Development of Digital Comic Media with Ethnomathematics Nuances of Palembang Traditional Food for Elementary School Fifth Grade Minimum Competency Assessment Activities

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ABSTRACT

The minimum competence assessment (AKM) activity designed by the Ministry of Education and Culture is used to assess student literacy and numeracy at every level of education. This activity provides a great challenge for teachers to create a learning media that can support the student learning process in implementing AKM. This study uses the 4D development research model which includes Defining, Designing, Developing, and Disseminating. This research was conducted with 3 experts and 23 students as research objects. The results of this study in the form of quantitative data were analyzed to become qualitative data using the media validation formula and practicality test. This development research obtained the final result in the form of digital comic media with ethnomathematics nuances of traditional Palembang food to increase valid and practical basic numeracy literacy with an average final validation test of 3.33 with a good classification (valid) and an overall practicality test percentage of 87.5% which classified as very practical. The media produced as the final product can be declared fit for use as media that can be used during class AKM activities.

Keywords: Digital Comics, Ethnomathematics, AKM

INTRODUCTION
The era of revolution 4.0 presents a challenge to society to improve three literacy that will play an important role in life in the future, namely data literacy, human literacy, and technology literacy (Nastiti & Abdu, 2020) . At this time, humans are already faced with the era of society or era 5.0, which means that humans will one day coexist with artificial intelligence as technology develops which will replace several professions. Such developments have had a major impact on human life, especially the world of education. Yusuf (2018: 7) explains that education is essentially a prelude and is a basic right for every human being living on this earth. Education can be expressed as an effort made by a person consciously in forming identity, developing skills and knowledge as an effort to mature themselves. The world of education that is widely known by the general public is school, but in essence education can be obtained from anywhere.

Education in Indonesia currently has three curriculum options that have been established by the Ministry of Education and Culture as stated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 56/M/2022. The curriculum includes the 2013 Curriculum, the simplified 2013 Curriculum, and the Merdeka Curriculum. The results of the

analysis of the observation data carried out obtained the result that most of the elementary schools in the cluster IV area of Megang Sakti, South Sumatra still use the 2013 Curriculum in implementing learning. Pardomuan (2013) states that the implementation of the 2013 Curriculum focuses on students as the main actors in learning activities with the teacher as a facilitator. This provides a new challenge for teachers in creating fun classes so that the role of students in learning activities is in accordance with the 2013 Curriculum. The development of an increasingly rapid era should be utilized by teachers to create technology-based learning media.

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 17 of 2021 which discusses that in order to educate the nation's life and improve education it is necessary to carry out a national assessment, hereinafter referred to as AN. The national assessment is a program of the Ministry of Education and Culture as an effort to improve the quality of education in Indonesia by photographing the process *inputs* and *outputs* of the learning process in all educational units. The Ministry of Education and Culture through Pusmenjar explained that national assessment activities are usually carried out simultaneously online according to their respective regions. The instruments used in AN are divided into three, namely the Minimum Competency Assessment (AKM), character surveys, and learning field surveys.

Purwati et.al (2021:14) explains that AKM consists of National AKM, Certification AKM, and class AKM. Class AKM can be carried out independently by the teacher by diagnosing the learning outcomes of each student. Class AKM can be carried out with media assistance and practice questions as one of the strategies for dealing with National AKM. The Ministry of Education and Culture (2021) explained that the questions in this national AKM activity are in the form of multiple-choice questions, complex multiple-choice questions, matchmaking, short answers or essays, and essays or descriptions. The National AKM usually has two achievements that must be achieved, namely literacy and numeracy literacy. The research conducted by the author focuses on basic numeracy literacy as the object of study.

The results of interviews that were conducted virtually with teachers who handled the implementation of AKM showed that the implementation of the National AKM which was held once a year had not been carried out yet still required careful preparation by carrying out exercises on AKM-based questions. Based on the results of filling out the teacher and student needs questionnaire, the same results were obtained, namely that both teachers and students still needed appropriate media in preparing for the National AKM. Media in learning Mathematics, especially in numeracy literacy, provides special challenges for teachers to develop. Numerical literacy is a person's ability to apply mathematical concepts and rules as an alternative used in solving problems that exist in everyday life. The numeracy literacy components designed by the Indonesian government can be seen in table 1.

Table 1. Numerical Literacy Components in the 2013 Curriculum Coverage

Numerical Literacy Components	Coverage of Mathematics Curriculum 2013
Estimating and calculating with natural numbers	Number
Use fractions, decimals, percents and comparisons	Number
Recognize and use patterns and relationships	Numbers and Algebra
Using spatial reasoning	Geometry and Measurement
Using measurement	Geometry and Measurement
Interpret statistical information	Data processing

(Ministry of Education and Culture, 2017)

The Numerical Literacy Minimum Competency Assessment that has been designed by the Ministry of Education and Culture has a very broad study context and

is linked to the role of Mathematics in students' daily lives. AKM is divided into three contexts, namely personal, socio-cultural, and scientific (Ministry of Education and Culture, 2021) . Personal context focuses on the activities of a person, family or group. For example, when someone calculates the costs used to build a house. This socio-cultural context includes voting systems, public transportation, government, public policy, demography, advertising, statistics, and the national economy. Even though individuals are not directly involved in these matters, this context focuses on problems that exist from the perspective or view of society. The scientific context may include, among other things, weather or climate, ecology, medical science (medicine), space science, genetics, measurement, and mathematics itself.

Cognitive levels in AKM numeracy literacy are divided into understanding, application, and reasoning. The situation faced in dealing with the National AKM makes teachers have to look for creative ideas in dealing with this. Implementation of class AKM can be one of the solutions that teachers can apply in preparing students to face National AKM. Minister of Education and Culture No. 22 of 2016 explains that the core activities of a lesson need to use learning models, learning methods, learning media, and learning resources that are relevant to the material being taught. The choice of learning approach can choose thematic, integrated thematic, scientific, discovery or learning approaches that produce work based on problem solving (problem-based learning). One of the media that is suitable for use in the learning process is digital comics which are modified to be interesting for students.

Digital comic media is one of the many digital-based media that can be used in learning activities wherever the users are. Suryani et. al (2019) states that the media are all forms and channels of conveying information from the source of delivering the message to the recipient of the message in the hope of stimulating the mind, motivating enthusiasm, attention and abilities of students, so that they are able to acquire knowledge, skills or attitudes that are in accordance with the goals that have been designed in a systematic way. cooked by the teacher. Cahyadi (2019) describes learning media as a tool or means that is often used as a disseminator and conveyer of a message (message) with the intention of stimulating students' thoughts and attention so that the learning process occurs in such a way for the students themselves. Learning media is a tool that is deliberately designed by the teacher with the intention of being an intermediary for conveying information from the teacher to students so that the learning process can run well in accordance with the goals that have been formulated previously. Pribadi (2019) explained that the purpose of learning media is as a means of obtaining information, supporting learning activities, and as a means of persuasion and student motivation.

Aggleton (2019) defines that digital comics are images that are systematically arranged with additional conversations as a complement packaged in a digital form aiming to make it easier for readers to understand the information designed by the author. Making digital comics as a learning medium can be combined with ethnomathematics which symbolizes local wisdom so that the culture or customs that exist around students are maintained. Research by Retta (2016) and Hutauruk (2018) explains that traditional food can be used as a learning medium with the aim of introducing and preserving local culture that already exists so that it does not experience extinction in the midst of the rapid development of the times which is packaged in ethno learning.

Zaenuri et. al (2018) states that ethnomathematics is a learning approach that is carried out by teaching mathematics by linking mathematics with the nation's own cultural works and also involving the needs and lives of the people. Bishop (Hardiarti, 2017) revealed that ethnomathematics is divided into six parts

which include: calculating/counting, determining the location, measuring, designing, playing and explaining. The research was conducted using traditional Palembang food as a medium in conveying numeracy literacy material contained in digital comics.

Digital comics with ethnomathematics nuances can be interpreted as an image in the form of a cartoon which contains several characters who play a story and is equipped with information or conversations between characters in it with a description of the conversation material in the form of local culture which is included in mathematics learning. The preparation of a comic as a learning medium is guided by comic elements, namely illustration, typography, layout, and color Yonkie & Ujianto (2017) .

LITERATURE REVIEWS

Ilhan et al. (2021) in the study "Usage of Digital Comics in Distance Learning During COVID-19" explained that the use of digital comics in learning activities, especially distance learning activities, can motivate students. This is caused by the use of digital comics that can be accessed by students and used anywhere and anytime according to the situation and condition of these students. Arthamevia et al. (2022) with research "The Development of Digital Comics Learning Media Based Ethnomathematics of Kretek Dance Integrated with Islamic Values" explained that in the development of the 4.0 era the use of learning media as messengers needs to follow the flow of this development by upholding the culture and religious character in it. Based on this, a digital comic media was created by raising culture as a learning medium.

In line with this research, Elliott et al. (2021) stated in their research "Individual Differences in Parental Support for Numeracy and Literacy in Early Childhood" that Amazon's Mechanical Turk provides enrichment to parents to pay more attention to their children so they have literacy and numeracy skills at home. There are many factors that can affect children's skills in reading and arithmetic, one of which is parental education. The results obtained in his research suggest that future research should pay more attention to solutions to deal with this literacy and numeracy problem.

Hutauruk (2018) in his research "Student Mathematical Reasoning Ability in SPLDV Material Using Palembang's Typical Culture Based on the Solo Superitem Taxonomy of Class IX Students" states that the use of local wisdom in learning activities is one of the strategies that teachers can apply in preserving existing culture.

Based on the research above, it can be concluded that there have been many studies regarding the use of digital comic media with ethnomathematic nuances, Palembang culture, and numeracy literacy as research variables. The studies that have been carried out provide an idea for researchers to conduct research on the development of digital comic media with ethnomathematics nuances of traditional food combined with problem-based learning models in learning related to AKM classes, especially numeracy literacy.

MATERIALS & METHODS

The research conducted is development research which is commonly known as R&D. This development research uses a 4D model which includes four stages, namely definition, design, development, and dissemination. These stages are described in the following description.

First, the definition stage aims to define and describe the needs needed in carrying out development. This stage consists of five processes which include front end analysis, student analysis, concept analysis, task analysis and formulation of learning objectives. Second, the design stage with the aim of producing a digital comic design in the form of a learning media prototype. The steps needed in this stage are the preparation of benchmark reference tests, media selection, format selection and initial design of teaching materials. Third, the development stage with the aim of

producing teaching materials in a lesson that has been revised based on input from experts. Finally, the development stage with the aim of disseminating media that has been tested for its validity and practicality of use.

In this development research, the authors only limit it to the third stage, namely development. The dissemination stage l was not carried out because the author had limited time in carrying out this stage.

Data collection techniques in this study were interviews, observation, and filling out questionnaires. Interview techniques are used to find out about the situation and the curriculum used in schools as an initial analysis in carrying out development. Observation techniques are used to find out the existing facilities and infrastructure in schools where research is carried out as an

analysis in choosing the media to be developed. Filling out the questionnaire was carried out when searching for analysis data on the needs of students and teachers and was used when testing the validity and practicality of the media being developed.

Statistical Analysis

The data analysis technique used in this study was to convert quantitative data into qualitative data. Media validity test data were analyzed using the following formula.

$$X = \frac{\sum x}{n}$$

Information:

X = Average score of all aspects

$\sum x$ = Total score of all aspects

n = Number of questions

Then the data obtained is converted into qualitative data with the criteria in table 3.

Table 3. Guidelines for Changing Media Validity Data

Score Average Interval	Classification	Decision
$x > 3.4$	Very good	Highly Valid, digital comic media can be used without revision
$2,8 < x \leq 3,4$	Good	Valid, comic media can be used without revision
$2,2 < x \leq 2.8$	Enough	Valid enough, comic media can be used requires revision
$1.6 < x \leq 2.2$	Not good	Invalid, comic media requires revision
$1.6 \leq x$	Less Once	Invalid, comic media needs to be revised

(Adaptation Widoyoko, 2019)

The data obtained in the media practicality test is quantitative data which is calculated using the following formula.

$$P = \frac{\sum x}{n} \; x \; 100\%$$

Information:

P = Percentage of student responses

$\sum x$ = Total score of each criterion chosen by students

n = Total ideal score

Practicality test data in the form of quantitative data is converted into qualitative data with the following criteria.

Table 4. Guidelines for Achievement and Qualification Levels

Achievement Level	Qualification	Decision
81% - 100%	Very well	Very Practical, no need to be revised
61% - 80%	Good	Practical, no need to revise
41% - 60%	Enough	Less practical and need to be revised
21% - 40%	Not good	Impractical, needs to be revised
< 21%	Less Once	Very Impractical, Needs Revision

(Adaptation of Sugiyono, 2016)

RESULTS

Palembang was carried out by 3 experts. The results of the media validity test by experts can be seen in table 5.

Table 5. Media Validity Test Calculation Results

No	Expert	Number of Questions	Earned Score
1	Material Expert	15	52
2	Linguist	14	50
3	Media Expert	13	38
	Amount	42	140
	Average		3,33
	Classification		OK (Valid)

Source: 2023 Research Results Data

Table 4 describes the results of media validity tests by material experts, linguists, and media experts. On average, the results of filling out the validity test questionnaire obtained a score of 3.33 with a good (valid) classification, meaning that the developed ethnomathematics digital comic media can be used with revisions. Revisions from the three experts can be seen in table 6.

Table 6. Media Revision Results

Expert	Suggestion	Before Revision	After Revision
Material	The comics produced are very good, the material presented is in accordance with the concepts and flow of thought in the ethno-based mathematics learning process	There isn't any	There isn't any
Language	Fixed the use of at the beginning of the sentence		
Media	The media display is made bigger to make it clearer		

Source: 2023 Research Data

After the media validity test activities were carried out and passed the revision stage, the developed media was tested for practicality by fifth grade students at SDN Rejosari. This activity was carried out after students used digital comic media with the developed ethnomathematics nuances. The results obtained from filling out student response questionnaires from both small group tests and field tests can be seen in Tables 7 and 8 below.

Table 7. Small Group Practicality Test Results

No.	Statement	Student					
		1	2	3	4	5	6
1.	Digital comics can make it easier for me to study at AKM at school and at home	1	1	0	1	0	0
2.	Digital comics are easy and practical to use	1	1	1	1	1	1
3.	The instructions for activities in digital comics are clear, making it easier for me to carry out activities	1	1	1	1	1	1
4.	Digital comics use language that is easy to understand	1	1	1	1	1	1
5.	The letters used are simple and easy to read	1	1	1	1	1	1

No.	Statement						
6.	This digital comic display is interesting	1	1	1	1	1	1
7.	A variety of activities, assignments, practice questions, illustrations and others help me understand the material easily	1	1	1	1	1	1
8.	digital comic makes me happy to learn material about AKM	0	0	0	1	0	0
9.	Using digital comics makes my learning more focused and coherent	1	1	0	1	1	1
10.	Using digital comics can make thematic learning less boring	1	1	1	1	1	1
11.	digital comic explains a concept using interesting and fun illustrations and animations	1	1	1	1	1	1
12.	This digital comic uses interesting pictures and makes me learn first-hand	1	1	1	1	1	1
13.	Presentation of material in digital comics encourages me to discuss and work together with friends	1	1	1	1	1	1
	Amount			**68**			
	Average			**87%**			
	Classification			**Very Practical**			

Source: 2023 Research Data

Table 8. Practicality Test Results in Field Trials

No.	Statement	Score	
		Maximum	**Obtained**
1.	Digital comics can make it easier for me to study at AKM at school and at home	17	16
2.	Digital comics are easy and practical to use	17	15
3.	The instructions for activities in digital comics are clear, making it easier for me to carry out activities	17	15
4.	Digital comics use language that is easy to understand	17	17
5.	The letters used are simple and easy to read	17	15
6.	This digital comic display is interesting	17	17
7.	A variety of activities, assignments, practice questions, illustrations and others help me understand the material easily	17	15
8.	digital comic makes me happy to learn material about AKM	17	14
9.	Using digital comics makes my learning more focused and coherent	17	11
10.	Using digital comics can make thematic learning less boring	17	17
11.	digital comic explains a concept using interesting and fun illustrations and animations	17	15
12.	This digital comic uses interesting pictures and makes me learn first-hand	17	12
13.	Presentation of material in digital comics encourages me to discuss and work together with friends	17	16
	Amount	**221**	**195**
	Average	**88%**	
	Classification	**Very Practical**	

Source: 2023 Research Data

Based on the data in tables 7 and 8, an average practicality test of 87.5% is obtained which states that the developed digital comic media can be classified as very practical. This results in a conclusion that the comic media developed is suitable for use as a medium for learning about numeracy literacy.

DISCUSSION

The validity of digital comic media with ethnomathematics nuances of traditional Palembang food with a problem-based learning model for increasing basic numeracy literacy was obtained from the calculation of questionnaire scores from material experts, linguists, and media experts. Material validation is carried out by two experts who understand and are experienced in AKM materials. The score obtained from each material expert is 3.5 with a very good classification (very valid).

Material arranged in digital comic media systematically based on the components of numeracy literacy in the 2013 curriculum coverage (Kemendikbud, 2017) . The material presented in the developed media is material that is adapted to facts, scientific developments, and is presented in an interesting way for students (Aini et al., 2018) . The preparation of material in digital comics is designed by incorporating the context of material discussion into light conversations between characters in the digital comics that are being developed.

The language validation carried out on ethnomathematics digital comic media to increase basic numeracy literacy obtained an average score of 3.6 with a very good classification (very valid). Language validation in the digital comic media that was developed was carried out by lecturers who actively teach in the Indonesian language and literature study program.

Digital comic media with ethnomathematics nuances developed using Indonesian adapted to EYD.

Media validation was carried out on the media that was developed to obtain an average score of 2.9 with a good (valid) classification. Media validation was carried out by active lecturers at PGRI Silampari University. The overall results of the validity test of the developed media are classified as good (valid) fit for use, this is in line with the research by Kusumadewi et. al (2020) which states that the use of digital comics as a learning medium is better than the use of conventional books.

The practicality test of digital comic media that was developed resulted in an overall average score of 87.5%. This suggests that the digital comic media with ethnomathematics nuances developed is very practical and effective when learning activities take place. In line with the research Darmayanti et. al (2022) which states that digital comic media can be positively received by students as a learning medium for learning. Arliani & Khabibah (2022) explain that digital comic media with an ethnomathematics approach is feasible and has a positive impact on ongoing learning activities.

CONCLUSION

The digital comic media with ethnomathematics nuances of traditional Palembang food which was developed in this study as a medium in increasing numeracy literacy was declared feasible with the validity test score of all experts being 3.33 with a good classification (valid), this means that the comic media developed is feasible to use with there is a revision of each expert. Digital comic media after being revised according to suggestions from experts was tested on fifth grade students at SDN Rejosari to find out the practicality of the media being developed. The practicality test was divided into small group tests and field tests. The two tests on class V at SDN Rejosari obtained percentages of 87% and 88% with very practical classifications. The

overall percentage in the practicality test of digital comic media with ethnomathematics nuances obtained a score of 87.5% with a very practical classification. So that the overall results of this development research produce a digital comic media with ethnomathematics nuances of traditional Palembang food that is suitable for use as a learning medium for basic numeracy literacy AKM materials.

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