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Development of Animated Comic Media Containing Local Wisdom "Learning the Culture of Dam Bagong Trenggalek" to Improve Cultural Literacy Students Grade IV Elementary School

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Abstract
Cultural literacy is an important part of learning to support the Independent Curriculum, especially on the theme of exploring local wisdom. However, the younger generation's attention to local culture is decreasing due to modern developments. This study aims to develop an animated comic media containing local wisdom "Learning the Culture of Dam Bagong Trenggalek" to improve the cultural literacy students grade IV elementary school. The method used is Research and Development (R&D) with the ADDIE development model. The research sample consisted of 90 students from four elementary schools in Trenggalek District, namely SDN 2 Ngantru, SDN 2 Surodakan, SDN 1 Sumbergedong, SDN 3 Tamanan with a purposive sampling technique. Data collection techniques included observation, interviews, questionnaires, tests, and documentation. The validation results showed a score of 93% for media experts, 92.5% for material experts, and 92.5% for language experts, which is classified as very valid. The practitioner's assessment obtained a score of 97.5% and is classified as very practical. The effectiveness test showed an increase in pretest and posttest results of 32.5% on a field scale. The hypothesis test showed a significance value of 0.000 < 0.05. The N-Gain value of 86.12 is included in the high category. Student responses to the media reached 99.34% and were classified as very interesting. The results of the study concluded that the animated comic media containing local wisdom "Learning the Culture of Dam Bagong Trenggalek" is very valid, practical, interesting, and effective in improving the cultural literacy students grade IV elementary school.

Keywords: Animated Comic Media; Trenggalek Bagong Dam Culture; Local Wisdom; Cultural Literacy

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1. INTRODUCTION

The Indonesian education curriculum continues to undergo renewal as a form of adaptation to changing times. Current advances in science and technology impact various aspects of human life, including education (Setiawan et al., 2022). The Independent Learning Curriculum (Curriculum Merdeka) is an innovation in the national education system, offering a more flexible and contextual learning approach. The concept of the Independent Learning Curriculum encourages all students to be more active in learning according to their preferred learning style (Setiawan et al., 2022). This curriculum requires educators to teach according to students' learning cycles and potential (Yunitasari et al., 2024). One important element emphasized in this curriculum is the instillation of comprehensive literacy, including cultural literacy (Mulyasa, 2023). Cultural literacy is a crucial aspect in shaping students' character because it fosters awareness of the nation's values, norms, and cultural identity.

Literacy awareness in general remains relatively low, particularly in the aspect of cultural literacy, which specifically targets the introduction and preservation of local culture. The OECD's Program for International Student Assessment (PISA) survey (2022) ranked Indonesia 69th out of 81 countries in reading literacy, with only 25.46% of students achieving the minimum standard (Amelia, 2023). This situation poses a significant challenge for Indonesian education, particularly in efforts to instill a reading culture and understanding of local wisdom values from an early age. Iskandar (2024) stated that weak cultural literacy directly impacts the sustainability of national culture. The need for local culture-based education is increasingly pressing to prevent students from being uprooted from their own cultural roots.

The Independent Curriculum encourages the exploration of local culture as part of learning activities. The government encourages activities such as local wisdom exploration festivals as a concrete form of cultural integration in learning. Handayani (2022) emphasized that the integration of local wisdom into the curriculum contributes significantly to the formation of the Pancasila Student Profile. Teachers play a crucial role as learning facilitators, expected to develop media and learning strategies based on local culture (Shufa, 2018). The current challenges are the uneven implementation of cultural literacy and the limited availability of learning media capable of facilitating students' cultural understanding.

Each region in Indonesia possesses a rich and diverse array of local wisdom, including Trenggalek. The Nyadran Dam Bagong tradition is a local cultural heritage that is crucial to introduce to the younger generation to ensure its values are preserved. This activity incorporates spiritual, social, and ecological elements that are highly relevant to instill in students. The commitment to introducing local wisdom to students must be supported by engaging and contextual learning media to facilitate understanding of these cultural values. Ahsani and Azizah (2021) state that cultural literacy encompasses not only cultural knowledge but also fosters an appreciation for national identity.

Science learning at the elementary school level includes material on the cultural diversity of the surrounding community. This material is highly suitable for use as a means of integrating local culture-based learning. Azzahra (2024) and Kharismawati (2023) emphasized that science learning offers significant opportunities to incorporate elements of local wisdom into learning activities, as the context is closely related to

students' lives. The Nyadran Dam Bagong tradition in Trenggalek, a concrete example of community customs, can serve as relevant learning material.

Observations of several elementary schools in Trenggalek indicate that cultural literacy is still under-optimized. SDN 2 Ngantru is still limited to general literacy and the use of YouTube media. Teachers at SDN 2 Surodakan admitted that they have introduced cultural literacy through stories, but students have difficulty understanding the cultural messages. At SDN 1 Sumbergedong, teachers reported that students find reading full texts without supporting visuals boring. Meanwhile, at SDN 3 Tamanan, local culture is only introduced to names and origins without exploring its values. These four schools have never used local wisdom-based comics as a learning aid.

Visual-based learning media, such as animated comics, are considered more engaging and easier for students to digest. Comics can convey cultural messages with a fun, narrative, and visual approach, so students don't feel overwhelmed when reading. Budiarsa (2022) stated that innovatively packaged media, such as comics or storybooks based on local culture, can effectively instill cultural values and knowledge in students. Comics, as illustrated storytelling media, contain both entertainment and educational elements (Ngazizah & Oktaviani, 2022). So that, the ease of understanding messages through images makes comics a highly effective tool for increasing interest in cultural literacy.

Previous research has demonstrated the effectiveness of comics in improving student literacy. Lestari et al. (2023) developed comics for fourth-grade students' reading skills and obtained excellent validity results. Suwarti et al. (2020) developed comics based on local wisdom to help students understand messages in fairy tales and received high validation from experts. Enjoni et al. (2023) developed a Minangkabau culture-based comic to strengthen the Pancasila character of students and received a very positive response from teachers and students. All three studies demonstrate that comics are effective in elementary school learning. Significant differences between previous studies and this study lie in the context, media format, and primary objectives. Previous studies focused on improving reading skills or understanding moral messages in general, while the comic development in this study is specifically aimed at fostering local cultural literacy in Trenggalek through the introduction of the Dam Bagong Nyadran tradition. This study also used animated comics designed with digital applications such as Canva and Microsoft Word, making them easy for teachers to replicate. The media focused on students' local cultural experiences as a form of contextualization of cultural learning that was close and relevant to their lives.

The use of animated comics as a medium for learning cultural literacy has never been implemented in the elementary school where the research was conducted. Students in the area tend to be unfamiliar with local cultural traditions. This situation provides a strong backdrop for developing visual and narrative-based media to strengthen science and science learning. The main objective of developing this media is to improve students' cultural literacy, foster a love for local culture, and strengthen their character as a generation of preservers of the nation's culture. This research addresses several issues encountered in elementary schools, such as students' low understanding of local culture, limited contextual learning media, and teachers' challenges in designing innovative media. The objectives to be achieved include identifying the initial conditions of students' cultural literacy, developing animated comic media designs

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containing local wisdom, testing the media's validity, implementing the media in learning, and testing the media's effectiveness in improving students' cultural literacy.

Cultural literacy is not only about cultural knowledge, but also about instilling an attitude of respect, preservation, and practice of cultural values in everyday life. Reinforcing these values is important from an early age through enjoyable, communicative, and contextual learning. Animated comics are a promising medium because they combine elements of entertainment, narrative, and visuals, which can increase students' interest in reading and understanding of local culture. The development of animated comic media containing local wisdom, the Nyadran Dam Bagong tradition, is expected to be an alternative solution for teachers in implementing social studies lessons with local cultural elements. This media also supports the Independent Curriculum policy which prioritizes cultural exploration as part of strengthening the Pancasila Student Profile.

2. LITERATURE REVIEW

2.1. Instructional Media

Learning media is an essential component that plays a role in supporting the teaching and learning process, ensuring that the messages conveyed by educators are more easily and meaningfully received by students. The use of learning media contributes significantly to the effective and efficient achievement of educational goals. Nurrita (2018) explains that learning media functions as a tool in the learning process to clarify the meaning of messages. This view aligns with Suryani's (2016) opinion, which states that media is a means of conveying messages from learning resources to students. It is not limited to physical form but also includes learning materials that can impart knowledge and skills. Hidayat et al. (2022) further reinforces that learning media is anything that can stimulate students' learning processes. Through the use of media, the process of delivering material becomes more communicative and engaging, especially for students who tend to have a visual learning style. The use of media not only aids in delivering material but also serves as a bridge to incorporate local values into the classroom, so that students not only understand the lesson but also recognize their environment.

Types of learning media are very diverse and are classified based on the sensory channels used in their application. Ibrahim et al. (2022) divide media into three main categories: visual, audio, and audiovisual. Visual media are those that can only be seen, such as images, books, and posters. Audio media are used through the sense of hearing, such as sound recordings and radio. Audiovisual media combine both sight and hearing, for example, videos and short films. Saleh et al. (2023) add another classification: auditory media, which focus on sound; visual media based on images or text; and audiovisual media, which display both images and sound. Learning media can be categorized into graphic media, such as charts, photos, and comics; three-dimensional media, such as solid models and mock-ups; projection media, which use aids such as projectors or film; and environmental media, which utilize real-world conditions as learning resources. This diversity of media types provides flexibility for educators to choose media that suits the characteristics of the material and the needs of students, while also enabling the integration of local cultural contexts into teaching and learning activities.

The benefits of learning media are significant in supporting the creation of effective, engaging, and meaningful learning. Istiqlal (2018) explains that learning media can align perceptions through uniform material delivery, clarify information presentation, increase interactivity in the classroom, and help with the efficient use of time and energy. Furthermore, media contributes to improving the quality and outcomes of learning, enabling flexible learning, and fostering positive student attitudes toward the subject matter. Firmadani (2020) emphasizes that learning media can clarify messages and teaching materials, overcome limitations of space and time, provide contextual learning experiences based on students' lives, and increase interest in learning. These benefits demonstrate that learning media is not merely a tool but a strategic tool in creating an innovative, enjoyable learning environment that is oriented toward the needs and characteristics of students. With the right approach, media can bridge the gap between academic material and the realities of life, including introducing local wisdom values that enrich students' identities from an early age.

2.2. Animated Comic Media

Animated comics are a form of visual learning media designed through a combination of images, text, and a compelling storyline. Animated comics contain simple narratives and strong visual expression, making them easy for students to understand. Dewi and Hartoto (2023) state that animated comics are stories presented using unique images and animated characters that convey learning messages in a light and engaging way. The plot in animated comics is structured through a series of visuals and dialogue, facilitating comprehension and providing entertainment for readers. Comics also serve as a visual communication tool, conveying messages quickly and effectively by combining the power of visuals and narrative. This medium can capture the attention of both children and adults, making it a strategic alternative for delivering culturally based learning materials in a contextual and engaging manner.

Animated comics have distinctive characteristics that distinguish them from other learning media. The proportional nature of the image and text layout makes the storyline easy to follow. Siregar (2021) notes that animated comics are neatly structured and convey the reader's emotions toward the characters. The language used is colloquial, enhancing the message's impact. The liberal use of primary colors adds additional visual appeal. Comic stories are concise and contain elements of humor and heroism, thus enhancing the reader's emotional connection to the characters (Susanto et al., 2022). Character depictions are simplified to make them easily recognizable, while story themes typically center on everyday life. These characteristics enable animated comics to create a fun and educational reading experience, especially when the learning material is linked to students' real-life experiences or environments.

The implementation of animated comics in learning is structured to optimally achieve learning objectives. The process begins with the teacher preparing the media and teaching materials. Aprillia et al. (2021) explain that learning begins with a pre-test to measure students' initial abilities, followed by a direct presentation of the comic. The teacher provides reading guidance to ensure a thorough understanding of the story. After completing the reading process, students take a post-test to gauge final understanding. The activity concludes with a discussion and material reinforcement session. Hasan et al. (2021) add that the process of using comics involves three main stages: preparation, implementation, and follow-up. Teachers need to adapt comics to relevant teaching materials and students' learning styles to maximize their use. These

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steps demonstrate that the application of animated comics is not merely visual entertainment, but rather an integral part of a contextual learning approach that simultaneously engages students' cognitive and affective domains.

2.3. Local Wisdom

Local wisdom is a manifestation of community wisdom rooted in noble values and passed down from generation to generation. These values encompass traditions, customs, arts, and community knowledge and skills, reflecting a region's identity (Njatrijani, 2018). Local wisdom grows from a community's collective experience and understanding of the environment, culture, and social life. Akmal (2021) states that local wisdom is a unique strength in maintaining a community's noble values. Introducing local wisdom from an early age is considered strategic in strengthening cultural identity and shaping students' character. Local wisdom not only serves as a cultural heritage but also serves as a source of contextual and relevant learning for students' lives.

The distinctive characteristics of local wisdom cannot be separated from its accompanying characteristics. According to Dorongsihae et al. (2022), local wisdom encompasses ethical, environmentally conscious policy knowledge, and is rooted in the experiences of community elders. Ruhana and Furqan (2023) added that local wisdom is built on collective experience that has been tested over time. This wisdom is able to adapt to current culture, is dynamic, and is closely linked to the belief systems and convictions of the community. These characteristics demonstrate that local wisdom is contextual, adaptive, and continues to evolve with changing times without losing its moral essence. Local wisdom is not rigid, but is able to integrate into the social and cultural life of the community that continuously develops it.

One concrete example of local wisdom can be seen in the Nyadran Dam Bagong tradition in Trenggalek. This tradition is a cultural ceremony still preserved by the community and holds spiritual and historical significance. The ceremony honors the figure of Adipati Menak Sopal, who is credited with building the Bagong Dam as a solution to farmers' irrigation problems in the past (Putri & Susilo, 2023). This tradition is not only steeped in religious values but also teaches the importance of mutual cooperation, gratitude, and respect for history. The Nyadran procession, which involves reading the Koran, slaughtering buffaloes, and waving to the dam, reflects the blend of cultural and spiritual values that live within the Trenggalek community. This activity also serves as a means of cultural learning for the younger generation, while preserving traditions from being eroded by modernization.

Animated comics containing local wisdom are an effective alternative for conveying cultural values to students. Animated comics, as a visual medium, combine the power of images and text, making them easy to understand and engaging for children (Ambaryani & Airlanda, 2017). Learning materials presented through contextual comic stories, such as the Dam Bagong culture, can naturally enhance students' cultural literacy. The implementation of this media involves media preparation, pre-testing, comic presentation, post-testing, and a question-and-answer and reflection session (Aprillia et al., 2021). The use of animated comics provides students with a space to understand culture in a fun and participatory way, in line with a local wisdom-based learning approach. The storyline, which is close to students' daily lives, makes learning more meaningful and memorable. The use of animated comics in local wisdom-based learning has advantages and disadvantages. Pratama et al. (2022)

stated that this media can foster reading interest, increase learning motivation, and help students remember difficult material. This media also serves as a bridge to more serious reading. The advantage of animated comics containing local wisdom is seen in their ability to foster a love of local culture, especially through narratives about the history and uniqueness of traditions such as Nyadran Dam Bagong. However, the simplicity of the content and reliance on visualization can be a challenge if not balanced with a varied learning approach. Strengthening strategies are needed so that animated comics are not only entertainment, but also a means of character building and instilling the noble values of the nation's culture (Njatrijani, 2018).

2.4 Local Cultural Literacy

Cultural literacy is an important skill for every individual to possess as a form of awareness of national identity. This literacy encompasses an understanding of cultural diversity, traditional values, and behaviors that reflect tolerance toward other cultures. Yuki (2020) stated that cultural literacy serves as the foundation for individual character formation in recognizing and appreciating Indonesia's rich cultural heritage. Putri and Nurhasanah (2023) added that cultural literacy encompasses more than just recognizing cultural values, but also the ability to act as a tolerant citizen toward cultural differences. Cultural literacy indicators consist of several key aspects that can be used as references in the learning process. Lestari et al. (2022) classified four important indicators of cultural literacy: understanding cultural complexity, knowing one's own culture, understanding civic obligations, and caring for culture. Each indicator plays a specific role, ranging from awareness of personal cultural identity to empathy for other cultures. Fitriyyah et al. (2024) confirmed that these four indicators complement each other in forming a comprehensive cultural understanding. This study focuses on two key indicators: knowing one's own culture and caring for culture. These two indicators are considered adequately representative of the essence of cultural literacy because they lead to strengthening students' identity and their awareness of preserving local culture.

Factors influencing cultural literacy are divided into supporting and inhibiting factors, originating from the surrounding environment and the individual themselves. Setiawati and Lestari (2023) identified supporting factors as including the community environment, classroom environment, and learning materials that support the strengthening of cultural literacy. A conducive environment provides space for students to recognize and appreciate the cultural diversity around them. On the other hand, several inhibiting factors were also identified, such as uncomfortable classroom conditions, limited student understanding, and unforeseen events that hinder learning. Mulasih and Hudhana (2020) divided these factors into internal factors, such as low interest in reading and a lack of awareness of the importance of cultural literacy, and external factors, such as the limited availability of cultural books, high prices, and lack of support from parents and the school community. These factors need to be identified early on so that cultural literacy programs can be implemented optimally and comprehensively in the educational environment.

The application of appropriate learning media plays a crucial role in improving students' cultural literacy. Nafala (2022) explains that learning media is a tool capable of conveying instructional information effectively. One relevant medium is animated comics. Animated comics can be used as a means of conveying local cultural values and

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traditions in a fun way. This medium can stimulate students' interest and understanding of the culture around them through storylines that are relevant to real life.

3. METHODS

This study uses a research and development (R&D) method that aims to produce and refine a product based on certain references and standards through systematic stages. Research and Development is a scientific approach to research, design, produce, and test the validity of a product so that the product developed can be accounted for. The development model used is the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation which focuses on the learning process and product development in a systematic, structured, and tested for effectiveness and validity. The location of the study was carried out at SDN 2 Ngantru, SDN 2 Surodakan, SDN 1 Sumbergedong, and SDN 3 Tamanan, Trenggalek District, Trenggalek Regency, while the research population was grade IV elementary school students throughout Trenggalek District because at that level there is cultural literacy material that contains the theme of cultural diversity and local wisdom. The sampling technique used purposive sampling based on certain considerations, such as fourth grade students, similarity of curriculum namely independent curriculum, science learning material Chapter 7 on the topic of local wisdom in my surrounding community, and the unavailability of animated comic media containing local wisdom "Learning the Culture of Dam Bagong Trenggalek" as a learning support. Data collection techniques consisted of observation, interviews, questionnaires, and cultural literacy tests, while research instruments included interview guidelines, expert validation questionnaires (media, materials, language, practitioners), needs questionnaires, and cultural literacy tests. Instrument tests included validity, reliability, discrimination, and level of difficulty. Data analysis was carried out to obtain conclusions from the collected data, including prerequisite tests consisting of normality tests and homogeneity tests. The normality test used Shapiro-Wilk with the help of SPSS 25.0 to determine whether the data distribution was normal or not based on the significance value. The homogeneity test used Levene's test to determine the similarity of variances between sample groups based on one-way analysis of variance. Hypothesis testing using Paired Sample t-test to determine the significant difference between the pre-test and post-test scores of cultural literacy of fourth grade students after using the animated comic media "Learning the Culture of Dam Bagong Trenggalek", with the hypothesis Ha stating that there is an increase in cultural literacy and Ho stating that there is no increase in cultural literacy. The test criteria are Ha is accepted if the sig value ≤ 0.05, and Ho is accepted if the sig value ≥ 0.05. The effectiveness of the learning media is tested using the N-Gain test which is carried out to calculate the difference between the pre-test and post-test scores to determine the level of increase in cultural literacy, and to determine whether the use of the animated comic learning media is effective or not based on the results of the N-Gain calculation through the help of SPSS 25.0.

4. RESULTS

4.1 Initial Product Development Results

The method of developing the animated comic media "Learning the Culture of Dam Bagong Trenggalek" in improving the cultural literacy of fourth-grade students uses the ADDIE model. The ADDIE model consists of five stages: analysis, planning,

development, implementation, and evaluation. The analysis stage was conducted through interviews and observations of fourth-grade teachers at SDN 2 Ngantru, SDN 2 Surodakan, SDN 1 Sumbergedong, and SDN 3 Tamanan. The results of the interviews showed that the four schools had implemented literacy habits, but cultural literacy had not been implemented comprehensively, especially in learning related to local wisdom. Teachers stated that the learning media used were still limited to textbooks and online videos, while animated comic media had never been used in learning. The researcher also conducted a needs analysis by giving ten questions to students to determine their needs for the developed media. The results showed that students needed media that was fun and easy to understand. In addition, the researcher analyzed the material of Science Chapter 7, Topic A, which is directly related to local wisdom. This material includes an understanding of cultural diversity, local history, and preservation efforts. Learning outcomes were derived into specific learning objectives to make the learning process more structured and relevant. This objective was designed to help students understand local cultural concepts through a comic that highlights the Dam Bagong Nyadran tradition, a cultural icon of Trenggalek.

The planning stage began with the development of a storyline for the animated comic. The story was designed using Microsoft Word and adapted based on the science and science material related to cultural diversity and local wisdom. Once the storyline was developed, the process continued with the media design stage using the Canva application. Researchers selected and designed visual elements such as the cover, characters, setting, and dialogue that illustrate Trenggalek's cultural traditions. All these elements were systematically arranged to support students' understanding of local wisdom and strengthen cultural literacy. The product design was designed to be as engaging as possible to engage students and facilitate their understanding of the comic's content. Each section of the comic contains educational elements that align with the learning objectives and the local values intended to be instilled in students.

4.2 Assessment / Validation Results

The animated comic media “Learning the Culture of Dam Bagong Trenggalek” was developed through the stages of material preparation, visual design, and storyline development according to the results of the analysis and planning. After the development was completed, the media was tested through expert validation involving media experts, material experts, linguists, and education practitioners. The results of the media expert validation showed a percentage of 93% which is included in the very valid category based on the criteria of appropriateness of appearance, design, font size, layout, and overall visual appeal. The material expert validation showed a percentage of 92.5% based on an assessment of the content, the relationship of the material to the curriculum, and relevance to learning outcomes, and obtained input in the form of suggestions for improving the content. The validation of language experts showed a percentage of 92.5% through an assessment of the accuracy of language use, clarity of sentences, and readability of the text, and was accompanied by comments as material for media improvement. Validation from education practitioners obtained a percentage of 97.5% which is included in the very practical category, because the media meets the criteria of implementation, ease of use, attractive appearance, and communicative language. The assessment results from the four validators stated that the animated comic media "Learning the Culture of Dam Bagong Trenggalek" was very suitable and very practical to use in the learning process to improve students' cultural literacy.

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4.3 Product Trial Results

The trial results of the animated comic media product "Learning the Culture of Dam Bagong Trenggalek" began with a small-scale test conducted on 20 students from four different elementary schools. This test aimed to assess improvements in cultural literacy understanding before and after using the developed learning media. Pretest results showed an average score of 58.8, while posttest results increased to 92%. This 33.2% increase indicates that the animated comic media can contribute to improving students' understanding of cultural literacy, particularly in the topic of local wisdom. Student responses to the media were also assessed using a questionnaire covering aspects of readability, ease of use, and content comprehension. The questionnaire results showed a percentage of 98.5%, categorized as very interesting. Some statements received slightly lower scores due to reasons such as the font size being deemed too small or the language being deemed too formal. Nevertheless, almost all students stated that the media was easy to use and significantly helped them understand material related to cultural traditions such as Nyadran Dam Bagong. A field trial was conducted on 90 students from SDN 2 Ngantru, SDN 2 Surodakan, SDN 1 Sumbergedong, and SDN 3 Tamanan to ensure the overall effectiveness of the media. The pretest results showed an average score of 62.1 while the average posttest score increased to 94.6. There was an increase of 32.5%, indicating that the use of animated comic media had a positive impact on students' understanding of cultural literacy. The collection of questionnaire data from the large-scale trial also produced a positive response with an average score of 99.34%, which was categorized as very interesting. A small number of students gave lower scores on the aspects of letter readability and physical durability of the media due to the small letter size and the print material that could still be damaged.

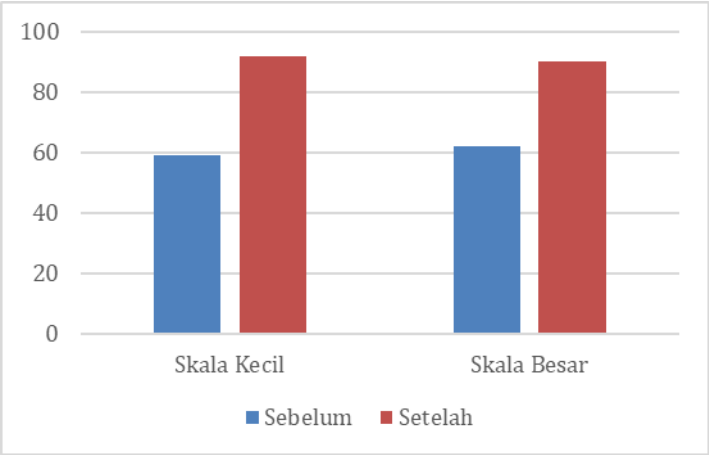


Figure 1. Comparison of Pretest and Posttest Results in Small-Scale and Large-Scale Tests

4.4 Product Development Evaluation

Hypothesis testing was conducted to determine the success of the development of the animated comic media containing local wisdom "Learning the Culture of Dam Bagong Trenggalek" to improve the cultural literacy students grade IV elementary school through statistical analysis using paired sample t-test. The calculation results showed a significance value of 0.000 which is smaller than the significance limit of

0.05, thus indicating a significant difference between the pretest and posttest results. The average value of the posttest results was higher than the pretest value, which means there was an increase in cultural literacy after students used the animated comic media. These results strengthen that Ha is accepted and H0 is rejected, so the use of animated comic media can be declared successful in improving students' cultural literacy skills. Testing the effectiveness of the media through the N-Gain test was conducted to measure the extent of improvement in students' abilities from pretest to posttest. Based on the calculation results, the average N-Gain score was 86.12 which is included in the very effective category because it exceeds the threshold of 76%. All students obtained N-Gain scores between 61.54 and 100%, indicating a consistent increase in all test subjects.

5. DISCUSSION

Cultural literacy learning requires a contextual and engaging approach to enable students to understand and appreciate local wisdom in their surroundings. Fourth-grade teachers at several elementary schools expressed the importance of using engaging media in delivering cultural materials, although limited time and resources force teachers to rely solely on supplementary textbooks and videos from online channels. The animated comic-based learning media developed responds to this need through engaging visual design, stories relevant to the local context, and simple, easy-to-understand presentation of the material. The use of comics can be an effective strategy for fostering reading interest and strengthening students' understanding of cultural values. Comics based on local wisdom provide a unique appeal and strengthen the connection between students and their socio-cultural environment. The use of comics as a learning medium plays a crucial role in creating enjoyable learning experiences and supporting the development of student character who care about the nation's cultural heritage (Iman, 2022).

Animated comics containing local wisdom have proven to be a solution for improving cultural literacy, based on various previous studies with similar focuses and approaches. Lestari et al. (2023) showed that local wisdom comics are effective in improving reading skills and are considered highly appropriate by experts and students. Research by Suwarti et al. (2020) developed a comic based on the local character Totok Kerot, the results of which were highly validated by material, media, and language experts. Research by Enjoni et al. (2023) in the Minangkabau cultural context also proved that local culture-based comic media is very valid and practical for application in strengthening the character of Pancasila students. This study confirms that the comic media developed by the researchers is able to compete academically and functionally. The alignment of these research results strengthens the conclusion that the animated comic media "Learning the Culture of Dam Bagong Trenggalek" is highly effective in supporting contextual, engaging learning, and is able to optimally build an understanding of local culture in elementary school students.

6. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the development of animated comic media containing local wisdom "Learning the Culture of Dam Bagong Trenggalek" has proven effective and suitable for use in

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cultural literacy learning for fourth grade elementary school students. Initial conditions in several schools indicate that the level of cultural literacy of students is still low due to the lack of innovative and contextual learning media, as well as limitations in the delivery of materials by teachers. The development of media using the ADDIE model produces animated comics that combine attractive visual elements, relevant local cultural narratives, and material content that is in accordance with the teacher and student books in Chapter 7 regarding cultural diversity and local wisdom. This media has been validated by media, material, and language experts with the category of very valid and practical, and received very positive responses from students and education practitioners. The implementation of the media showed a significant increase in student learning outcomes from pretest to posttest, both on a small scale and field scale. The N-Gain effectiveness test also strengthens the research results that this media is able to significantly improve the understanding of cultural literacy. This animated comic is not only visually appealing but also provides a contextual and enjoyable learning experience, so it is highly recommended for use in learning as an effort to strengthen cultural identity and shape the character of students who care about local cultural heritage.

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