



THE EFFECT OF *STRIP STORY MEDIA* ON STUDENTS' LEARNING OUTCOMES

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ABSTRACT

Effective communication between teachers and students plays a crucial role in the success of the learning process. Poor communication can hinder the delivery of material, making the learning process less engaging. One method to enhance learning engagement is through the use of strip story media. This medium is practical, simple, and enjoyable, supporting both teachers and students in creating a dynamic learning environment. This study aims to investigate the effect of using strip story media on students' learning outcomes in social studies. The research employed a one-group pretest-posttest experimental design. The results showed that the average score of students using strip story media was 80, higher than the control group's average score of 95. Statistical analysis using the Independent Sample t-Test indicated a significant effect, with the calculated t-value ($t_{\text{calculated}} = 9.149$) exceeding the critical t-value ($t_{\text{table}} = 2.564$) and a significance level ($\text{Sig} = 0.000$) below 0.05. This led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), confirming that strip story media significantly impacts the social studies learning outcomes of fourth-grade students at SD Negeri 080 Panyabungan. In conclusion, strip story media positively and significantly affects students' learning outcomes. The findings imply the need for integrating innovative teaching media like strip stories to enhance learning. Future research could explore its application in other subjects or educational levels to expand its benefits.

Keywords: *Teacher, Students, Strip story media, Conventional*

1. INTRODUCTION

A teacher's effectiveness in conveying educational content is fundamentally linked to their ability to interact and communicate with students. Poor communication skills can create barriers to successful knowledge transfer. This highlights why pedagogical competence is essential for teachers - they must be skilled in both designing and implementing educational methodologies (Kartini et al.,

2020; Bereczki & Kárpáti, 2021; Ardliana et al., 2021).

To foster student development effectively, education requires a structured learning process where teachers and students collaborate toward agreed-upon educational objectives. This process should be dynamic and reciprocal, with both educators and learners actively contributing and influencing each other. Teachers must go beyond simply

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possessing subject knowledge and basic instructional abilities - they need to approach their responsibilities with creativity and innovation (Arta et al., 2023; Suryani et al., 2022). The creative approaches teachers bring to their instruction directly impact student comprehension, as more engaging and innovative teaching methods typically lead to better understanding of the subject matter (Syofyan et al., 2024; Lara-Aparicio et al., 2024).

Creative teachers are always full of ideas, lots of wits, lots of ideas to overcome something that is considered lacking or non-existent (Dash, 2022). For example, creative teachers can utilize used goods for teaching aids or media and make crafts or skills. Teacher creativity in the learning process has a very important role in creating an interesting and effective learning environment for students (Jaya et al., 2019; Sari et al., 2022). Based on the opinions of experts, it can be concluded that creative teachers are teachers who are able to create varied learning activities so that learning becomes active, fun, and not boring during the learning process.

The teacher's learning process must also be innovative so that learning is not boring with the presence of innovative teachers, the teaching and learning process becomes exciting and interesting, thus the learning process will be more enjoyable (Safitri et al., 2024; Destriana et al., 2024). Innovative means having a tendency to renewal in the sense of improvement in the development of learning activities, in the learning process it is expected that new ideas and things will emerge. The importance of innovation in learning cannot be ignored because it provides a number of significant benefits for students, teachers, and the education system as a

whole. Innovation in learning allows them to develop their creativity in designing interesting and effective learning materials (Ardena & Fatimah, 2021; Snyder & Snyder, 2008). Based on several opinions of experts, it can be concluded that innovative teachers are teachers who are able to make changes in order to create a fun learning process by using various models, media, and different methods (Supardi, 2013).

Creating creative and innovative learning, a teacher is required to have creativity in learning, a teacher who has been said to have shown his creativity in learning can be seen from several indicators, including (1) developing interesting and diverse activities (2) making teaching aids (3) utilizing the environment, (4) managing classes and learning resources, and (5) implementing the learning process and results. In addition, a teacher must also be ready in terms of material, mentality, strategy, methods and learning media (Supardi, 2013)

Learning media greatly influences the continuity of the teaching and learning process which is useful for facilitating educators in delivering materials and students will also find it easier to understand the subject matter explained by educators (Listiqowati et al., 2022; Darimi, 2017). The learning process can be achieved completely as needed. The use of learning media has several benefits, including overcoming limitations of space, time, energy, arousing students' enthusiasm for learning and the interaction between students and learning resources and educators is increasingly visible. Therefore, this media becomes a field that must be understood by every educator in depth when presenting subject matter to

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students. Learning media has very important functions and values in supporting the learning process (Pratiwi et al., 2022; Nafi'a et al., 2022; Merta et al., 2023).

Based on the results of initial observations conducted at SDN 080 Panyabungan, it is known that for grade IV students of SDN 080 Panyabungan, educators still rarely use learning media when explaining learning materials. Educators only explain the material using the lecture method, this makes students more bored during the learning process at SDN 080 Panyabungan. Students are still less active and there are still many students during the teaching and learning process in the classroom who play around, feel bored and do not pay attention when educators deliver material, because educators are too monotonous to books and teachers still rarely apply learning media during the learning process.

The learning process becomes less active and the teaching and learning process is not only based on books. One of the learning processes that becomes more active is by using strip story media. Strip story media can be said to be a practical media, besides being easy and simple to use, this strip story media is one of the media that can produce learning activities that are more practical and enjoyable, because the use of this media plays a good role for teachers and students. When this media is used, the learning atmosphere will feel more active and enjoyable.

This media is expected to be able to help students understand and remember a word quickly. The way this strip story media works is by attaching the strip story to the board. Strip story media is a learning media that uses a series of images or short stories arranged in a certain order. The

purpose of using this media is to facilitate understanding and mastery of learning materials in an interesting way. Strip stories are often used to demonstrate storylines, events or certain concepts in a way that is easy for students to follow and understand.

2. METHODS

The experimental research methodology involves conducting controlled experiments, representing a quantitative approach that examines how independent variables (treatments) influence dependent variables or outcomes (Sugiyono, 2021; Fraenkel et al., 2014). This method enables researchers to discover how specific interventions affect particular variables while maintaining controlled conditions. This study employs a Quasi Experimental Design, which includes a control group but doesn't fully control all external variables that might influence the experimental results. Specifically, the research utilizes a one group Pretest-posttest design. By administering a pretest before any treatment, researchers can accurately measure learning outcomes by comparing results before and after the intervention, providing a clear picture of the treatment's effectiveness (Richards & Renandya, 2002; Creswell, 2013).

The implementation of this research was preceded by the provision of a pre-test first in both groups, then given treatment in the form of learning using strip story media in the experimental class. In the control class, learning was carried out using learning using the lecture method, question and answer discussions. After being given treatment, each group was given a post-test

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to determine the learning outcomes of students (Oe et al., 2022).

In data collection, several techniques were used, namely the aim so that this research is carried out objectively and precisely on target, for this reason several data collection techniques were used in this research, namely, pretest and posttest (Arikunto, 2009).

3. RESULTS AND DISCUSSION

This research was conducted at SD Negeri 080 Panyabungan, Class IV, Panyabungan 3 Village, Panyabungan District, Mandailing Natal Regency, North Sumatra Province. The study involved two sample classes: Class IVB as the experimental class, which was taught using Strip Story media, and Class IVB as the control class, which was taught using conventional teaching methods.

Based on initial observations in Class IV of SD Negeri 080 Panyabungan, learning media were rarely used, and students tended to be passive, only listening to the teacher who taught in front of the class using the monotonous lecture method with a blackboard. This led to students becoming bored and less focused. Therefore, Strip Story media was selected to engage students and improve their understanding during lessons.

The researcher conducted validity and reliability tests on 20 exam questions used for pretests and posttests. The results showed that all questions were valid and reliable. The study was carried out over one month, with 4 meetings for the experimental class and 4 meetings for the control class. After a pretest to assess students' initial abilities, different treatments were given according to the assigned teaching media. The experimental

class used Strip Story media, while the control class used conventional learning methods.

The results of the study showed that the average posttest score for the experimental class, which was taught using Strip Story media, was 80, with a highest score of 95 and a lowest score of 65. In contrast, the control class, taught using conventional methods, had an average posttest score of 60, with a highest score of 80 and a lowest score of 50. These results indicate that the students taught using Strip Story media performed better than those taught with conventional methods.

Statistical tests showed that the data from both classes were normally distributed (Asymp. Sig. > 0.05) and homogeneous (Sig. > 0.05). The paired samples t-test revealed a significant difference between the pretest and posttest in both classes (Sig. 0.000 < 0.05). Additionally, the independent samples t-test resulted in a t-value of 9.149, which is greater than the t-table value of 2.564, and a Sig. value of 0.000 < 0.05. This indicates that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a significant effect of using Strip Story media on students' learning outcomes in Class IV of SD Negeri 080 Panyabungan.

This finding aligns with the research conducted by Fikriyah (2019), which showed an improvement in students' learning outcomes when taught using Strip Story media. In Fikriyah's study, the average pretest score for the experimental class was 54.85, while the posttest score was 74.12, showing an increase of 19.27 points. The t-test results revealed a t-value of 3.181, which is greater than the t-table value of 0.162, and a significance value of 0.002, which is less than 0.05, indicating a

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significant improvement in learning outcomes for the experimental group.

Another study by Rengur & Sugirin (2019) also supports the use of Strip Story media in education. Their research found that this media not only improved students' understanding of the material but also increased their involvement during lessons. The analysis indicated that students who used innovative media like Strip Story were more active and enthusiastic, leading to positive effects on their learning outcomes.

Overall, the use of Strip Story media is highly beneficial and suitable for elementary school education, particularly for enhancing students' learning outcomes. This approach makes students more active, enthusiastic, and focused during lessons. Future research could explore the use of this media in other subjects and educational levels to further assess its impact.

4. CONCLUSION

The research concluded that the use of strip story media significantly improved the learning outcomes of fourth-grade students at SD Negeri 080 Panyabungan compared to conventional teaching methods. Students taught with strip story media achieved higher average scores, confirming the hypothesis that this innovative teaching medium positively influences learning outcomes. This highlights the effectiveness of strip story media as a valuable tool in enhancing student engagement and academic performance. These findings imply that integrating innovative teaching media, such as strip story media, can significantly enhance student learning outcomes. Therefore, educators should consider adopting and adapting such media to create

more engaging and effective learning experiences. Additionally, the study highlights the need for ongoing efforts to foster creativity among teachers and students. Future research is recommended to explore other creative teaching methods and to examine the long-term impact of innovative media on learning outcomes across various subjects and educational levels. This approach ensures that learning becomes not only effective but also an inspiring and exemplary process for both teachers and students.

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