average value of practicality		Highly Worth It
Conclusion		KOBAJA books can be used

The Stage of Deployment is Implementation and Potential for Further Utilization

The last step in the development of teaching materials for learning Javanese comics. This Javanese comic learning media product is available at SMP Negeri 38 Semarang, the institution studied. However, researchers only shared it with students through non-print media, specifically flipbooks. This media functions as reference materials and learning aids for students. Although the initial dissemination was limited, the results of the overall evaluation showed that the KOBAJA comic was very suitable, practical, interesting, and effective for teaching the Javanese language, especially uploading material to junior high school students in grade VII. Here's the flipbook link, <https://heyzine.com/flip-book/069035d9a0.html>.



Figure 5. KOBAJA Book Cover



This analysis highlights several problems in the Javanese language teaching and learning process, especially related to politeness and mastery learning, which have not been effective in using media in the Javanese language learning environment (Cahyadi, 2021). From this analysis, the researcher conceptualized an interactive learning tool.

The distribution stage is the last stage of making Javanese comic learning tools. At this stage, the comic was given to SMP Negeri 38 Semarang, the school involved in this research. From this evaluation, it can be concluded that comics about Javanese politeness are appropriate, practical, interesting, and effective for teaching Javanese to junior high school students in grade VII.

The findings of this study show that the use of Javanese comic media has a positive influence on the educational process. The results of data analysis on the Javanese comic learning materials developed can facilitate a fun, interesting, and not boring learning experience. This is in line with previous research (Darmayanti & Subrata, 2019), which shows that to develop interesting and enjoyable learning. So that comic media can be an alternative source for educators in the teaching process.

Conclusion

In brief, the Javanese comic (KOBAJA) produced is suitable for use as a reading aid and has met the criteria. The validation results were from material experts with a score of 3.09 with the criteria of "suitable for use" and media experts with a score of 3.5 with a criterion of "very suitable for use". Product trials conducted on students showed that the Javanese comic learning media (KOBAJA) was considered "very interesting" to use, with an average score of 3.44 based on the analysis of students' responses to the attractiveness of the media. Based on this, it can be concluded that the Javanese comic learning media (KOBAJA) with cohabitation content is suitable and interesting to be used in classroom learning. Thus, KOBAJA comic media is not only an effective learning tool but also paves the way for further innovation in Javanese language and culture education.

Recommendation

Based on the results of research and development of Javanese unggah-ungguh comic-based learning media for the Junior High School level, there are several suggestions that can be given for future follow-up:

1. For Javanese Language Teachers

Teachers are advised to integrate comic media in unggah-ungguh learning as a means to increase student engagement and understanding. The use of this media can be combined with active learning methods to optimize learning outcomes.

2. For the Next Researcher

Researchers are encouraged to develop this comic media into a digital or interactive format that is adaptive to technological developments. In addition, it is necessary to test the effectiveness of media more broadly as well as the development of materials on other aspects of Javanese language and culture in order to expand the contribution of media to learning.



References

- Admadiani, N. T. (2016). Pengembangan Modul Teknologi Mekanik Untuk Meningkatkan Hasil Belajar Siswa Kelas X Teknik Pemesinan Smk Negeri 3 Buduran Sidoarjo. *Jurnal Pendidikan Teknik Mesin* 5.
- Andrianto, A. (2019). Pengembangan Media Komik SA WA (ISA JAWA) Pada Pembelajaran Bahasa Jawa Siswa Kelas IV SDN 2 Siki Kabupaten Trenggalek. *K (Doctoral Dissertation, University of Muhammadiyah Malang)*.
- Azhar Arsyad. (2019). Media Pembelajaran. *Jakarta: PT RajaGrafindo Persada*.
- Cahyadi, R. A. H. (2021). Pengembangan Bahan Ajar Berbasis 4D Model. *Halaqa: Islamic Education Journal*, 3(1), 35-42.
- Darmayanti, R. Y., & Subrata, H. (2019). *PENGEMBANGAN MEDIA KOMIK DALAM PEMBELAJARAN UNGGAH-UNGGUH* Abstrak. 3399-3409.
- Fayrus, & Slamet, A. (2022). *Model Penelitian Pengembangan (R n D)*.
- Gumelar, M. S. (2020). Comic Making: Membuat Komik. *Jakarta: Indeks*.
- Harjawiya, H. (2019). Marsudi Unggah-Ungguh basa Jawa. *Kanisius*.
- Menrisal, & Putri, H. M. (2018). Perancangan dan Pembuatan Media Pembelajaran Berbasis Android Mata Pelajaran Dasar (Studi Kasus Kelas X TKJ SMK Negeri 2 Padang). *Jurnal Pendidikan Teknologi Informasi*, 5(2), 21-30.
- Nazhiroh, S. A., Jazeri, M., & Maunah, B. (2021). Pengembangan Multimedia Interaktif E-Komik dalam Meningkatkan Hasil Belajar Bahasa Jawa. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 405-411. <https://doi.org/10.29303/jipp.v6i3.193>
- PRATIWI, W., & Kurniawan, R. Y. (2021). PENERAPAN MEDIA KOMIK SEBAGAI MEDIA PEMBELAJARAN EKONOMI DI SMA NEGERI 3 PONOROGO. *Jurnal Pendidikan Ekonomi (JUPE)*, 1(3 SE-Articles). <https://doi.org/10.26740/jupe.v1n3.p%p>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6 SE-Articles), 7911-7915. <https://doi.org/10.31004/jpdk.v4i6.9498>
- Rahma Putri Z, Y. (2020). Pengembangan Media Kamus Putar Jinantra Unggah Ungguh Basa Jawa Pada Mata Pelajaran Bahasa Jawa Materi Pokok Basa Ngoko Dan Krama Untuk Siswa Kelas V SDN Babatan V Surabaya. *Jurnal Mahasiswa Teknologi Pendidikan*, 6(2).
- Sari, L. T., Syamsiah, N., & Maruti, E. S. (2022). Peningkatan keterampilan berbicara unggah-ungguh bahasa Jawa menggunakan komik digital disekolah dasar. *Prosiding Konferensi Ilmiah Dasar Universitas PGRI Madiun*, 3, 356-362.
- Sasangka, S. S. T. Wisnu. (2019). Unggah Ungguh Bahasa Jawa. *Yogyakarta : Buana Grafika*.
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. *Bandung: CV Alfabeta*.
- Sugiyono. (2022). Metode Penelitian Pendidikan Kualitatif, Kuantitatif Dan R&D. *Bandung: Alfabeta*.
- Sukiman. (2020). Pengembangan Media Pembelajaran. *Sleman : PEDAGOGIA*.
- Sukoyo, J. (2022). *Unggah - Ungguh Bahasa Jawa (Teori dan Penerapan)*.
- Yusup, Febrinawati. (2021). Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif. *Tarbiyah: Jurnal Ilmiah Kependidikan*.
- Zahroh, A. I. F., Kumiati, E., & Fuadhiyah, U. (2020). Pengembangan Media Pembelajaran Mituhu (Komik Pitutur Luhur) pada Kompetensi Dasar Menulis Dialog Siswa Kelas VII SMP Negeri 22 Semarang. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 8(1), 54-60. <https://doi.org/10.15294/piwulang.v8i1.30115>