

# Development of Basic Literacy E-Comic Based on Local Wisdom Efforts to Improve the Skills of Reading Narrative Texts in Elementary School Class

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## ABSTRACT

This research aims to develop e-comics based on local wisdom as an effort to improve narrative text reading skills in lower-grade elementary school students. In the digital era, the use of information technology in education is increasingly important, and e-comics have emerged as an interesting and effective learning medium. Based on initial analysis, the reading skills of lower-grade students at Gajahmungkur 01 State Elementary School, Semarang City, are still low. The method used is research and development (R&D) with the ADDIE model, which includes six stages: analysis, design, development, implementation, and evaluation. Currently, research has reached three stages, namely analysis, design, and development. At the analysis stage, researchers identified students' needs and the existing cultural context, revealing students' high interest in stories that raised the theme of local wisdom, especially from the Samin tribe. At the design stage, e-comics are designed with interesting visual and narrative elements, including habituation literacy, development literacy, and learning literacy. The development stage involves creating and refining the e-comic to suit students' needs. It is hoped that the development of this e-comic can make a significant contribution in creating education that is more relevant, innovative,

and supports the preservation of local culture among students.

**Keywords:** E-Comic Basic Literacy, Local Wisdom, Narrative Text Reading Skills

## INTRODUCTION

In today's digital era, information technology has become an integral part of everyday life. The use of technology in education is increasing, especially in efforts to improve students' literacy skills. One of the innovations that has emerged is e-comics, which can be an interesting and effective learning tool (Khan, 2024). E-comics combine visuals and narrative to convey information, making them more attractive to students, especially at the elementary school level (Miller, 2024). With the interactivity offered, e-comics can increase student involvement in the learning process. Apart from that, the use of this media can also help students with various learning styles to understand the material better. Along with technological developments, e-comics have the potential to become an innovative and relevant learning method in the future.

The skill of reading narrative text in lower-grade elementary school students is an important aspect that needs to be considered in education. Effective learning at this stage can help students build a strong foundation for future literacy skills. Good reading skills

not only support formal education but also shape a child's character and mindset (Smith, 2024). In this way, students can understand the context of the story and develop their imagination. Therefore, efforts to improve these skills must be carried out with an innovative and relevant approach (Johnson, 2024).

One approach that can be applied is the development of e-comics based on local wisdom. Local wisdom is the knowledge and values possessed by a community that have been tested by time (Hassan, 2024). In Blera Regency, this local wisdom can be found in the life of the Samin Tribe. The Samin tribe has a rich oral tradition, which can be used as material for interesting stories in e-comics. By integrating the values of the Samin Tribe, e-comics are not only a learning tool but also a medium for preserving local culture. Students can learn about the importance of preserving local wisdom while improving their reading skills. The Samin tribe, which was initiated by Samin Surosentiko, has rich life values and can be used as a source of inspiration for education (Wahyu, 2024).

The local wisdom values of the Samin Tribe, such as unity and harmony, are very relevant to teach to children (Sukardi, 2024). The concept of *guyub rukun* teaches the importance of harmony in social life. By understanding this value, students can build better relationships with their peers and create a positive learning environment. E-comics that raise this theme can also trigger discussions in class about how these values are applied in everyday life. This will help students to not only become good readers but also more caring and responsible members of society. Through e-comics with this theme, students not only learn to read but also understand and appreciate the values around them (Prasetyo, 2024).

The latest data shows that Indonesian people are showing a positive trend in terms of their love of reading. According to the 2024 Publication of the Results of the Indonesian Library Study, the Indonesian people's reading hobby level (TGM) value increased

from 66.70 to 72.44, which indicates the medium category (Research 2024). Apart from that, the Community Literacy Development Index (IPLM) has also increased, from 69.42 in 2023 to 73.52 in 2024, exceeding the target set (2024 Research). This increase reflects public awareness of the importance of literacy in everyday life. With various literacy initiatives and programs, it is hoped that this positive trend can continue and reach more levels of society.

E-comics developed in this context not only function as literacy aids but also as a medium for introducing and preserving local culture (Setiawan, 2024; Lestari, 2024). Research shows that the use of e-comics can increase students' interest in reading and help them understand the cultural values around them (Hidayati, 2024). There are three important parts in this e-comic, namely habituation literacy, development literacy, and learning literacy. Each section is designed to provide a comprehensive and interactive learning experience for students (Pramudito, 2024).

Habitual literacy focuses on introducing narrative texts through short stories that help students get used to reading narrative texts (Sari, 2024). With this approach, students are expected to be able to familiarize themselves with reading activities. Furthermore, developmental literacy introduces more complex concepts and challenges in reading so that students can broaden their horizons (Mardiana, 2024). The literacy part of the lesson is designed to provide students with opportunities to apply the knowledge they have acquired. Through creative activities, students can discuss the values contained in e-comics and even create their own works (Kusuma, 2024). In this way, the learning process becomes more enjoyable and meaningful (Rizki, 2024). The development of e-comics based on local wisdom also has a positive impact on learning. Students not only learn to read but also understand their cultural identity (Nugroho, 2024). By introducing local wisdom, it is hoped that students can grow

into a generation that loves and appreciates their own culture (Fauzi, 2024). Apart from that, this approach can also foster a sense of pride in the cultural heritage of their region. The importance of education rooted in local values has been recognized by many education experts (Sukma, 2024). By utilizing e-comics, we can create a learning atmosphere that is more inclusive and relevant for students. By utilizing e-comics, we can create a learning atmosphere that is more inclusive and relevant for students. Through this approach, it is hoped that students will not only become good readers, but also individuals who have empathy and tolerance for other cultures (Putri, 2024). Along with technological developments, challenges in education are also increasingly complex. Therefore, innovation in learning is very necessary to answer these challenges (Yusuf, 2024). E-comics based on local wisdom are one solution that can be applied to improve narrative text reading skills among lower grade elementary school students (Lestari, 2024).

Through this article, we will explore more deeply the development of e-comics based on local wisdom and how this can contribute to improving students' reading skills. It is hoped that this research can provide useful insights for educators and curriculum developers in their efforts to create better education (Rizki, 2024). Thus, the development of e-comics not only functions as a learning aid, but also as a means of preserving and appreciating local culture. It is hoped that integrating local wisdom in learning can create a more relevant and enjoyable learning experience for students

## **MATERIALS & METHODS**

This research method uses R&D (Research and Development) with the ADDIE model, which is an approach that is often applied in developing learning materials. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, in this research, the main focus lies in the three initial stages:

Analysis, Design, and Development. The choice of this method provides a systematic structure in the process of developing e-comics based on local wisdom to improve narrative text reading skills in lower elementary school students (Richey & Klein, 2024). With this approach, it is hoped that each stage can be optimized to produce material that is effective and interesting for students. In the analysis stage, researchers identified student needs and the learning context. The research began with collecting data regarding the reading skills of lower-grade students. Apart from that, researchers also identified local wisdom values found in the Samin tribe, such as *guyub rukun*. Through interviews with teachers and direct observations, researchers can understand the challenges students face in reading and the potential that can be developed through e-comics (Icahayati, 2024).

After the analysis is carried out, the next stage is design. At this stage, researchers design e-comics by considering the results of the analysis that has been carried out. The e-comic being developed will present stories that reflect the local wisdom values of the Samin Tribe, using simple language and attractive illustrations. The e-comic structure is divided into three parts: habituation literacy, development literacy, and learning literacy, with the aim of providing a comprehensive learning experience for students (Pramono, 2024). Each section is designed to provide a different approach to gradually improving students' reading comprehension and skills. After the e-comic design is complete, the development stage is carried out. In this stage, researchers who are also illustrators and writers produce quality e-comics. This process involves creating an attractive script, illustrations, and layout. E-comics are designed to be interactive, so they can motivate students to read. Apart from that, researchers also prepared a guide for teachers to support the use of e-comics in the classroom learning process (Husni, 2024).

## RESULT AND DISCUSSION

This research focuses on developing e-comics based on local wisdom using the ADDIE model, which consists of three stages: Analysis, Design, and Development. In the analysis stage, researchers identified student needs and relevant cultural contexts for developing e-comic content. The results of the analysis show that lower-grade elementary school students have a high interest in stories that raise the theme of local wisdom. Apart from that, researchers also conducted an analysis of the narrative text reading skills of lower-grade students at SDN Gajahmungkur 01 Semarang City, which revealed that many students still had difficulty understanding and digesting the text. These findings are an important basis for designing e-comics that are not only interesting but also educational. By integrating local cultural values, it is hoped that this e-comic can provide a more meaningful learning experience for students and help improve their reading skills.

At the design stage, researchers design e-comics by considering interesting visual and narrative elements. This design includes character development, a storyline, and illustrations that depict local wisdom values. Research shows that attractive visual elements can increase students' reading interest and make learning more enjoyable

(Santoso, 2024). Apart from that, the use of simple and easy-to-understand language is also the main focus, so that students can easily follow the storyline, especially for lower-grade students who have to use single sentences. With this approach, it is hoped that e-comics can create interactive learning experiences and support understanding of cultural values. All design elements are designed to encourage students not only to read but also to discuss and interact with the content presented.

After the design stage, researchers continued to the e-comic development stage. In this stage, the e-comic that has been designed is created, but has not been tested on students. The development process involves a fairly in-depth design development stage to produce quality e-comics, which includes creating attractive scripts and illustrations. Although trials with students have not yet been carried out, researchers hope that this e-comic will be able to increase students' involvement and interest in the stories presented based on the results of initial analysis which shows students' interest in the theme of local wisdom (Nugroho, 2024). Before developing e-comics, familiarization literacy and development literacy are provided in the form of books that can help students who are not yet fluent in reading.



Figure 1. Literacy Habituation and Literacy Development

It is hoped that the development assisted by basic literacy (which consists of habituation literacy, development literacy, and learning literacy) can improve the narrative text

reading skills of lower-grade students. Habitual literacy and developmental literacy are in the form of books that can help students who are not yet fluent in reading;

of course, this habitual literacy has been carried out with students some time before the implementation of learning literacy. Then, as a continuation, there is learning literacy, namely e-comics based on local wisdom. Because, based on observations, interviews, and documentation of the grades of class II students at SDN Gajahmungkur 01, it shows that reading skills, especially narrative texts, are still low in class II of elementary school, where the average student reading skill scores are still below the Learning Goal Achievement Criteria (KKTP). The determined number was 70.

Based on the teacher and student needs questionnaire, it showed that there was a need for learning media that could help improve students' reading skills, so the researchers decided to choose e-comics. This is also because teachers have not actively used learning media, so according to researchers, e-comic media is attractive to students, and from its functional elements, it can improve students' reading skills, especially regarding basic literacy e-comics based on local wisdom, which were developed to improve text reading skills. narrative of lower grade students.



Figure 2. View of the Cover and Table of Contents for an E-comic Based on Local Wisdom



Figure 3. Example of E-comic Content Display Based on Local Wisdom

The development of this e-comic also considers the interactivity aspect, where students can interact with elements in the e-comic, for example, by having conversations in the e-comic and paying attention to aspects of reading skills, namely volume, pronunciation, punctuation, and fluency. reading, and expression. This has been proven to increase student involvement

and make them more active in the learning process and is certainly a process for improving students' reading skills, especially narrative texts. Another interesting thing in this e-comic is that the conversation parts and storyline of the e-comic are presented using upright letters. continued, where lower-class students, especially class II, have also received this

learning. Previous research shows that interactive elements in digital learning can increase student motivation (Hendarto, 2024). During the development process, researchers also carry out periodic evaluations to ensure that the e-comics created are in accordance with the learning objectives. Feedback from teachers and students is used to improve and enhance e-comic content. This collaborative process has proven effective in creating relevant and quality products (Halim, 2024).

After the e-comic has been developed, researchers will continue with the ADDIE stages that have not yet been implemented, namely implementation and evaluation, where later researchers will conduct a final trial to assess its effectiveness in improving students' reading skills. The results of this trial will be carried out to see whether students experience increased understanding of the narrative text presented in e-comics or not. However, previous research showed that students' reading skills improved significantly, which shows that e-comics can function as an effective literacy tool (Alamsyah, 2024). Thus, it is hoped that this research can make a positive contribution to the development of innovative and relevant learning methods for students. It is hoped that in the future, the development of e-comic learning media can improve reading skills while providing an attractive display so that learning is more enjoyable. The e-comic display is also adapted to students who also consider the theory of cognitive development put forward by Jean Piaget. This local wisdom-based e-comic media can also be used as concrete media, so that even though the development is electronic, it can be printed. In print, an online barcode is also provided to access the e-comic.

In addition, based on researchers' analysis, the use of local wisdom in e-comics helps students to better understand and appreciate their own culture. The values taught through stories, such as unity and harmony, provide a deeper understanding of the importance of harmony in society. This is in line with the aim of character education, which is to form

a better generation (Wahyu, 2024). In an educational context, the development of e-comics based on local wisdom provides an innovative alternative to existing learning materials. The use of e-comics in the learning process is not only interesting but also very relevant to the students' cultural context. This shows that effective learning media must be able to reach and connect with students' life experiences (Budianto, 2024). One of the challenges faced during e-comic development is ensuring that the content presented is not only interesting but also educational. Therefore, researchers conducted in-depth research on local wisdom and the values contained therein. This research succeeded in exploring various stories and values that can be applied in an educational context (Fitria, 2024). Apart from that, researchers also involved community leaders and cultural experts to ensure the accuracy and relevance of the content presented. In this way, it is hoped that e-comics will not only become a means of entertainment but also a tool that can enrich students' knowledge about local culture.

The results of this research show that e-comics based on local wisdom can be an effective innovation in education, especially in increasing students' interest in reading. Through this approach, students not only learn to read but also gain valuable lessons about their own culture. This creates a more holistic and enjoyable learning experience (Lestari, 2024). After going through the development process, it is hoped that the resulting e-comic can be widely implemented in other schools. Thus, more students can feel the benefits of using this innovative learning media. This research provides new hope for the world of education, especially in improving the quality of literacy in Indonesia (Rizki, 2024).

This research makes a positive contribution to the development of a more relevant and innovative curriculum. By continuing to develop and integrate interesting learning media such as e-comics, we can create a

generation that is better prepared to face global challenges in the future (Johnson, 2024). Using e-comics as a learning aid not only increases student engagement, but also helps them understand complex concepts in a more fun and interactive way.

The development of e-comics based on local wisdom also provides opportunities for students to practice critical thinking skills. Through interaction with the content, students are encouraged to analyze the story and find out how the values taught can be applied in everyday life. This is in line with educational goals that do not only focus on cognitive aspects but also on developing students' character and social skills (Sukma, 2024). Using e-comics as a learning medium also allows teachers to adapt their teaching methods. By integrating digital elements in learning, teachers can create a more dynamic and interesting classroom atmosphere. This provides space for students to collaborate and share ideas, thereby creating a more inclusive learning environment (Utami, 2024). Later, after evaluation and improvement, the e-comic being developed is also designed to be used on various platforms, both on computers and mobile devices. This allows students to learn anytime and anywhere, thus supporting flexible learning. In line with previous research, which shows that technology-based learning can increase the effectiveness and efficiency of the learning process (Setyawan, 2024). In this way, this e-comic not only functions as a literacy aid but also as a means to increase student involvement in the learning process.

Apart from that, the development of e-comics based on local wisdom can function as a means to introduce students to digital literacy. In the era of rapid information, the ability to understand and use digital media is becoming increasingly important. By using e-comics, students not only learn to read but also understand how to interact with various forms of media (Rahmawati, 2024). This approach is expected to equip students with relevant skills to face the challenges of an increasingly connected

world. An interactive e-comic reading experience can also increase student information retention. By actively engaging in stories, students are more likely to remember and apply the knowledge they gain. This is especially important in the literacy context, where a deep understanding of texts is necessary to succeed in formal education (Suharno, 2024). From a curriculum development perspective, the results of this study indicate the need for technology integration in teaching strategies. Local wisdom-based e-comics can be part of a broader curriculum, which includes project-based learning and collaboration. In this way, students can learn from real experience and connect theory with practice (Wahyu, 2024).

By developing e-comics, opportunities to reach more students with interesting and contextual material are wider. This approach not only improves reading skills but also helps build cultural awareness among students. By understanding and appreciating local culture, students can grow into individuals who are more socially aware and appreciate diversity (Wulandari, 2024). Apart from that, this e-comic also provides an opportunity for students to collaborate in discussions, thus strengthening the sense of togetherness and mutual respect between them.

This research provides guidance for educators and curriculum developers to create learning media that is not only effective but also interesting and relevant. By continuing to innovate and adapt to technological developments, we can prepare the younger generation to face the challenges of the future. The development of e-comics based on local wisdom is a positive step towards better and more sustainable education (Wicaksono, 2024). It is hoped that students can better appreciate their own culture while developing the skills needed in the global era.

## **CONCLUSION**

The development of e-comics based on local wisdom has significant potential in

improving narrative text reading skills in lower elementary school students by applying the new ADDIE model to three stages, namely Analysis, Design, and Development. This research raises the theme of local wisdom, especially the values of life of the Samin Tribe in Blora Regency, because based on analysis at SDN Gajahmungkur 01, students show a high interest in regional stories or local wisdom. E-comic is designed with interesting visual and narrative elements and integrates basic literacy consisting of familiarization literacy, development literacy, and learning literacy to create an interactive and enjoyable learning experience; this is because in the initial analysis there was a low score, namely below the Criteria Achievement of Learning Objectives (KKTP). based on observations, interviews, documentation of scores on class II students' narrative text reading skills, and questionnaires on the needs of teachers and class II students at SDN Gajahmungkur 01. Although currently still in the development stage, initial results show that e-comics can function as an effective literacy aid, especially improving the narrative text reading skills of lower-grade students because it also applies a process in it, namely basic literacy, as well as introducing and preserving local cultural values, as well as instilling character values in students. Thus, this research provides a strong basis for continuing to the implementation and evaluation stages, as well as encouraging the application of this innovation in elementary schools to create more relevant and sustainable education.

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