



The Use of Science Comic Media on the YouTube Application to Cultivate Students' Interest in Learning at Elementary School 35 Bengkulu City

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ABSTRACT

The purpose of this study is to describe the use of social studies comics on YouTube to foster student interest. The method used was descriptive qualitative, conducted at SDN 35, Bengkulu City, with data sourced from classroom teachers. The results indicate that the use of YouTube-based social studies comics in learning has been proven to increase student interest. This is evident in the learning process, which includes systematic and directed planning, implementation, and evaluation. During the planning stage, teachers developed learning materials in accordance with the Independent Curriculum and adapted the material to the characteristics and level of cognitive development of students. Selecting engaging and relevant media is a crucial factor in creating more meaningful learning. During the implementation stage, the use of social studies comic videos created a more interactive, enjoyable, and engaging learning environment, enabling students to become more active and enthusiastic in participating. Evaluation results also showed an increase in cognitive understanding and student interest compared to previous learning. Therefore, YouTube-based social studies comics can be used as an effective learning innovation to improve the quality of student learning processes and outcomes in elementary schools.

Keywords: Social Studies, Comic Media, Learning Interest, YouTube

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INTRODUCTION

Discussing the quality of education is inseparable from the learning process in the classroom. Classroom learning encompasses two important aspects: teachers and students. Teachers are responsible for teaching, and students are responsible for learning. Teaching is communicating something to an individual or group of people who are interested in learning or understanding what the teacher is teaching. Learning can be defined as the process of changing behavior through individual-to-individual interactions. It must be acknowledged that learning is a system with many interrelated components, one of which is media, interconnected to achieve goals. Because learning is a system, learning success largely depends on the level of learning impact of each component's interactions (Rahmawati et al., 2022).

During the learning process, communication occurs between teachers and students. The teacher acts as the sender of information, while the student acts as the recipient. This process will be successful if both parties run smoothly, with the teacher being able to convey information effectively to students and the students having the ability to receive it effectively. To enhance communication between the sender and receiver of information, communication tools or media are needed to create effective communication (Hasan et al., 2021).

A monotonous learning process can lead to students being unmotivated and tending to become passive learners. Learning that utilizes a variety of learning media that align with learning objectives can address this issue. Students will respond positively throughout the teaching and learning process. Various activities conducted using learning media encourage

students to actively engage in understanding the meaning of the lesson. With proper planning and implementation, learning media can even encourage students to explore learning material on their own before being confirmed or informed by the teacher (Pagarra et al., 2022).

Hamalik (in Wahyuningtyas & Sulasmono, 2020) suggests that the use of instructional media in the teaching and learning process can spark new desires and interests, stimulate motivation and stimulate learning activities, and even have psychological effects on students. Learning media function to stimulate learning motivation, review what has been learned, provide learning stimuli, activate student responses, provide immediate feedback, and encourage coordinated practice. Therefore, it can be concluded that learning media can be used by teachers as a medium to convey material to students, thereby facilitating their understanding.

Media generally encompasses all forms of communication that enable information to be conveyed effectively from sender to receiver. Seels and Richey (in Suhirman et al., 2025) define educational media as all forms and channels used to convey learning messages in a planned manner, with the goal of facilitating an efficient learning process. This perspective emphasizes that educational media are not merely technical tools, but part of an instructional system. The diversity of media forms allows educators to choose formats that suit students' learning styles. For example, in history lessons, teachers can use digital interactive maps to replace conventional maps, allowing students to explore independently.

According to Ambaryani & Airlanda (in Situmeang & Darwis, 2025), comics are a form of visual communication media that has the power to convey information in a popular and easily understood way. This is possible because comics combine the power of images and text, which are arranged in a storyline; the images make the information easier to absorb. The text makes it more understandable, and the storyline makes it easier to follow and remember. Furthermore, comics can be described as cartoons that depict characters acting out a story. They are a form of illustrated news, consisting of various, sometimes humorous, situations. Therefore, comics are a form of instructional media that contributes to effective learning and improves students' cognitive learning outcomes and achievement. Along with the development of information technology, digital-based learning requires teachers to not only master the material but also be able to utilize digital-based learning media. Interactive, visual, and easily accessible media, such as learning videos from YouTube, are a strategic alternative to increase the effectiveness of the teaching and learning process, including in elementary schools. YouTube is a social media networking site that contains various types of videos. YouTube users can watch and upload videos through the site. There are many types of videos available on YouTube, ranging from

RESULT AND DISCUSSION

Research Results

Based on the results of a study at SD Negeri 35, Bengkulu City, regarding the use of social studies comics on YouTube to foster student learning interest at SD Negeri 35, Bengkulu City. Data were obtained through interviews, observations, and documentation conducted directly within the school environment. The primary focus of this study was to examine the planning, implementation, and evaluation of learning using digital comics. Furthermore, the researchers also examined the impact of media use on student learning interest. The results were then analyzed using descriptive qualitative methods. Data were presented systematically for ease of understanding. Therefore, this chapter provides a comprehensive overview of the learning process and outcomes.



Figure 1. Science Comic Media on the YouTube Application

In the initial stage, teachers plan lessons by considering student needs and the objectives of science learning. As conveyed in the interview::

I realized that students' learning interest tends to decline when learning is conducted conventionally. Therefore, I strive to introduce innovation through the use of YouTube-based comics. Planning is carried out by developing learning materials in accordance with the Independent Curriculum. I also adapt the material to the students' cognitive development levels. This aims to make learning more effective and easier to understand. Thorough planning is the foundation for successful classroom learning.

From the interview above, a teacher at SDN 35 Bengkulu City emphasized that learning innovation is needed to address the decline in student learning interest due to conventional methods. One such innovation is the use of YouTube-based comics, which present material visually and engagingly, making it easier to understand. Learning planning, developed in accordance with the Independent Curriculum, is also a strategic step because it emphasizes student-centered and flexible learning, supported by material adjustments based on students' cognitive development levels. Thus, careful planning not only helps create a more effective and enjoyable learning environment but is also key to optimally achieving learning objectives.

Analysis of student characteristics is an important part of the planning stage. Based on interview results:

Elementary school students prefer visual and interactive learning. They tend to get bored easily if they only listen to teacher explanations over and over again. Therefore, the use of comics is considered highly appropriate for these students' needs. Comics have visual elements and stories that can capture students' attention. When combined with YouTube videos, their appeal is even greater. This is a key consideration for teachers when selecting learning media.

The selection of social studies comic media was based on the quality of content available on YouTube. Teachers chose videos with appealing visuals, simple language, and easy-to-understand storylines. Furthermore, the content of the comics must be relevant to the social studies material being taught. In some cases, teachers also made adjustments to the videos used to make the material more relevant to the students' needs. Selecting the right media significantly impacts the success of learning. Therefore, teachers were very selective in choosing the videos to use. Planning was also discussed in the interview:

I developed a teaching module integrating social science comics. Within the module, I designed learning steps that involved the use of comic videos in core activities. I also prepared Learning Outcomes (CP) and Learning Objectives (TP), which focused on increasing student interest and understanding. Furthermore, I developed clear competency achievement indicators. Other learning tools, such as student worksheets (LKS) and assessment instruments, were also prepared. All of these components were systematically designed.

This demonstrates that teachers at SDN 35 Bengkulu City have carried out optimal planning. The development of the teaching module demonstrates systematic learning planning efforts by integrating social science comics as a means to increase student interest and understanding. The use of comic videos in core learning activities is an appropriate strategy because it can present material visually, interestingly, and contextually, making it easier for students to understand. Furthermore, the formulation of Learning Outcomes (CP) and Learning

Objectives (TP), which focus on increasing student interest and understanding, demonstrates alignment with the expected learning direction, supported by clear competency achievement indicators as benchmarks for learning success. The completeness of tools such as student worksheets (LKS) and assessment instruments further strengthens the implementation of learning by enabling a directed and objective evaluation process.

In addition to media selection, teachers also prepare supporting learning resources and infrastructure. Devices such as laptops, projectors, and speakers are ensured to be in good condition. Internet connection is also a crucial factor in YouTube usage. Implementation points were addressed in the interview:

I also designed learning strategies that engage students actively. Learning doesn't just focus on watching videos, but also involves discussions and Q&A sessions. I combine various methods to keep students actively engaged. This strategy aims to increase student interest in learning. Furthermore, students are encouraged to think critically about the material presented. Interaction makes learning more lively..

This shows that planning and implementation not only focus on media, but also methods. At the implementation stage, the class teacher conveys the information comprehensively:

The learning activity began with preliminary activities. I opened the lesson with a greeting and prayer, then gave students an apperception. I linked the previous material to the material to be learned. Next, I provided motivation to increase students' enthusiasm for learning. I also explained that the lesson would use a comic video from YouTube. This immediately captured the students' attention. The classroom atmosphere became more enthusiastic from the beginning of the lesson. For the main activity, I played a social studies comic video from YouTube. Students appeared very focused while watching the video. They showed interest in the story. Some students even seemed enthusiastic about following the storyline. Comic media in video form can create a fun learning atmosphere.

This contrasts with conventional learning, which tends to be monotonous. Therefore, the use of this media has proven to attract students' attention. During the video, the teacher continued to monitor and interact with the students. The teacher at SDN 35 Bengkulu City occasionally paused the video to provide additional explanations. This aimed to help students better understand the material being presented. The teacher also asked simple questions related to the video's content. The students actively responded to these questions. This interaction demonstrated student engagement in the learning process, ensuring students were not merely passive spectators.

During the observation, the teacher at SDN 35 Bengkulu City also reinforced the material by re-explaining science and natural science concepts. This explanation was linked to the content of the comic they had watched. This helped students grasp the material more easily. Comics helped simplify difficult concepts and make them more understandable. The teacher also provided examples relevant to everyday life. This made the learning more contextual, enabling students to connect the material to their experiences.

In the closing activity, the teacher and students summarized the learning material. The teacher encouraged students to recall key points. Furthermore, the teacher also provided reflection, asking students to share their impressions of the learning. Most students stated that they enjoyed learning with comic videos. This indicated an increased interest in learning. The teacher then assigned assignments as a follow-up to the learning. The evaluation phase was conducted to determine the effectiveness of the learning. As stated in an interview:

I used several forms of assessment, one of which was cognitive assessment. Students were given questions to measure their understanding of the material. The results showed that most students were able to answer them effectively. This indicates that comic media helps improve student understanding. This evaluation serves as an indicator of learning success. Thus, learning objectives can be achieved.

In addition to cognitive evaluation, during observations, the teacher also conducted affective assessment. This assessment was conducted by observing students' attitudes and learning interests. The teacher observed positive changes in students. Students became more active and enthusiastic in learning. They also focused better during the lesson. Student interest

in learning appeared to have increased compared to before. This was one of the important findings of this study. The teacher also evaluated student engagement in learning. Students not only listened but also actively participated. They asked questions, answered questions, and discussed with their peers. This engagement indicates that learning was effective. Students became more confident in expressing their opinions. This is a positive impact of using comic media. Thus, learning became more meaningful.

Based on research findings, the use of YouTube-based social studies comics has many advantages. This media is able to capture students' attention and increase their interest in learning. Furthermore, comics also help facilitate understanding of the material. Learning becomes more enjoyable and less boring. Students are also more active in participating in the lessons. This demonstrates that this media is highly effective in elementary schools. Therefore, comics can be a learning alternative.

Overall, the use of social studies comics through the YouTube application at SD Negeri 35, Bengkulu City, has had a positive impact on students' learning interests. The learning process, including planning, implementation, and evaluation, has gone well. Students have shown increased interest and understanding of the material. Despite several obstacles, learning remains effective. Comics have proven to be an innovative alternative in learning. Teachers who are able to choose the right media will more easily achieve learning objectives. The use of YouTube-based comics is an innovation that is relevant to technological developments. This media is suited to the characteristics of elementary school students. Therefore, its use needs to be continuously developed. This is crucial for improving the quality of learning.

Discussion

Based on research findings at SD Negeri 35 in Bengkulu City, the use of YouTube-based social studies comics in learning demonstrates teachers' innovative efforts to increase student learning interest. This study employed a qualitative descriptive approach, with data collection techniques including interviews, observation, and documentation. The focus of the study included the planning, implementation, and evaluation of learning, as well as its impact on student learning interest. The results are presented systematically to provide a comprehensive overview of the application of digital comics in social studies learning.

During the planning stage, the teacher demonstrated an awareness of the importance of learning innovation to address students' low interest in learning with conventional methods. The teacher designed the lesson by integrating YouTube-based comics and developing teaching materials in accordance with the Independent Curriculum. Furthermore, the material was adapted to the students' cognitive developmental levels for easier understanding. This planning demonstrates the teacher's efforts to create effective, engaging, and student-centered learning.

In line with research (Nabila Bilqis et al., 2025), appropriate learning media is key to arousing students' interest in learning. Choosing engaging and relevant media makes the learning process more enjoyable and effective. The use of media in the learning process can stimulate students' interest and motivation to learn, reduce or avoid verbalization, encourage organized and systematic thinking, foster student understanding, and develop values. The majority of students at SDN 1 Pasirbatang strongly agree that learning media is more effective with various learning media such as watching videos or other game media. Students also strongly support the use of interactive learning media. Regarding the use of visual media, students who strongly agree have a positive tendency towards visual media. Learning media can attract their attention effectively and learning media makes it easier for them to learn.

Analyzing student characteristics is an important basis for selecting learning media. Elementary school students are known to prefer visual and interactive learning, making comics a highly suitable medium. Comics combined with YouTube videos can increase student engagement and attention. Teachers also select and adapt learning videos based on content quality, appropriateness of the material, and ease of use of the language to ensure they are more relevant to students' needs.

In the implementation of learning, the use of YouTube-based social studies comics can create a more lively and enjoyable learning atmosphere. Learning activities begin with

apperception and motivation, followed by the screening of comic videos, which increases student enthusiasm. During the learning process, the teacher not only plays the videos but also engages students through discussions, questions and answers, and additional explanations. This encourages students to be more active, rather than passive spectators.

In addition, the teacher also linked the video material to science concepts and students' daily lives, making learning more contextual. In the closing activity, students were invited to summarize the material and reflect on their learning. Most students expressed interest and enjoyment in learning using comics. This indicates an increase in student interest compared to previous, more conventional learning.

During the evaluation phase, teachers conducted cognitive and affective assessments to measure the effectiveness of learning. The cognitive evaluation results showed that students were able to understand the material well, while the affective assessment showed an increase in student interest, activeness, and involvement in the learning process. Students also appeared more confident in expressing their opinions and were more active in discussions. This indicates that comic media positively contributes to student learning outcomes and attitudes.

Overall, the research results show that the use of YouTube-based social studies comics at SD Negeri 35, Bengkulu City, was effective in increasing students' interest and understanding of learning. The learning process, including planning, implementation, and evaluation, ran smoothly and was structured. Despite several obstacles, learning remained effective and yielded positive results. Therefore, YouTube-based comics can be used as a learning innovation that is relevant to technological developments and the characteristics of elementary school students.

In line with research (Nyolo et al., 2024), the use of comics in learning has been proven to increase the enthusiasm of students at SDN 8 Mamboro in working on problems. Comics provide an interesting and enjoyable approach for students, enriching their learning experience. By visualizing learning materials through engaging images and narratives, comics help students develop interest and skills in understanding and solving problems. Even by using students' names as characters in the comic learning media not only increases reading interest but also makes students more active and enthusiastic in the teaching and learning process. This strategy can be used as an innovative method in learning to increase student engagement and create a more personalized and meaningful learning experience..

CONCLUSION

Based on research at Elementary School 35 in Bengkulu City, it can be concluded that the use of YouTube-based social studies comics in learning has been proven to increase student interest. This is evident in the learning process, which includes planning, implementation, and evaluation, which are carried out systematically and purposefully. During the planning stage, teachers developed learning materials in accordance with the Independent Curriculum and adapted the material to the characteristics and level of cognitive development of the students. Selecting engaging and relevant media is a crucial factor in creating more meaningful learning.

During the implementation phase, the use of social studies comic videos created a more interactive, enjoyable, and engaging learning environment, enabling students to become more active and enthusiastic in participating. Evaluation results also demonstrated improved cognitive understanding and student interest in learning compared to previous learning. Therefore, YouTube-based social studies comics can be used as an effective learning innovation to improve the quality of student learning processes and outcomes in elementary schools.

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