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Improving Fifth-Grade Elementary Students' Learning Outcomes through the Implementation of Local-Wisdom-Based Audiovisual Digital Comics

Febrianti Yuli Satriyani¹

¹Universitas Trilogi, Jakarta, Indonesia, febriantiyuli@trilogi.ac.id.

Corresponding Author: febriantiyuli@trilogi.ac.id¹

Abstract: Elementary students often have difficulty identifying intrinsic elements, reconstructing narrative structure, and drawing conclusions from long printed texts. This study aimed to improve fifth-grade students' learning outcomes through a locally grounded audiovisual digital comic. The study was packaged as a classroom action research manuscript using iterative planning, action, observation, and reflection. The action records involved 23 students in class VA at SDN Kebon Baru 07, Jakarta, during November 2025. Cycle I was a limited action with four heterogeneous students, while Cycle II expanded the revised action to 19 other students. Data were collected through learning-outcome tests, observations, and response questionnaires, then analyzed descriptively using mastery percentages and normalized gain. The mean score increased from 61 to 79 in Cycle I, with 75% mastery and a normalized gain of 0.56. In Cycle II, the mean score increased from 54 to 85, with 89.47% mastery and a normalized gain of 0.71. Overall, 21 of 23 students reached the minimum mastery criterion. The novelty lies in integrating a Minangkabau folktale, animated comic panels, narration, dialogue, sound effects, and structured reading tasks within an iterative elementary classroom action.

Keywords: Audiovisual Digital Comic, Classroom Action Research, Elementary School, Learning Outcomes, Local Wisdom.

INTRODUCTION

Reading comprehension is fundamental to students' ability to obtain information, interpret relationships among parts of a text, and construct conclusions. Reading extends beyond pronouncing written symbols. It involves visual, cognitive, psycholinguistic, and metacognitive processes (Suparno, 2023). In the upper elementary grades, reading demands develop toward identifying story elements, recognizing cause-and-effect relationships, understanding narrative structure, and interpreting implicit messages. Previous studies have shown that elementary students still experience difficulty understanding narrative texts, especially when identifying essential information and drawing conclusions (Restiani et al., 2022; Diki Ardiyanto et al., 2021).

A similar problem was identified in Class VA at SDN Kebon Baru 07, Jakarta. Initial documentation involving 23 students showed a mean score of 55. Seventeen students, or 74%, had not reached the minimum mastery criterion. Classroom observations also revealed that 14 students talked while the teacher was explaining the material, while 17 students tended to remain passive or appeared confused when completing tasks after lecture-based instruction. Teacher interviews indicated three major difficulties: identifying intrinsic elements and story structure, drawing conclusions, and maintaining concentration while reading lengthy texts. These findings indicate that the problem concerned not only individual student ability but also the presentation of learning materials and the learning experiences provided.

The Phase C curriculum requires students to understand information presented in written, visual, and audiovisual texts and communicate their understanding orally and in writing (Kemendikbudristek, 2022). However, the primary textbook used in the classroom was still dominated by lengthy passages. Explanations of intrinsic elements and narrative structure were incomplete, while illustrations, glossaries, summaries, and audiovisual support were limited. This mismatch among curriculum requirements, the characteristics of students aged 10-11 years, and available learning resources required a more concrete, engaging, and multimodal instructional action.

Digital comics can integrate concise text, panel sequences, color, characters, and visual expressions. This format helps students follow the storyline progressively and connect verbal information with visual contexts. Previous research has found that digital comics support reading comprehension and literacy among elementary students (Ghazalah, 2023; Inda Assaidah et al., 2023; Wulandari et al., 2023). Audio provides an additional information channel through narration, dialogue, music, and sound effects. Audiovisual media have also been reported to improve reading comprehension because students receive visual and auditory cues simultaneously (Fadillah et al., 2021; Misdarniat, 2023).

The use of digital media should remain attentive to students' sociocultural contexts. Integrating local wisdom helps students connect lesson content with recognizable values, characters, language, and cultural experiences. Local-culture-based learning also supports character development and meaningful learning (Sumarni et al., 2024). The instructional action in this study used *Malin Kundang*, a Minangkabau folktale. The story contains a clear narrative structure, a strong conflict, consequences of actions, and a moral message about respecting parents. These features are suitable for exercises involving orientation, complication, resolution, coda, and moral values.

The research gap lies in the limited number of classroom actions that integrate digital comics, moving images, spoken narration, character dialogue, local music, sound effects, and structured reading tasks in a single learning experience. Many previous studies have examined product feasibility or the general effects of media, whereas this study positioned the media as an instructional action revised according to classroom responses. The media therefore functioned not merely as a video but as a stimulus for reading, discussion, identifying story elements, and evaluating comprehension.

This study aimed to describe the implementation of a local-wisdom-based audiovisual digital comic and analyze improvements in fifth-grade students' learning outcomes in fictional narrative material. The research questions concerned how the action was implemented and reflected upon in each cycle and the extent to which it improved mean scores and learning mastery.

METHODS

This study employed a classroom action research approach organized through iterative planning, action, observation, and reflection. The article repackaged implementation data available in the source undergraduate thesis within a classroom action research framework. Cycle I involved a limited action with four students representing high, moderate, and low

ability levels. Reflection at this stage was used to improve synchronization between audio and text, clarify the instructional sequence, and refine the evaluation. Cycle II implemented the revised action with the other 19 students. All participants were members of Class VA, which consisted of 23 students, including 16 boys and 7 girls.

The study was conducted at SDN Kebon Baru 07, Tebet District, South Jakarta, from November 17 to 25, 2025. The instructional content was fictional narrative in Indonesian language learning. The media presented the story of Malin Kundang, explanations of intrinsic elements, the orientation-complication-resolution-coda structure, moral messages, visual panels, animation, narration, dialogue, Minangkabau-inspired music, and sound effects. The media were displayed through a laptop or smartboard and could be accessed through a link and QR code.

During planning, the researcher and teacher prepared learning objectives, content, a supporting printed comic, an audiovisual digital comic video, evaluation worksheets, a 15-item learning-outcome test, an observation guide, and response questionnaires. The action included apperception, comic reading, explanation of intrinsic elements and story structure, audiovisual presentation, guided discussion, story-part identification exercises, conclusion drawing, and testing. Observation focused on student engagement, ease of following the storyline, ability to answer questions, and responses to the media. Reflection used test results and user responses to determine improvements for the subsequent action.

The main data comprised scores obtained before and after the action. Supporting data were collected from observation notes and student and teacher response questionnaires. Individual mastery was determined using a minimum mastery criterion of 75, as applied in the outcome appendix. Classical mastery was calculated by dividing the number of students reaching the criterion by the number of students in each cycle. Improvement was calculated using normalized gain, defined as the difference between post-action and pre-action scores divided by the difference between the maximum score and the pre-action score. The normalized-gain categories were low, moderate, and high. The action was considered successful when the mean score increased and classical mastery in the expanded action reached at least 85%.

RESULTS AND DISCUSSION

Pre-action Conditions and Action Planning

The pre-action assessment produced a class mean of 55, with scores ranging from 20 to 85. Only six students reached the mastery criterion, while 17 students did not. Observations showed teacher-centered instruction, extensive use of lengthy texts, and low participation. Students had difficulty distinguishing intrinsic elements, identifying story structure, and drawing conclusions. These findings informed the selection of the audiovisual digital comic because it provided visual cues, sequential events, audio, and a more concrete cultural context.

Table 1. Initial Learning Conditions of Class VA

Indicator	Result
Number of students	23
Mean score	55
Lowest-highest score	20-85
Students not achieving mastery	17 (74%)
Students achieving mastery	6 (26%)
Main difficulty	Intrinsic elements, narrative structure, and conclusions

Source: Research data, 2025

Before the action, the media were reviewed for content, language, and design. Content feasibility reached 95.7%, language feasibility reached 98.1%, and media feasibility reached 92.8%. The main feedback concerned the consistency of text and audio timing, spelling accuracy, and audiovisual synchronization. These revisions were important because

unsynchronized information could disrupt students' attention. The revised media were then implemented through staged instruction.

Cycle I: Limited Action

Cycle I involved four heterogeneous students across three meetings from November 17 to 19, 2025. The first meeting focused on the intrinsic elements of fictional stories. The teacher distributed the Timun Mas text as an introduction, explained characters, characterization, setting, plot, theme, and moral values, and then connected these elements to the Malin Kundang comic. The second meeting focused on orientation, complication, resolution, and coda. Students read, watched the video, answered questions, and formulated the moral message. The third meeting was devoted to the learning-outcome test and response questionnaire.

The mean score of the four students increased from 61 to 79. Three students reached the mastery criterion and one student remained below it, producing 75% mastery. The mean normalized gain was 0.56, categorized as moderate. The high-ability student achieved a normalized gain of 0.93, two moderate-ability students achieved 0.50, and the low-ability student achieved 0.31. This variation indicates that the media supported students across ability levels, although additional assistance remained necessary for students beginning with very low scores.

Table 2. Learning Outcomes in Cycle I

Student Level	Pre-action	Post-action	N-gain	Category
High (MAM)	85	99	0.93	High
Medium (DKA)	80	90	0.50	Moderate
Medium (AA)	60	80	0.50	Moderate
Low (NN)	20	45	0.31	Moderate
Mean	61	79	0.56	Moderate

Source: Research data, 2025

Student responses in Cycle I reached 92.5%, while the teacher response reached 90%; both were categorized as highly positive. Nevertheless, reflection identified three improvements. First, the teacher needed to pause at essential points so students could record story elements. Second, the appearance of text needed to be more consistent with the spoken narration. Third, guided questions needed to follow the orientation, conflict, and resolution sections so that students did not watch passively. These improvements were implemented in the subsequent action.

Cycle II: Expanded Revised Action

Cycle II involved the other 19 students on November 20, 24, and 25, 2025. The expanded action consisted of three stages. In the first meeting, students read the Malin Kundang comic book and identified intrinsic elements in their own words. In the second meeting, learning took place in the computer laboratory. The teacher presented the video on a smartboard, paused it at selected points, and guided students in identifying orientation, complication, resolution, and coda. In the third meeting, students completed the test and response questionnaire. The teacher used the discussion results to provide reinforcement before the evaluation.

The mean score increased from 54 to 85. Seventeen of the 19 students reached the mastery criterion, resulting in 89.47% classical mastery. Two students remained below the criterion with final scores of 68 and 61, although both improved from initial scores of 20. The mean normalized gain reached 0.71 and was categorized as high. This result exceeded the classical success indicator of 85%.

Table 3. Comparison of Learning Outcomes Across Actions

Stage	Participants	Pre-action Mean	Post-action Mean	Mastery	N-gain
Pre-action class	23	55	-	26.09%	-
Cycle I	4	61	79	75.00%	0.56
Cycle II	19	54	85	89.47%	0.71
Overall post-action	23	-	84	91.30%	0.69

Source: Research data, 2025

Overall, 21 of the 23 students reached the mastery criterion after the actions, equivalent to 91.30%. The source manuscript reported 86.9%, but the direct calculation of 21 divided by 23 yields 91.30%. This article uses the direct calculation to maintain consistency between the student count and the percentage. The combined mean increased from approximately 55 to 84, with a normalized gain of 0.69. Paired testing produced a significance value of 0.014 for the limited group and 0.000 for the expanded group. These values support a difference between pre-action and post-action scores, although they remain supporting evidence because the groups differed in size and composition.

Interpretation of Learning Improvement

The improvement in learning outcomes can be explained through dual representation. Text in dialogue balloons provides concise verbal information. Images of characters, settings, and panel sequences offer visual context. Narration and dialogue help students follow pronunciation, emotion, and relationships among events. Music and sound effects signal changes in atmosphere. Together, these elements reduce dependence on lengthy exposition and help students construct a sequential mental model of the story. This finding is consistent with studies showing that digital comics and audiovisual media support elementary students' reading comprehension (Ghazalah, 2023; Fadillah et al., 2021; Urip et al., 2023).

The action also changed students' roles in learning. During the initial condition, students mainly received teacher explanations. During the action, they read, listened, marked elements, answered questions, discussed ideas, and composed conclusions. These activities allowed them to process information repeatedly through different channels and tasks. Enjoyable learning can generate positive responses, increase participation, and ultimately strengthen learning outcomes (Masfufah et al., 2021). Student responses above 92% indicate that the media were well received and aligned with their interests.

The local-wisdom content served more than a decorative function. Malin Kundang provided a strong context for discussing character relationships, family conflict, consequences of actions, and moral messages. Its clear structure helped students identify narrative components. At the same time, students engaged with values of respect for parents, responsibility, and behavioral consequences. Integrating local culture into elementary learning can strengthen content relevance and support character education (Sumarni et al., 2024; Rahayu, 2024).

The comparison across actions shows that Cycle II produced higher outcomes than Cycle I in terms of post-action mean, mastery, and normalized gain. This improvement was associated with expanded implementation, better media synchronization, smartboard use, planned pauses, and guided questions. However, the data did not come from the same students in both cycles. Therefore, the difference between 79 and 85 should not be interpreted as longitudinal growth within one group. The primary evidence of success lies in the pre-action to post-action improvement within each group and the achievement of mastery in the expanded action.

Research Novelty

The novelty of this study lies in positioning a local-wisdom-based audiovisual digital comic as a sequence of instructional actions rather than merely as a media product. A Minangkabau folktale was integrated with explicit instruction on story elements and structure,

animated panels, narration, dialogue, music, sound effects, a supporting printed comic, QR-code access, guided questions, and reflection between actions. This integration enabled the media to function simultaneously as a reading resource, audiovisual presentation, discussion tool, and assessment context. The results indicate that a multimodal design accompanied by structured reading activities can improve learning outcomes while maintaining positive student and teacher acceptance.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The implementation of a local-wisdom-based audiovisual digital comic improved fifth-grade students' Indonesian language learning outcomes in fictional narrative material. Cycle I increased the mean score from 61 to 79, with 75% mastery and a normalized gain of 0.56. Following revisions, Cycle II increased the mean score from 54 to 85, with 89.47% mastery and a normalized gain of 0.71. Overall, 21 of 23 students reached the minimum mastery criterion. The action was successful when the media combined visual and auditory representations with reading, discussion, structural identification, and conclusion-drawing activities. The Malin Kundang content also provided a cultural context and character values relevant to narrative-text learning.

Limitations

The study was conducted in one class and addressed one topic; therefore, its findings cannot yet be generalized to other grade levels, schools, or text types. Cycle I and Cycle II involved different student subgroups rather than repeated measurements of the same students, which limits direct cross-cycle comparisons. The article was also prepared from the implementation data of a development study, so classroom-action observation records were less comprehensive than those of a study designed as classroom action research from the outset. Long-term effectiveness, retention of comprehension, and independent reading were not measured.

Recommendations

Teachers may use audiovisual digital comics as supporting media while retaining planned pauses, guided questions, discussion, and conclusion tasks. Schools need to ensure access to devices, audio equipment, internet connectivity, and offline alternatives. Future research should implement two or more cycles with the same student group, employ a consistent activity-observation rubric, include retention tests, and compare local stories from several regions. Further development may also address explanatory texts, poetry, or writing skills so that the media's benefits are not limited to fictional narratives.

Author Contributions

Febrianti Yuli Satriyani was responsible for conceptualization, media development, data collection, analysis, interpretation of results, and manuscript preparation. The author has read and approved the final version of the article.

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