

**The Effect of Comic Media on Science Literacy in Fifth Grade
Elementary Science Learning**

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Submitted: 13-06-2025

Accepted: 21-06-2025

Published: 09-08-2025

Abstract

This study is motivated by problems found in the learning process because the science media used by educators was still conventional. The purpose of this study is to determine the effect of comic media learning on science literacy of students in fifth grade elementary school. This study used a quantitative approach with an experimental method and a quasi-experimental design because it involved two classes. The research sample consisted of 30 students from the control class and 30 students from the experimental class. Data in this study were collected through observation, document analysis, and trials. The results of the study conducted by the researcher showed that in the N-Gain test, the mean N-Gain value for the experimental class was 0.7883, indicating that the average increase in the measured variables was in the high category according to the established criteria. The data in this study were normally distributed and homogeneous. This was evidenced by the normality test obtained a Sig value on Kolmogorov-Smirnov of $0.200 > 0.05$. And in the Homogeneity test, a value of $0.636 > 0.05$ was obtained. This comic learning media was also effective in improving the science literacy of fifth grade students of Elementary School. It can be concluded that the use of comic learning media is effective in improving the science literacy of fifth grade students of elementary school.

Keywords: comic media, science literacy, elementary school

INTRODUCTION

Literacy is a way of thinking about something, literacy can also be interpreted as the ability to read and write. This science literacy is very useful for students. Science literacy can also increase students' knowledge so that the brain can work optimally (Harahap et al., 2022). In other words, science literacy is an activity that can expand a person's knowledge, as well as improve the quality of knowledge that will affect a person's thinking ability. Several research results also state that at the elementary school (*Sekolah Dasar/SD*) level, science literacy is still relatively low. There are several factors that cause the low level of literacy in Indonesia, one of which is the minimal implementation of literacy practices in Indonesia (Purnamasari & Hanifah, 2021).

Literacy has many types, in addition to general literacy commonly known as reading and writing literacy, there is also numeracy literacy, digital literacy, cultural literacy, financial literacy, and also science literacy. Science literacy is the ability to understand, evaluate, and use scientific information in everyday life. Science literacy includes an understanding of basic scientific concepts, scientific methods, and critical thinking skills. Science literacy is important to help individuals make informed decisions about science issues, such as health, the environment, and technology (Rokmana et al., 2023). With good science literacy, people can participate in public discussions and understand the impact of science on their lives. Effective science education plays a role in improving science literacy, so that future generations can face global challenges with adequate knowledge and skills. Science reading literacy is an activity that can expand human knowledge, while it improving the quality of knowledge which can later influence a person's thinking ability (Hijjayati et al., 2022).

In the context of education, science literacy is an important skill that students must have, especially at the elementary level. However, many previous studies have emphasized conventional teaching methods, such as lectures and textbooks, without considering the use of more interesting and interactive media. One media that has great potential but is still under-explored is comics. Several studies have shown that the use of visual media can improve the understanding of science concepts, but research that specifically examines the effect of comic media on science literacy among fifth grade students is still limited. Most of the existing studies focus more on the use of videos, animations, or other teaching aids.

To improve a person's literacy value, reading is one of the main keys. However, reading also needs to be accompanied by a person's interest, because if there is no supporting interest, the literacy level will tend to be low. Based on this statement, educators must use a method or media that can foster students' interest in learning (Intaniasari & Utami, 2022). Media comes from Latin which means "introduction". Learning media is used to convey information to students about a material presented in class. According to the Association for Education and Communication Technology (AECT), media is any form used to convey information. Meanwhile, the National Education Association (NEA) argues that media is an object that can be seen, heard, and read in teaching and learning activities (Hasan et al., 2021). Comics are media that have simple, clear, and easy-to-understand characteristics, therefore comic media is a creative and innovative media and can educate. Learning media packaged in the form of comics can be implemented as a variation in classroom teaching. This media has great potential to be more popular with students, because the images in comics can bring the accompanying written text to life (Siskawati & Ramadan, 2022).

The use of comic media as a learning medium in the context of science literacy in fifth grade of elementary school is a relatively new approach. Although comics have been used in various educational contexts, their application in science learning, especially in science and natural science materials, is still rare. By using comics, this study seeks to create a more interesting and enjoyable classroom learning experience for students, which can ultimately increase their motivation and interest in science content. Then this study will develop and adapt comics that are relevant to the science and natural science curriculum in Indonesia. So that this will not only provide material that is in accordance with students' needs, but will also consider the existing cultural and social context. Thus, this study will not only focus on the effectiveness of comic media, but also on the relevance of the content presented to students. This study will also explore student interactions with comic media, including how they collaborate and discuss the material presented. This will provide new insights into the dynamics of classroom learning and how comic media can facilitate positive social interactions among students.

Comics as an English learning medium are effective in teaching concepts such as tenses and aspects. The use of comics can improve students' understanding through a combination of text, dialogue, and images, and stimulate their interest in learning. Comic learning media is one of the effective means to improve students' understanding and interest in learning. By combining text and images, comics can convey information in an interesting and easy-to-understand way. In the context of language learning, comics help students understand vocabulary, grammar, and the context of language use more contextually.

In addition, comics can stimulate students' imagination and creativity so that the learning process becomes more enjoyable. The use of comics in the classroom also encourages discussion and interaction between students so that a collaborative and dynamic learning environment is created. Comic Media is included in Print Media. Comic media is a creative print media that is effectively used for science subjects. This is because comic media is believed to be able to create a fun learning atmosphere, and comics are media with interesting illustrated stories. Not only 1, Comics have several types, such as humor comics, adventure comics, fantasy comics, and also historical comics (Rina et al., 2020). Learning using comic media will be suitable if used for students at the elementary school level, because students at the elementary school level will tend to be more interested if the reading material or media used for learning looks interesting (Aisyah et al., 2023). Comic media is anything that can be used as an intermediary to channel learning materials that will be received by students (Yulianti, 2024).

The development of science teaching materials has a very important role in increasing students' understanding and interest in science. Good science teaching materials should be able to connect theoretical concepts with their application in everyday life, and encourage students to think critically and creatively (Diniya et al., 2025). Comic media is one of the innovative media that is estimated to be effective if used for science subjects, this can happen because comic media can improve a pleasant learning atmosphere, and comics are media with interesting illustrated stories (Anggita et al., 2023). Along with the development of the times, there are now many types of learning media, especially in the digital aspect. However, apart from that, it turns out that even though they use digital media in the learning process, educators must also have innovation in using concrete media so that students still have an interest in reading from reading materials that have been provided by teachers/educators (Lehan et al., 2024).

According to research conducted by Damarpuri & Taufik (2024), it was found that the influence of comic media on science learning in elementary schools was successful, because it was included in the “very valid” category with a percentage of 87.6%. Based on research conducted by Yulianti (2024), the influence of the use of comic-based learning media given to 28 students was included in the “very good” category with a questionnaire percentage of 95.5%. The research that has been described above is research that is relevant to the research that the researcher will conduct. Previous research with the research that the researcher will conduct has similarities, namely researching using comic media. The difference between the research that will be carried out and the previous research lies in the y variable, namely student science literacy and the research subjects who are fifth grade elementary school students. This study aims to determine influence of the use of comic media learning media on science literacy of students in fifth grade elementary school.

METHOD

This research is included in quantitative research with the quasi experimental design research method. This method has a control class that does not function fully to control the variables that affect the implementation of the research. This method is carried out on homogeneous groups, namely by dividing two observation groups. The first group is a group that uses comics as a learning medium, while the second group is only given learning media sourced from the teacher’s book and student’s book. The pattern used in this study is the pre-test & post-test control design, in this pattern the experimental group is the group that is given treatment, while the control group is the group that is not given treatment (Sugiyono, 2020). The sampling procedure used by the researcher in this study was non-probability with a purposive sampling technique. The purposive sampling technique is a sampling determination technique by considering something (Santina et al., 2021). The researcher drew a conclusion to determine the research sample, namely that among those used as sources were students who had an interest in science learning, but often felt bored with conventional learning media used by educators in class. This research was conducted in May 2025 at elementary school. The population and sample used by the researcher were fifth grade students of elementary school.

In quantitative research, the population must be clearly defined so that researchers can draw valid conclusions. A population can be people, groups, or objects that have certain characteristics that are relevant to the research (Sugiyono, 2020). The population in this study was all fifth grade students at the school where the researcher conducted the research. Proper sample selection is essential to ensure that research results can be generalized to a wider population. In quantitative research, there are several sampling methods, and purposive sampling is one method that is often used in quasi-experimental designs. The sample in this study was two classes from the total population. Population is something that is generalized consisting of objects or subjects that have certain magnitudes and characteristics, according to what is determined by the researcher to be studied and then conclusions are drawn. While the sample is part of the many characteristics possessed by the population to be studied. The population in this study were all fifth grade students of Elementary School with a total of 91 students in the 2024-2025 academic year, and the sample in this study were 60 students in grades VA and VB.

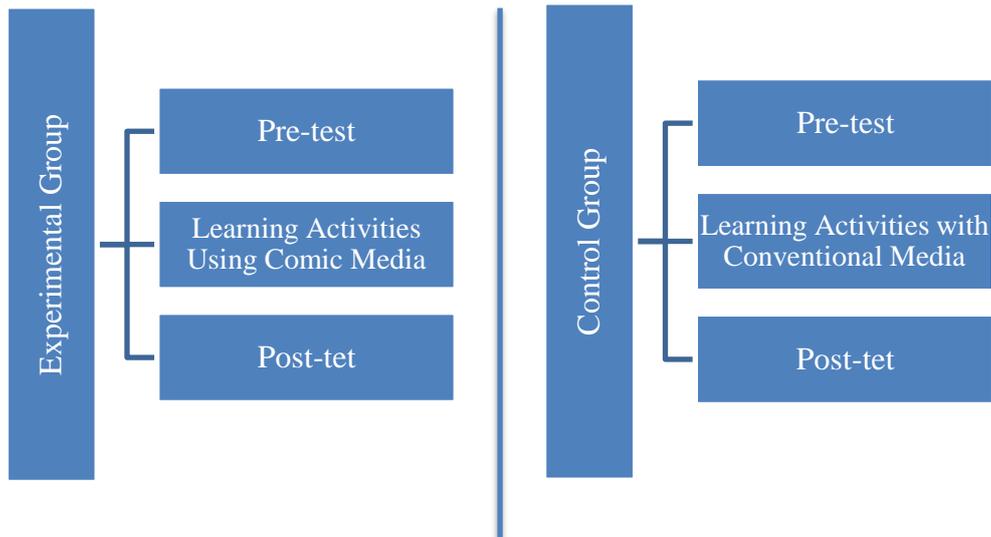


Figure 1. Research Design Framework

The research design framework above explains the steps in this study. Both experimental and control, both research groups still follow the pre-test and post-test. The pre-test is used to determine the basic knowledge of both groups, then each group will carry out learning activities. The experimental group received treatment using comics as their learning media, while the control group carried out learning activities without using comic media. After that, a post-test was given to both groups to determine and assess the changes that emerged after being given treatment. Through a comparison of pre-test and post-test scores between groups, it will later emerge whether comics are effective in learning activities or not.

The data in this study were collected using a pre-test and post-test design administered to both the experimental and control groups. The pre-test was conducted prior to the intervention to assess students' initial knowledge and skill levels in the targeted subject area. Following this, the experimental group received treatment through the use of comics as instructional media, while the control group underwent conventional teaching methods without the use of comics. After the learning sessions, a post-test was administered to both groups to evaluate any changes or improvements in students' academic performance. The use of pre-test and post-test instruments allowed for a structured and measurable way to capture the effectiveness of the instructional intervention.

The data analysis in this study involved a comparative approach to determine the impact of the instructional media used. First, the scores from both the pre-test and post-test were collected from the experimental and control groups. These scores were then analyzed using inferential statistical methods to identify whether there was a significant difference in learning outcomes between the two groups. The analysis focused on measuring the gain scores and determining whether the treatment using comics had a statistically significant effect on student performance. This analytical approach aimed to provide empirical evidence on the effectiveness of using comics as a learning medium in improving educational outcomes.

FINDING AND DISCUSSION

Findings

This study aims to determine influence of the use of comic media learning media on science literacy of students in fifth grade elementary school, namely “Does comic media have a significant influence in improving students’ science literacy?” And the results show that comic media has a significant impact on students’ science literacy. This aspect summarizes the findings obtained by researchers based on data analysis of research questions. To answer the question, the following are the results of the data analysis obtained.

Table 1. N-Gain Scores of Both Groups

Class	N	Mean Score	Maximum Score	Minimum Score
Experiment	30	78.83	97	65
Control	30	54.31	68	38

Table 1 presents the N-Gain analysis between the experimental class and the control class. In the experimental class, the average score was 78.83 with a maximum score of 97 and a minimum score of 65. In the control class, the average score was 54.31 with a maximum score of 68 and a minimum score of 38. After conducting the N-Gain test, an additional analysis will be carried out to assess homogeneity and normality. When the data is known to be normally distributed and homogeneous, a parametric test will be carried out. Conversely, if the data is not normally distributed and homogeneous, then the analysis that should be carried out by the researcher is to apply a non-parametric test.

Tabel 2. Result of Normality Test in Experimental Class and Control Class

Class	Asym p.sig. (2-tailed)	a (sig. level)	Distribution
Experiment	0.200	0.05	Normal
Control	0.110	0.05	Normal

In Table 2, the results of the normality test for the experimental class and the control class are presented. The Asymptotic Significance value (2-tailed) in the experimental class is 0.200 and in the control class is 0.110. Both of class has a value greater than the significance level (0.05), so both of class has normally distributed data.

Discussion

Science literacy is a person’s ability to use their scientific knowledge to identify, obtain, and explain scientific phenomena based on evidence. Science literacy is also a person’s ability to understand scientific concepts and processes to solve problems in everyday life (Sutrisna, 2021). According to Latip & Faisal, science literacy will also have an impact on the overall science learning process. Because literacy is not only a person’s ability to read and write, but also a person’s ability to think critically in solving problems, and communicate effectively in developing their potential. This science literacy ability can be formed by utilizing a person’s learning environment through appropriate learning media, meaning that the media used has been adjusted to the characteristics of the students. According to PISA (Program for International Student Assessment), science literacy is a person’s ability to use scientific knowledge, identify

questions, and draw conclusions based on scientific evidence to understand and make decisions related to the environment and its changes caused by human activities (Agustina et al., 2020). Later, this science literacy will be an output value in the use of comics as a learning medium for students. These learning media can be distinguished based on their nature, for example audio media, visual media, and audiovisual media.

The use of more varied media such as audio, learning videos, and other concrete open media can make it easier for students to understand the material presented. Learning media can be grouped into several parts, there are print media such as books, exhibition media such as those usually done at certain times, audio media such as learning songs, visual media such as pictures, and many more. And Comic is included in Print Media (Ariyani & Ganing, 2021). Comic media is a creative print media that is effective for use in science subjects. This is because comic media is believed to be able to create a fun learning atmosphere, and comics are media with interesting illustrated stories. Not only that, Comics have several types, such as humor comics, adventure comics, fantasy comics, and also historical comics.

Science learning about “*Bagaimana Kita Hidup dan Bertumbuh*” in the aspect of science literacy increases when using comics as a learning medium. Because this comic media has content that is considered more interesting when compared to conventional teaching media (Teacher’s Books and Student Books) which are usually used by educators in teaching. Comic media is one of the creative media that is effective for science subjects, because comic media is believed to be able to improve a pleasant learning atmosphere, and comics are media with interesting illustrated stories (Anggita et al., 2023).

Before conducting a trial using comic media, at the beginning of the activity the researcher conducted observations to obtain how students responded and learned the results of science subjects. Therefore, the researcher carried out treatment by giving comics to students as a learning tool and media. This study used two classes, namely VA and VC classes, and the initial step taken was to provide a pre-test. The pre-test was given to both classes at the beginning before starting learning and treatment, then the experimental class was given treatment by using comic media and the control class only carried out the learning process with conventional media, after which both the control class and the experimental class were given a post-test to find out whether there was an increase in science literacy. The science literacy in question is the ability to write and read (Suryaman et al., 2022). According to UNESCO, literacy is a manifestation of real skills, in other words Literacy is a person’s skill based on a person’s cognitive level, and is also a concept defined from various perspectives, and is a person’s ability to use their skills about science to identify, obtain, and explain scientific phenomena based on evidence (Ginting, 2020).

Learning strategy is an approach in learning that is carried out so that learning objectives can be achieved effectively and efficiently. According to him, learning strategy is an approach in learning that is carried out so that learning objectives can be achieved effectively and efficiently. The strategy used for this study is to use the Problem Based Learning (PBL) strategy. The learning model that will be given to students as an experimental class uses the Problem Based Learning (PBL) model using Comics as its teaching media, while for the control class, the Problem Based Learning (PBL) model will be given using conventional media in the form of teacher’s books and student’s books as its teaching media.

In implementing the research, the researcher used a sample of two classes which were divided into an experimental class and a control class, using quasi experiment. Data collection used a post-test in both classes to meet research needs. In this study, the instrument grid is presented in the form of a table containing Indicators, Sub-Indicators, and item numbers that will be tested in the test. This test is given after the learning process (post-test) in the experimental group and the control group. Gormally et al. (2012) has 3 indicators in science literacy; analyzing relevant phenomena, evaluating information based on valid evidence, and interpreting something based on the data obtained.

From the data obtained, it can be concluded that comic media has an effect on students' science literacy. It can be seen from the average variable data measured by N-Gain of 0.7883 which is included in the high category according to the established criteria (Iskandar & Mayarni, 2022). So that it shows that students experience a significant increase in interest and ability in science literacy after learning using comic media is carried out. Therefore, it can be concluded that the use of comic media in learning is effective in increasing the interest and ability of students in grades VA and VC Elementary School towards science literacy. This is supported and strengthened by research conducted by Damarpuri & Taufik (2024), stated that the influence of comic media on science learning in Elementary Schools is successful, because it is included in the "very valid" category with a percentage of 87.6%. Then, using comic media was successful in implementing it for students (Purnamasari & Hanifah, 2021).

The challenges faced in teaching science in elementary schools are often related to teaching methods that are less interesting and not interactive. In this context, comic media emerges as an innovative solution that can improve students' science literacy. And based on the research objectives stated in the introduction, the researcher sees that comic media has a high influence and effectiveness on the science literacy of students in fifth grade of elementary school. Based on the results of the N-Gain test, normality test, homogeneity test, and hypothesis test, all have good results. The results of the study conducted by the researcher showed that in the N-Gain test, the average N-Gain value of the experimental class was 0.7883, indicating that the average increase in the measured variables was in the high category according to the established criteria. And the N-Gain value in the control class was 0.5431, indicating that the average increase was in the less effective category. The data in this study were normally distributed and homogeneous. This is evidenced by the normality test obtained a Sig value on Kolmogorov-Smirnov of $0.200 > 0.05$. Homogeneity test, a value of $0.636 > 0.05$ was obtained. So this comic learning media is also effective in improving the science literacy of fifth grade Elementary School students. So it can be concluded that the use of comic learning media is effective in improving the science literacy of fifth grade elementary school students.

CONCLUSION

This study concludes that the use of comic media significantly enhances science literacy among fifth grade elementary school students, particularly in the context of Natural and Social Sciences. Comics serve as an engaging instructional tool that supports students' understanding of scientific concepts while fostering critical thinking, analytical reasoning, and real-world application of knowledge. The visual and narrative elements of comics help simplify complex ideas, making them accessible and meaningful for young learners. This approach not only stimulates curiosity but also creates a positive learning atmosphere that encourages students to actively participate in the learning process.

Despite these promising findings, the study has several limitations that warrant consideration. The research was conducted within a single school and involved a limited sample size, which restricts the generalizability of the results. Additionally, it did not account for variables such as differences in teaching styles, students' prior knowledge, or individual learning preferences, which could have influenced the effectiveness of the media. Furthermore, the study does not examine the long-term impact of comic media on science literacy or its potential application across other subject areas. Future research should consider longitudinal designs with larger, more diverse samples to explore the sustainability of learning outcomes. Studies comparing comic media with other visual or interactive tools, particularly in digital learning environments, may also yield deeper insights into optimizing instructional strategies for various learner profiles.

In light of these findings, educators and curriculum developers should consider incorporating comic media as a complementary resource within science instruction. Its potential to bridge abstract concepts with concrete understanding makes it a valuable pedagogical tool, especially for young learners who benefit from visual and narrative-driven learning experiences. By integrating comics into lesson plans either in print or digital formats, teachers can foster both engagement and comprehension, while adapting the content to suit diverse classroom contexts. Moreover, such an approach aligns well with 21st-century learning competencies, promoting creativity, collaboration, and effective communication skills alongside content mastery. With thoughtful implementation, ongoing evaluation, and integration into broader literacy initiatives, comic media can become a sustainable innovation that not only improves science literacy but also nurtures lifelong learning habits and a deeper appreciation of scientific inquiry.

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