

## ABSTRAK

### **PENGEMBANGAN MEDIA KOMIK BERMUATAN PENDIDIKAN KARAKTER DALAM MATERI PENDIDIKAN DAN PERGERAKAN NASIONAL UNTUK MENUMBUHKAN MOTIVASI BELAJAR SEJARAH SISWA SMA**

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Penelitian ini bertujuan untuk mengembangkan media komik sejarah bermuatan pendidikan karakter dalam materi pendidikan dan pergerakan nasional yang layak digunakan untuk meningkatkan motivasi belajar sejarah siswa SMA.

Penelitian ini menggunakan metode penelitian dan pengembangan yang mengikuti langkah – langkah desain program pembelajaran menurut Dick & Carey : (1) analisis kebutuhan dan tujuan, (2) analisis pembelajaran, (3) analisis pembelajar dan konteks, (4) merumuskan tujuan performansi, (5) mengembangkan instrumen, (6) mengembangkan strategi pembelajaran, (7) mengembangkan dan memilih bahan pembelajaran, (8) merancang dan melakukan evaluasi formatif, (9) melakukan revisi, (10) produk akhir. Validasi dilakukan oleh ahli materi, ahli media, ahli pendidikan karakter, dan guru. Subjek uji coba adalah siswa kelas XI IPS SMA Pangudi Luhur Yogyakarta. Uji coba dilakukan dua tahap, yaitu uji coba perorangan dan kelompok kecil. Data dikumpulkan dengan teknik kuesioner dan wawancara. Teknik analisis data menggunakan analisis kualitatif dan kuantitatif.

Hasil penilaian menunjukkan bahwa produk komik sejarah yang dikembangkan layak digunakan. Hal ini ditunjukkan dari hasil validasi dari ahli materi, ahli media, dan guru termasuk kriteria “sangat baik”. Hasil validasi dari ahli pendidikan karakter termasuk kriteria “baik”. Hasil penilaian dari uji coba perorangan dan kelompok kecil termasuk kriteria “sangat baik” dan tumbuh motivasi belajar sejarah ketika menggunakan media komik sejarah.

**ABSTRACT**

**THE DEVELOPMENT OF COMIC MEDIA USING CHARACTER EDUCATION IN MATERIAL EDUCATION AND NATIONAL MOVEMENT TO IMPROVE THE MOTIVATION FOR THE STUDENT OF SENIOR HIGH SCHOOL**

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*This research aims to develop comic media using character education for the specific topic of education and national movement to improve the motivation of the senior high school students.*

*This research used Research and Development that follow the steps of instructional design model by Dick & Carey, namely: (1) analyzing instructional needs and goals, (2) conducting instructional analysis, (3) conducting instructional and contexting analysis, (4) writing performance objectives, (5) developing instrument, (6) developing instructional strategy, (7) developing and selecting instructional materials, (8) designing and conducting formative evaluation of instruction, (9) revising instruction, (10) presenting final product. Validating was performed by a material expert, a media expert, a character education expert, and two history teachers. The subjects of the test were the eleventh grade of IPS (social sciences) SMA (Senior High School) Pangudi Luhur Yogyakarta. The testing was conducted through two phases, they were personal test and small group testing. The data were gained by applying questionnaire and interview. The data analysis technique was qualitative and quantitative.*

*The result of the assessment indicates that the history comic product is suitable to use for the students of SMA. It is indicated through the validation result from material expert, media expert, and teacher who all claimed the criteria of "very good". The validation result from character education expert also the reached criteria of "good". The assessment result from personal testing and small group also stated "very good", and students are motivated when using comic media.*