

## The Role of Teachers in Implementing the Problem Based Learning Model Comic Education in Reading of Elementary School Students

Mita Ernawati\*, Retno Winarni, Peduk Rintayati

Universitas Sebelas Maret, Indonesia

Email: Mitaernawati509@gmail.com\*, retnowinarni@staff.uns.ac.id,  
pedukrintayati@staff.uns.ac.id

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### Keywords

Problem-Based Learning;  
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### ABSTRACT

This study addresses the persistent issue of low reading comprehension among elementary school students, which remains a critical challenge in achieving effective literacy learning. In many classrooms, reading instruction is still dominated by teacher-centered approaches, resulting in limited student engagement and superficial understanding of texts. To overcome this problem, innovative learning strategies that integrate interactive models and engaging media are needed. This research aims to examine the implementation of the Problem-Based Learning (PBL) model assisted by educational comic media and its impact on students' reading comprehension. This study employed a descriptive qualitative approach supported by simple quantitative data. The subjects were 26 fourth-grade students of an elementary school. Data were collected through observation, reading comprehension tests, and documentation. The implementation followed PBL stages, including problem presentation, group discussion, exploration, and reflection, using educational comics as learning media. The results indicate that the integration of PBL and educational comics significantly improved students' reading comprehension and engagement. The percentage of students achieving the minimum competency standard increased from 65% in the pre-implementation phase to 84% after the intervention. Students demonstrated better ability to identify characters, interpret text, analyze content, and draw conclusions. In conclusion, the PBL model assisted by educational comic media is effective in enhancing reading comprehension and fostering active learning. This approach can serve as an alternative strategy to improve literacy instruction in elementary schools.

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### INTRODUCTION

Learning understanding literacy is one of the fundamental aspects in education base. Because play a role important in develop ability think critical, reasoning, and understand information in a way written. Through Indonesian language learning, participants educate equipped skills for access, understand, and process information presented in various type text. Ability understanding literacy become foundation main for participant educate in follow the learning process in various eye lessons at school basic. However Thus, the practice learning understanding literacy in schools base Still face various challenges (Anggrasari et al., 2021; Astari, 2021). Learning process tend teacher -centered and dominated method lecture, so that involvement active participant educates become limited. Condition This impact on low interest learn and cause participant educate experience difficulty in understand content reading in a way deep, so that ability understanding literacy Not yet develop optimally (Sari et al., 2021).

One of efforts that can be made done for increase understanding literacy participant educate is through utilization of interesting and appropriate learning media with characteristics

participant educate school basic, one of which is comic media education (Anisa et al., 2023). Comic media serve element text and visuals integrated, so that make it easier participant educate in understand content reading (Fitri & Syafiqoh, 2020). Additionally, use comic education capable increase interest read, motivate participant educate for involved active in the learning process, as well create atmosphere fun and meaningful learning (Ana, 2024; Febrianti et al., 2023; Habibah, 2020). However, the use of learning media just Not yet Enough For increase understanding literacy optimally. It is also necessary to implement a learning model that emphasizes activity participant educate in build his knowledge Alone.

The Problem-Based Learning (PBL) model is one of the approach relevant learning for implemented in learning understanding literacy (Nandifa et al., 2023; Nurmasari et al., 2023; Ramadhany et al., 2024). The PBL model is oriented towards problem solving problems and encourage participant educate for think critically, working the same, and linking material learning with context life real. In its implementation, teachers do not Again play a role as source main information, but rather as guiding facilitator participant educate in explore problems, discussing alternative solutions, and interesting conclusion based on results learning (Afiani & Putra, 2023). The application of the PBL model creates condition learning that is possible participant educate involved in a way active and earning experience learn more meaningful (Halimah et al., 2022; Mayasari et al., 2022).

In a way operationally, the Problem-Based Learning model encourages participant educate for develop ability think critical through activity search and processing information, as well as implementation skills 21st century, such as communication, problem solving problems, creativity, and work together with Thus, the learning process can ongoing in a way active, fun, meaningful, and needs - oriented participant students (Adwiah et al., 2023). Integration of the PBL model with use of comic media education expected capable increase involvement participant educate at a time strengthen understanding literacy they to text reading (Ramadany et al., 2024).

In research this, ability understanding literacy participant educate measured through a number of indicator main, namely ability recognize characters and figures in text, ability interpret content reading with use sentence alone, ability analyze content and message text, and ability formulate conclusion in a way appropriate based on reading comprehension (Septiningrum et al., 2021). Indicators the used as gauge measuring for evaluate development understanding literacy participant educate after implementation of the PBL model assisted by comic media education (Dewi et al., 2024)

Stages learning Problem Based Learning in study This includes, presentation problem for arouse curiosity know participant educate, organize participant educate for involved active in the learning process, giving guidance Good in a way individual and group for explore problem in a way in-depth, planning and presentation results findings, as well as stage reflection through evaluation and review to the process and the resulting solution (Afiani, 2023). Stages the designed for create systematic and reinforcement - oriented learning understanding literacy participant educate.

Based on description problems and basis theoretical said, research This focused on two aspects main, namely: (1) procedures Implementation of the Problem-Based Learning (PBL) model assisted by comic media education in increase understanding literacy participant educate class IV of Tolonggeru State Elementary School, and (2) level development understanding

literacy participant educate after implementation of the PBL model with comic media support education. With referring to the goal said, research This implemented with theme “The Role of Teachers in Implementing the Problem Based Learning Model Comic Education in Learning Read Elementary School Students”.

## **METHOD**

Study This use approach qualitative descriptive purposeful for describe in a way in-depth learning process understanding literacy through Implementation of the Problem-Based Learning (PBL) model assisted by comic media education. Approach This chosen Because study focused on description implementation learning, the role of teachers, and response and engagement participant educate during the learning process taking place, without do treatment repetitive or repair action in a way cyclical (Fonna & Nufus, 2024).

At the stage preparation, researcher prepare device Required learning includes: teaching module based on the Problem-Based Learning model, comic media tailored education with material reading, instruments test understanding literacy, as well as sheet observation teacher and participant activities educate. Device the used as guide in implementation learning understanding literacy so that activities Study ongoing in a way directed and systematic (Anisa et al, 2023).

Implementation study done with apply Problem-Based Learning model syntax in learning understanding literacy. Participants educate directed for understand text reading through activity solution the problem presented in form comic education (Puteri, 2023). During the learning process, participants educate Work in a way in groups for discuss problems, identifying information important in reading, as well as convey results understanding they. Teachers play a role as guiding facilitator participant educate in the discussion process and help direct understanding to content reading (Halaiyah & Wahid 2020).

Subject in study This is all over participant educate Class IV of SD Negeri Tolonggeru, totaling 26 people, consists of over 12 participants educate women and 14 participants educate men. Research held in the month July 2024 in the year 2025 teachings. Election subject study based on the existence of problem in learning understanding marked literacy with low involvement participant educated and not yet optimally ability understand reading.

Data collection techniques used in study This covering observation, testing, and documentation. Observation done for obtain data regarding implementation learning, teacher activities, and involvement participant educate during Implementation of the PBL model assisted by comic media education. Observation used for now levels understanding literacy participant educate after follow learning, whereas documentation used as supporting data in the form of Photo activity learning, teaching tools, and results work participant educate.

Data analysis was performed in a way descriptive qualitative with supported by quantitative data simple. Result data observation analyzed for describe implementation learning and level activity participant educate use percentage achievement. Criteria activity learning classified to in category very good (100%), good (76–99%), sufficient (60–75%), and less (<60%). Meanwhile that, the result data test analyzed for describe level understanding literacy participant educate based on achievement minimum score of 75 (KKM), with learning stated succeed if more from 80% of participants educate reach value above KKM.

## RESULT AND DISCUSSION

The results of the study show that the application of the Problem- Based model Learning (PBL) with the help of educational comic media has provided positive changes to the learning process of literacy comprehension for fourth-grade students at Tolonggeru Public Elementary School. Based on observations during the learning process, students appeared to be more actively involved in reading, discussing, and expressing opinions related to the reading content presented through educational comics.

Descriptively, students' literacy comprehension improved after implementing problem-based learning. In the initial stages of implementation, some students achieved reading comprehension indicators, with a completion rate of 65%. Students began to demonstrate the ability to recognize characters and traits in texts and re-explain the content of the reading in their own words, although some students still experienced difficulty analyzing the reading content in depth.

In the advanced stage, student engagement in learning increased. This was demonstrated through active participation in group discussions, the ability to relate reading material to everyday experiences, and increased confidence in communicating reading comprehension. Descriptively, the percentage of students achieving literacy comprehension completion increased to 84%. Students were not only able to comprehend the text's content but also to formulate more precise and systematic conclusions from the reading.

**Table 1.** PBL Observation Results assisted Comic Education

No.	Activity	Category		Presentation	
		Completed	Not Completed	Completed	Not Completed
1.	Pre- Research	17	9	65.38	34.62
3.	PBL Comics	22	4	84.62	15.38

Source: Processed Data from Classroom Observation and Literacy Test Results (2025)

The increase in students' understanding of literacy descriptively shows that the application of the Problem- Based model Learning Using educational comics as a medium can create a more meaningful and student-centered learning environment. The PBL model provides students with the opportunity to engage directly in the learning process through contextual problem-solving, thus encouraging them to read actively and understand the content more deeply.

The use of educational comics plays a crucial role in helping students understand reading texts. The combination of visual and textual elements in comics makes it easier for students to grasp the storyline, identify characters, and understand the message contained in the reading. This is in line with the opinion of Anisa et al (2023) who stated that comic media can increase learning motivation and reading comprehension skills of elementary school students.

Furthermore, the teacher's role as a facilitator in implementing the PBL model also supports improving students' literacy understanding. Teachers not only deliver material but also guide students in asking questions, directing discussions, and helping them draw conclusions from the reading material. This approach aligns with Afiani and Putra (2023) who emphasize that PBL encourages active learning and improves students' critical thinking skills.

Overall, the results of this study indicate that the application of the PBL model assisted by educational comic media can improve the quality of the literacy learning process. The increase in the percentage of completion from 65% to 84% reflects that students are increasingly able to understand reading comprehensively, both in terms of recognizing information, analyzing content, and formulating conclusions. This finding supports the results of previous studies that stated that problem-based learning and the use of visual media are effective in improving reading literacy skills in elementary school students.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Problem- Based model Learning (PBL) using educational comics effectively supports the literacy learning of fourth-grade students at Tolonggeru Public Elementary School. Problem-solving-oriented learning supported by engaging visual media encourages students to be more actively involved in understanding reading texts, discussing them, and communicating their understanding. Descriptively, learning outcomes show an increase in students' literacy understanding, as indicated by the percentage of learning completion. At the beginning of the learning process, the percentage of students achieving scores above the Minimum Completion Criteria (KKM) was 65%, which then increased to 84% after the implementation of the PBL model using educational comics. This increase indicates that the use of innovative and contextual learning models, accompanied by media appropriate to the characteristics of elementary school students, contributes positively to improving literacy understanding. Thus, the Problem- Based Learning (PBL) model Learning assisted by educational comic media can be used as an alternative literacy learning strategies in elementary schools, especially in increasing student involvement and understanding of reading.

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