CHAPTER V
CONCLUSION, IMPLICATION, AND RECOMMENDATION

5.1 Conclusion

In conclusion, this research aimed to develop comic-based learning media for the respiratory system to enhance health literacy, using the ADDIE method with five stages: analysis, design, development, implementation, and evaluation. From the results of experts' judgement, it was found that the material suitability has the highest Aiken index 0.96, health literacy indicator and visual appeal with Aiken index 0.89, user experience 0.86, and the lowest is text quality with Aiken index 0.82. The average Aiken Index was 0.88 which could be indicated in high validity. The comic was then reviewed by 4 science teachers and 34 8th-grade students, with both groups showing overwhelmingly positive responses, with a percentage of agreement of 95.83% from the teachers and 96.57% from the students indicating that the comic learning media that has been developed is very feasible. These results demonstrate that the developed comic is an effective learning tool for facilitating health literacy in the respiratory system topic, making it suitable for use in educational settings for both teachers and students.

5.2 Implication

According to the research findings, comic learning media was developed to facilitate students' health literacy in respiratory system topics. The feedback received from experts, science teachers, and students was highly positive, leading to several revisions of the comic. This indicates that the comic learning media is now prepared to be utilized in learning activities aimed at exploring students' understanding of health literacy in respiratory system topics. Furthermore, similar research can be conducted on various science topics, whether aligned with the National Curriculum or the Cambridge Curriculum.

5.3 Recommendation

As the author conclude the result of this research, the author would like to extend the following recommendations to further research to enrich the learning experience and investigate the potential benefits of this innovative medium. These recommendations were directed at other researcher and teacher, who hold the

potential to influence the future advancement of such learning media and environments. The specific recommendations are as follows:

1) Other Researcher

There are numerous possibilities for further development of the comic learning media. To grab students' attention and get them actively involved, other researchers can add interactive elements to the comic format while creating the comic learning media. These could include short quizzes, decision-making polls, and interactive scenarios that prompt students to actively participate in the learning process. some video, audio clips, or other relevant multimedia can be embedded into the comic to enrich the interactive comic. This will enhance the overall learning experience and provide students with more comprehensive knowledge. Moreover, other researcher can conduct experimental research to test this comic as a tool to improve the health literacy in educational settings. Other researcher can implement a pretest and posttest design to compare students' health literacy before and after exposure to the comic material.

2) Teacher

For teachers who plan to utilize interactive comics in their classrooms, the author recommends carefully conditioning students on the appropriate method to access QR codes. By accessing the QR codes, let the students to access the health information and understand the obtained information to make a health decision. Teachers can implement a streamlined process, allowing students to access the comic content using either a single device or two devices, depending on the available resources.