



The Influence of The Use of Digital Comics Vs *E-Books* and Learning Motivation on The Learning Outcomes of History of Class XI Social Studies Students of SMA Negeri 2 and 4 Probolinggo

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Abstract

The quality of learning is largely determined by teachers. They are required to be skilled in bringing and guiding their students so that they can learn optimally. The objectives of this study are, (1) To find out how much influence the use of digital comics vs. e-books has on the learning outcomes of class XI social studies students at SMA Negeri 2 and SMA Negeri 4 Probolinggo. (2) To find out how much influence of the use of digital comics vs e-books and high and low student motivation is on the learning outcomes of class XI social studies students at SMA Negeri 2 and SMA Negeri 4 Probolinggo, (3) To find out whether or not there is interaction in the use of digital comic media vs e-books and learning motivation towards the learning outcomes of class XI social studies students at SMA Negeri 2 and SMA Negeri 4 Probolinggo. The data collection technique is learning outcomes using tests and for motivation using questionnaires, and data analysis using 2-pathway variance analysis (Anava). The conclusions of this study are 1) There is an influence on the use of digital comics vs e-books on learning outcomes, 2) There is an influence on the use of digital comics vs e-books and high and low student motivation on learning outcomes, 3) There is an interaction in the use of digital comic media vs e-books and learning motivation towards learning outcomes. In learning activities in the 21st century era, teachers are advised to provide and use digital media such as digital comics, so that students are interested in learning. Thus, students can be active and understand the material taught by the teacher and can improve their learning achievement.

Keywords: Digital Comics, E-Books, Motivation, Learning Outcomes

Abstrak

Kualitas pembelajaran sangat ditentukan oleh guru, guru dituntut untuk terampil dalam membawa dan membimbing siswanya agar mereka bisa belajar secara optimal. Tujuan dari penelitian ini adalah (1) Untuk mengetahui seberapa besar pengaruh penggunaan komik digital vs e-book terhadap hasil belajar siswa kelas XI IPS di SMA Negeri 2 dan SMAN 4 Probolinggo, (2) Untuk mengetahui seberapa besar pengaruh motivasi siswa terhadap hasil belajar siswa kelas XI IPS di SMAN 2 dan SMA Negeri 4 Probolinggo, (3) Untuk mengetahui pengaruh interaksi penggunaan media komik digital vs e-book dan motivasi belajar terhadap hasil belajar siswa kelas XI IPS di SMAN 2 dan 4 Probolinggo. Adapun kesimpulan hasil penelitian ini adalah (1) Ada perbedaan hasil

belajar sejarah antara kelompok siswa yang mengikuti pembelajaran dengan menggunakan komik digital dan kelompok siswa yang mengikuti pembelajaran dengan menggunakan e-book, (2) Ada perbedaan hasil belajar sejarah antara kelompok siswa yang mengikuti pembelajaran menggunakan komik digital dan e-book dengan motivasi belajar siswa. Dengan demikian penggunaan komik digital dan e-book berpengaruh pada hasil belajar sejarah, (3) Ada interaksi antara kelompok siswa yang mengikuti pembelajaran dengan menggunakan komik digital dan kelompok siswa yang mengikuti pembelajaran dengan menggunakan e-book dengan motivasi belajar siswa. Siswa yang memiliki motivasi tinggi nilai belajarnya tinggi sedang yang memiliki motivasi rendah hasil belajarnya rendah. Dalam kegiatan pembelajaran di era abad 21 guru disarankan menyediakan dan menggunakan media digital seperti komik gital ini, agar siswa tertarik dalam pembelajaran. Dengan demikian siswa bisa aktif dan memahami materi yang diajarkan oleh guru dan dapat meningkatkan prestasi belajarnya.

Kata Kunci: *Komik Digital, E-book, Motivasi, Hasil Belajar*

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Introduction

Education based on Law No. 20 of 2003 is a periodic conscious effort to create an interesting learning atmosphere and learning process, so that students actively develop their potential to have spiritual strength, self-control, personality, ingenuity, noble character, and skills that are expected of themselves, the people, nation and state. Education is a crucial component of efforts to improve quality human resources (Munawar & Suryadi, 2019). The learning process is said to be successful can be determined in three main aspects including learners, educators and learning resources used. However, in reality, the problem is that there is no balance between the three aspects.

History learning is learning that must be embedded at every level of education both at the elementary school, junior high school and senior high school school levels. (Ririk Ajeng Alfianti, Blasius Suprpta, 2019). In fact, history is a mandatory material that students must understand because it is a form of love for the homeland and respect for the services of fallen heroes. It is very important to use the right strategy in learning Science subjects this Social Knowledge, so that students are able to absorb and understand the essence and values from learning properly and correctly. In addition to the use of strategies and methods. Appropriate learning can also reduce the various weaknesses of learning methods conventional (Mufidah, 2022).

The literacy ability of 15-year-olds in Indonesia is very concerning. approximately 37.6% of them are only able to read without being able to grasp the meaning of something read and 24.8% are only able to relate texts read using one knowledge information (Karen et al, 2018). Literacy activities in recent years have been increasingly encouraged from

various parties ranging from the family environment, schools, down to the level of government. Of course, it provides positive things, because the quality of human resources will be boosted which aims to advance the country itself. Literacy activities are divided into literacy, numeracy, science, finance, and digital. These five types of literacy are being promoted and many governments are aware of the importance of literacy activities. Almost all provinces have abandoned this literacy activity. The target is aimed at this activity, namely students at the elementary level to the college level and can also touch the general public.

Comics are a visual learning media that can increase students' learning motivation, because comics prioritize students' sense of sight in obtaining material explained by the teacher. Meanwhile, according to its nature, learning comic media has a simple, clear, practical nature to be understood by students (Carlos et.al, 2020). The educational value of comic media in the learning process is beyond doubt. Several studies have proven that comic media in the learning process will build the interest of students, streamline the learning process, can increase interest in learning and build interest in appreciation (Sudjana, 2019). Learning using pictorial comics is expected to increase the motivation of students to better understand the complex material of the National Movement. Research suggests that the use of comics in the learning process can stimulate students' motivation and interest in a subject that is considered difficult to understand, stimulate discussion activities, build understanding, and prolong memory (Cheng Li, 2019).

In today's digital era, the role of teachers in learning is very important. The media is considered very effective in channeling excellent subject matter (Agus Susilo, 2021). The development of learning media in the form of comics and digital e-books can affect the level of boredom of students in reading books (Fauzi Rachman, 2020). The effectiveness level of learning media with the digital comic model gets a value from the material expert validation results of 96.5%, which means that this learning media is very feasible to use and effective, digital comic learning media also gets a value from the media expert validation results of 87.27%, which means that this learning media is very feasible to use and effective, this digital comic learning media also gets a value from peer validation results of 86.25%, which means that this learning media is very feasible to use and effective, digital comic learning media from the student response questionnaire gets very good and good grades (Yenni ernwati ,Rufii, 2020).

Based on the results of observations and discussions in the deliberations of probolinggo city history teachers in Class XI social studies at SMA Negeri 2 and SMA

Negeri 4 Probolinggo, students are still experiencing various difficulties in learning activities. This difficulty arises when discussing the history of the National Movement, especially about the struggle of R.A Kartini. Competency standards is analyzing the development of the Indonesian nation since the entry of western influence to the Japanese occupation. Basic Competency is analyzing the relationship between the development of new ideas and social transformation with awareness and national movements. The national movement sub-material on the women's movement. This problem is caused because the material presented by the teacher cannot be well received by students. In delivering learning materials, the media used by teachers does not provide a complete picture of the basic competence of the material. In addition, limited learning resources make it difficult for students to find information about the subject matter. This problem certainly results in the history learning process that is carried out tends to be boring and the results are not optimal.

The previous study that explain comics is good for learning one of them are research from Fitra Yurisma Kanti (2018) in his research entitled development of digital comic learning media in basic competence of payment systems and payment tools for class X IPS students at MAN 1 JEMBER. the results of his research showed that the large group test obtained an average score of 88% (very interesting) with the same time available in the syllabus for KD is 4x3 JP to 2x3 JP the average student's daily test score previously ie 75.75 increased to 84.33 after using digital comic learning media. Second, Wildana Harismawan (2020) in his research entitled The Use of Web-Based Comics in History Subjects for High School Students. The results of learning research using Web-based comic media, which can increase interest and make it easier for students to understand historical material that is considered boring. Fourth, Asyul Fiqri, Yanuar Al Fikri (2021) in his research entitled "development of android-based local historical comics as historical learning media". Android-based local historical comic applications are suitable for use by students in history lessons for material on the resistance of the Indonesian people against Dutch colonialism. Various studies on the use of digital comics and e-books as described above already exist. Therefore, this study wants to compare how efficiently it is used for the material for the women's movement (Kartini) in history lessons.

The test results show that digital comic learning media is interesting, efficient, and effective based on the presentation above, the purpose of the study was to determine the influence of the use of digital comics vs *e-books* and learning motivation on the historical learning outcomes of class XI social studies students at SMA Negeri 2 and SMA Negeri 4

Probolinggo for the 2021—2022 Academic Year. The process of using digital comics also considers the facilities and infrastructure in the two schools, namely SMAN 2 and SMAN 4 Probolinggo City which have been supported by information technology in the form of computers, LCD *projectors*, internet networks, and also students who already have *smartphones*.

Method

This research uses a quantitative approach using experimental methods. Experimental methods seek to determine whether *treatment* affects the results of a study. This influence is assessed by applying a certain *treatment* to a group (often called a *treatment* group) and not applying it to another group (often called a control group), then determining how the two groups determine the final result. In this study, researchers used a 2x2 factorial design with a *pretest-posttest control group design experiment design*. In this study, the population taken were class XI social studies students at SMA Negeri 2 Probolinggo and class XI social studies students at SMA Negeri 4 Probolinggo for the 2021/2022 academic year. There are 4 state senior high schools at the Probolinggo city level. The two schools were chosen on a par with the two schools, the reason for choosing the two schools was that the level was commensurate both in terms of the ability students and the economics of the students, the school facilities, and the zoning area. In this study, researchers used a type of cluster sampling. The *cluster random sampling* technique carried out by researchers is to take a random sample by drawing 4 classes XI of social studies at SMA Negeri 2 Probolinggo and 3 classes XI of social studies at SMA Negeri 4 Probolinggo. This can be done because class conditions are considered homogeneous so that each class has an equal chance of being sampled. The instruments that will be used in this study consist of questionnaires and tests. The class chosen for this instrument trial is class XI IPS 2 SMAN 4 Probolinggo on the grounds that the students in this class have the same characteristics as the sample class to be studied. Then the data collection technique can be done by interviewing, questionnaire, observation, and a combination of the three. The data collection method used in this study was to use questionnaires with likert scale and tests. The data analysis used in this study was by using ANOVA. The data analysis technique in this study is in the form of an Analysis Prerequisite Test Before the data is analyzed, it is necessary to conduct an analysis prerequisite test, namely the normality test and the homogeneity test.

Result and Discussion

This research was conducted based on initial observations made by researcher related to some problems that often occur in the learning process. The attitude of his lack of interest in reading in history learning arises because differences in the background as well as the capabilities of each individual itself. Therefore, It is very important to use the right media in learning history. The following will describe the results of research on the effectiveness of using digital comic media vs e-books as historical learning media.

1. Test Research Instruments

a. Test of validity and reliability of History Learning Outcomes Test

The data analysis technique uses SPSS version 26 with Pearson's Product Moment correlation, which is a validity test to determine whether each item of the question is valid. A question item is said to be valid if it has great support for the total score of the question. If the correlation value is greater than r of the table by 0.329 then the item is valid. From the calculation results by SPSS version 26 obtained the results in the table as follows:

Table 1. Results of Validity Analysis of Historical Learning Outcomes Test Questions

No.	Question Item	r count	r table $\alpha=0.05$ n=25	Conclusion
1	S1	0,6931	0,396	Valid
2	S2	0,8162	0,396	Valid
3	S3	0,7738	0,396	Valid
4	S4	0,1176	0,396	Invalid
5	S5	0,6995	0,396	Valid
6	S6	0,8518	0,396	Valid
7	S7	0,7556	0,396	Valid
8	S8	0,5804	0,396	Valid
9	S9	0,6071	0,396	Valid
10	S10	0,7294	0,396	Valid
11	S11	0,6332	0,396	Valid
12	S12	0,525	0,396	Valid
13	S13	-0,03	0,396	Invalid
14	S14	0,8318	0,396	Valid
15	S15	0,8601	0,396	Valid
16	S16	0,7929	0,396	Valid
17	S17	0,4977	0,396	Valid
18	S18	0,2227	0,396	Invalid
19	S19	0,5893	0,396	Valid
20	S20	0,6146	0,396	Valid
21	S21	0,6095	0,396	Valid
22	S22	0,4767	0,396	Valid
23	S23	0,6668	0,396	Valid
24	S24	0,7812	0,396	Valid
25	S25	0,5934	0,396	Valid

From table 1, data on the calculation of the validity of the test questions was obtained, the results of the learning results that from the 25 question items there were 3 invalid question items because they had a value below the table of 0.396, so that 22 valid questions were obtained. In this study, an instrument reliability or reliability test was carried out, because the instruments that are qualified for research purposes are reliable instruments. Testing the level of reliability or reliability of student learning outcomes test instruments used the alpha cronbach technique. Reliability or reliability is used to determine whether a test is trustworthy or not. If the alpha value of cronbach is greater than 0.6 then the problem has good reliability. Using SPSS version 26 obtained the results of the reliability test are shown in the table as follows:

Table 2. Test Results Reliability Test History Learning Outcomes

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,752	0,938	26

- b. Based on the data in table 2, the Cronbach's Alpha Based value of $0.752 > 0.6$ means that the instrument for the historical learning outcomes test is declared reliable so that it is feasible and can be used as a data collection tool.

2. Data Description

In this study, there are two kinds of data, namely data on student history learning outcomes and student motivation data which can be described as follows:

a. Description of Historical Learning Outcomes Data

In this study, data on student history learning outcomes were obtained from the history learning outcomes test which was carried out after receiving learning treatment, presented in the following table:

Table 3. Description of Learning Outcomes of Digital Comic History and E-Books

Pre Test					
Class		N	Mean	Std. Deviation	Std. Error Mean
Pretest	DIGITAL COMICS	64	58,31	9,348	1,169
	E-BOOK	66	55,76	9,826	1,210

Post Test

Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Digital Comics	85,438	0,816	83,823	87,052
E-Book	77,053	0,704	75,660	78,446

Thus, it can be said that the average pre-test score of history learning results with digital comics is 58.31 and the average post-test value is 85.438. Data were also obtained at the time of post-test that the highest frequency at values 92 and 96 and the lowest frequency at values 78 and 80.

Meanwhile, the average pre-test score of history learning results using *e-books* was 55.76 and the average posttest value was 77.053 Also obtained data at the time of post-test that the frequency was highest at 84 and 80 while the frequency of the lowest value was at 44 and 48.

b. Description of Student Motivation Data

In this study, student motivation data were obtained from learning motivation, which was calculated using SPSS version 26 presented in the following table:

Table 4. Description of Student Motivation of Digital Comics and *E-Books*

Descriptive Statistics				
Dependent Variables:	Posttest			
Motivation		Mean	Std. Deviation	N
Tall	Digital Comics	88,13	5,738	48
	E-Book	82,11	3,630	38
	Total	85,47	5,743	86
Low	Digital Comics	82,75	8,881	16
	E-Book	72,00	5,470	28
	Total	75,91	8,583	44
Total	Digital Comics	86,78	6,989	64
	E-Book	77,82	6,727	66
	Total	82,23	8,179	130

Thus from table 4 it can be said that of the 64 students who studied with digital comics, 48 students had high motivation and 16 students had low motivation. Meanwhile, of the 66 students who studied using *e-books*, there were 38 students who had high motivation and 26 students who had low motivation.

c. Data Normality and Homogeneity Test

Hypothesis testing in this study must meet the requirements criteria where all data obtained must be tested for normality and homogeneity of variance. The distribution of data in this study was tested for normality using the Kolmogorov-Smirnov test, while the variance homogeneity test used levene's test.

1. Normality Test

The distribution of data in this study is Learning Outcomes tested for data normality. The calculations in this study obtained the results that the learning outcomes had a normal distribution. The normality of the distribution of learning outcomes data looks like in the following table:

Table 5. Results of Normality Test Analysis of Historical Learning Outcomes

Class		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest	DIGITAL COMICS	0,100	64	0,180	0,972	64	0,159
	E-BOOK	0,106	66	0,061	0,976	66	0,229

Using the Kolmogorov-Smirnov test in table 5. above, the value of history learning outcomes with digital comics was obtained at 0.100 and significance at 0.180. For student history learning outcomes with *e-books*, it is 0.106 and the significance is 0.061. Since the significance value is greater than 0.05, according to the basis of decision making in the Kolmogorov Smirnov normality test above, it can be concluded that the data are normally distributed.

2. Homogeneity Test

The distribution of data in this study is the distribution of data on student motivation towards learning outcomes using digital comics and learning using *e-books* tested for homogeneity. In this study, the results were obtained that student motivation data had a homogeneous distribution both in learning with digital comics and *e-books*. Homogeneity of the distribution of data Student motivation is seen in the results of the Levene test, as in the following table

Table 6. Homogeneity Test Results of Historical Learning Outcomes

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error
Pretest	DIGITAL	64	58,31	9,348	1,169
	COMICS				
	E-BOOK	66	55,76	9,826	1,210

From the calculation results with the Levene test in table 6, a Phitung value of 0.131 and a significance of 0.718 were obtained. Because a significance value of 0.718 was obtained and the value was greater than 0.05 or ($0.718 > 0.05$) it can be concluded that the student data is homogeneous, both in digital comics and *e-books*.

d. Hypothesis Test

This study consists of 3 hypotheses, where in this section the results of statistical calculations for hypothesis testing are used by the Two-Line Anova technique using SPSS version 26. Such calculations are used to test hypotheses 1, 2 and 3. A summary of the calculation results is presented in the following table:

Table 7. Summary of Calculation Results of Two-Lane Variance Analysis

Tests of Between-Subjects Effects

Dependent Variables: Posttest					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4603.248 ^a	3	1534,416	48,024	0,000
Intercept	726538,904	1	726538,904	22739,143	0,000
Motivation	1648,548	1	1648,548	51,596	0,000
Class	1934,628	1	1934,628	60,550	0,000
Motivation * Class	153,927	1	153,927	4,818	0,030
Error	4025,829	126	31,951		
Total	887676,000	130			
Corrected Total	8629,077	129			

The data for testing hypotheses 1, 2 and 3 are as follows:

1. Hypothesis Testing 1

The first hypothesis reads:

H_a: There are differences in history learning outcomes between groups of students who were treated using digital comics and groups of students who used *e-books* in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

H_o: There is no difference in history learning outcomes between groups of students who were treated using digital comics and groups of students who used *e-books* in class XI

social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

From the SPSS calculation regarding the use of teaching materials obtained a significance level value of 0.029 and the value is less than 0.050 or ($0.029 < 0.050$), it can be concluded that H_0 is rejected and H_a is accepted meaning that there are differences in history learning outcomes between groups of students who are treated using digital comics and groups of students who use *e-books* in class XI social studies students of SMAN 2 Probolinggo and XI social studies of SMAN 4 Probolinggo for the 2021/2022 academic year.

2. Hypothesis Testing 2

The second hypothesis reads:

H_a : There are differences in history learning outcomes between groups of students who have high learning motivation and low learning motivation in class XI social studies XI social studies students of SMAN 2 Probolinggo and XI IPS SMAN 4 Probolinggo for the 2021/2022 academic year.

H_0 : There is no difference in history learning outcomes between groups of students who have high learning motivation and low learning motivation in class XI social studies students of SMAN 2 Probolinggo and XI IPS SMAN 4 Probolinggo for the 2021/2022 academic year.

From calculating the interaction between learning and motivation methods using SPSS version 26, a significance level value of 0.012 was obtained and the value was less than 0.050 or ($0.012 < 0.050$), it can be concluded that H_0 was rejected and H_a was accepted meaning that there was a difference in history learning outcomes between groups of students who had high learning motivation and low learning motivation in class XI social studies students of SMAN 2 Probolinggo and XI IPS SMAN 4 Probolinggo in the year lesson 2021/2022.

3. Hypothesis Testing 3

The third hypothesis reads:

H_a : There is an influence of interaction between digital comics and *e-books* and with student learning motivation on history learning outcomes in class XI social studies students of SMAN 2 Probolinggo and XI SOCIAL STUDIES SMAN 4 Probolinggo for the 2021/2022 academic year.

H₀: There is no influence of the interaction between digital comics and *e-books* with student learning motivation on history learning outcomes in class XI social studies students of SMAN 2 Probolinggo and XI IPS SMAN 4 Probolinggo for the 2021/2022 academic year.

From calculating the interaction between the use of teaching materials and motivation using SPSS version 26, a significance level value of 0.000 was obtained and the value was less than 0.050 or ($0.000 < 0.050$), it can be concluded that H₀ is rejected and H_a is accepted meaning, There is an influence of interaction between learning with digital comics and *e-books* with learning motivation on student learning outcomes.

4. Discussion of Theory

Based on the description of the data and the hypothesis test it can be argued that:

A. In the first hypothesis test, it showed that there were differences in historical learning outcomes between groups of students who were treated using digital comics and groups of students who used *e-books* in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

Uno & Nurdin M (2018) in a book entitled learning with the PAIKEM approach said that individual learning readiness is determined by the mastery of previously learned knowledge, reading and listening skills, the level of education that has been achieved and the level of difficulty of the material. This means that teachers in the learning process need to consider students' absorption ability which is closely related to initial abilities, interests, and attention related to the level of expected learning outcomes in accordance with previous learning readiness.

In learning activities, teachers are required to be innovative in the classroom. Low interest in reading leads to low activity and learning outcomes. Online teaching and learning activities that run in real time make teachers have to be good at determining the right application for continuity in learning activities (Musabikha R., Muqsith, & Maulana; 2022). The complexity of the teaching materials delivered further makes students less interested in reading textbooks including history books. Students tend to be interested in reading picture storybooks such as comics rather than textbooks because comics have a coherent and regular storyline that makes it easier to remember. The role of comics as learning materials is one of the ways that is seen as effective to teach and develop student creativity so that student scores increase.

B. In the second hypothesis, it shows that there are differences in mathematics learning outcomes between groups of students who have high learning motivation and low learning motivation in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

Motivation is essentially an internal and external impulse in learners who are learning to make behavior changes. Motivation is a process that gives the spirit of learning, direction and persistence of behavior. This means that motivated behavior is one that is full of energy, purposeful and enduring.

From the description above, it can be concluded that learning motivation is closely related to learning goals so that it has a big impact on learning outcomes. According to Kurniawan (2017) there are three functions of learning motivation, namely:

1. Encourages humans to do, so as a drive or motor that releases energy.
2. Determine the direction of the action, namely in the direction of the goal to be achieved.
3. Selecting deeds, namely determining what actions must be done that are compatible in order to achieve the goal by setting aside actions that are not beneficial to the goal. So students who have high motivation towards history learning outcomes will get good grades.

C. In the third hypothesis test, it was shown that there was an influence of interaction between the use of digital comics and the use of *e-books* with student learning motivation on mathematics learning outcomes in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

There is an interaction between learning the use of digital comics and learning the use of *e-books* as well as learning with student motivation towards student history learning outcomes because the media is chosen appropriately and used as a learning resource, and student motivation is a motive that encourages a person to race against the advantages of others and one's own excellence and one's tendency to improve or maintain skills in all fields with quality standards as guidelines, which in the end student learning outcomes can be known after learning treatment with historical learning outcomes test instruments.

This makes it clear that using digital comics and the use of *e-books* with the motivation to learn together have a significant influence on the achievement of historical learning outcomes. There were differences in student learning outcomes in classes that

used digital comics with students in classes who used *e-books*, which in this study the use of digital comics was better than the use of *e-books*.

Conclusion

Based on the general description, hypothesis testing and discussion, it can be concluded as follows:

1. There are differences in history learning outcomes between groups of students who take part in learning using digital comics and groups of students who take part in learning using *e-books* in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.
2. There are differences in history learning outcomes between groups of students who take part in learning using digital comics and *e-books* with student learning motivation. Thus, the use of digital comics and *e-books* has an effect on the results of learning history in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.
3. There is interaction between groups of students who take part in learning using digital comics and groups of students who take part in learning using *e-books* with student learning motivation. Thus, those who have high motivation have high learning scores, medium ones who have low motivation, their learning outcomes are low in class XI social studies students of SMAN 2 Probolinggo and SMAN 4 Probolinggo for the 2021/2022 academic year.

Suggestion

1. Schools as formal educational institutions in this 21st century era, teachers are expected to be able to use media that are in accordance with the development of technology such as the use of digital comics. Comics can interest students in learning. Because with media that is in accordance with student habits, students are motivated to learn so that their knowledge is more widely developed and learning outcomes are improved.
2. In this digital era, the use of books as learning materials is no longer the era. Teachers as facilitators must digitize learning media so that students can open and read it anytime and anywhere when there is free time because the teaching materials are already in the hands of students. The use of *e-books* can help students to make learning easier, although from the results of this study, student learning outcomes are

not so great compared to using digital comics, because students are more interested in teaching materials that have pictures.

3. Student motivation greatly affects student learning outcomes. If student motivation towards lessons is low, then the learning outcomes are low but if student motivation is high, student learning outcomes are also high. Therefore, teachers before starting learning activities, teachers must be able to provide motivation to students so that they are ready to learn.

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