



## A Needs Analysis for the Development of E-Comic Media Based on the Local Wisdom of Sidoarjo's Traditional Foods for Elementary School Students

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**Abstract:** This study aims to analyze the need for developing e-comic learning media based on the local wisdom of traditional Sidoarjo cuisine for elementary school students. The motivation for this research arises from the limited use of interactive and contextual learning media in primary schools. A qualitative descriptive approach was employed, utilizing data collection methods such as observation, interviews, and questionnaires involving students, teachers, and school principals. The results indicate that 86% of students prefer digital media, while 77% enjoy illustrated storytelling formats. Furthermore, the majority of students have a limited understanding of their local traditional cuisine. Teachers and school principals expressed strong support for the development of e-comic media with local content, viewing it as both relevant and engaging for students. This study recommends the creation of e-comic media that not only enhances learning motivation but also fosters an appreciation for local culture.

## INTRODUCTION

Basic education is an important foundation in the formation of students' character and knowledge (Sahira et al., 2022). In the learning process, the selection of appropriate media greatly affects the effectiveness of material delivery. One of the approaches

currently being developed is the use of interactive and engaging digital media. E-comic media has become one of the choices that align with the characteristics of elementary school students who enjoy visuals and stories (Aeni & Yusupa, 2018; Dewi & Sujana, 2022). In addition, early introduction to



local wisdom can foster a love for regional culture (Warmansyah et al., 2023). Therefore, it is necessary to develop learning media that combines local cultural elements with an enjoyable approach. Typical Sidoarjo cuisine, as part of the local culture, can serve as rich material to be included in educational media (Rinawati et al., 2018).

Sidoarjo Regency has various traditional foods such as lontong kupang, petis, and smoked milkfish that are rich in historical and cultural value. However, students' understanding of this culinary wealth is still limited due to the lack of integration in the learning materials (Adi et al., 2024). In fact, the introduction of local culture plays an important role in character education and cultural identity (Ilyas, 2023). Local wisdom-based e-comics can be a solution to introduce that culture in an engaging and educational way (Romadi & Kurniawan, 2017). E-comics present stories and illustrations that can stimulate students' imagination and interest in learning. In the context of the Merdeka Curriculum, this media also supports the strengthening of the

Pancasila Student Profile (Nafi'ah, 2023). Therefore, the development of e-comic media needs to begin with a comprehensive needs analysis.

Needs analysis is an important initial stage in the process of developing learning media. With this analysis, developers can understand the conditions, student needs, and limitations of the existing media (Permadi & Zannah, 2023). Based on initial observations, teachers still use conventional teaching media that are less engaging for elementary school students. The teacher also stated the need for learning media that is relevant to the local context and motivates students to learn. Meanwhile, students are more interested in interactive digital media that includes storytelling elements. This indicates a gap between learning needs and the media used. Therefore, it is important to conduct research to analyze the need for developing e-comic media based on local wisdom.

The use of story-based learning media has proven effective in enhancing students' understanding and learning motivation (Khawarizmi et al., 2024). E-

comics not only present information but also invite students to understand the context through engaging illustrated stories. This approach brings students closer to local culture in an easy-to-understand and enjoyable way (Rizaldi et al., 2021). Previous research also shows that digital-based media can enhance student literacy and engagement. Especially in the digital era, the use of technology in education has become an unavoidable necessity. Therefore, the use of e-comics as a learning medium is a strategic step in improving the quality of education. Therefore, research focused on needs analysis is required as the basis for the development of such media.

Learning media based on local wisdom has advantages in shaping students' identity and character (Sari, 2020). When students are introduced to local cultural values, they will grow with a sense of pride and love for their hometown. This is in line with the national education goals that not only aim to educate but also to shape the personality and character of the nation. In this context, traditional food as one of the elements of local culture can be used as a contextual teaching material. By

packaging it in the form of an e-comic, students not only gain knowledge but also the noble values of culture. This integration is expected to shape students who are intelligent, have character, and possess cultural awareness.

Digital technology has opened up great opportunities in the innovation of learning media. E-comics, as one of the digital products, can bridge the needs of 21st-century learning with rich local contexts (Pristiani & Lestari, 2019). However, before this media is further developed, it is important to know what the main users, namely students and teachers, need. Therefore, the needs analysis research serves as a strong foundation for designing targeted media. This analysis includes aspects of content, media form, student characteristics, and teacher expectations for the media to be developed. Thus, the results of this analysis will serve as a guide in developing effective and contextual e-comic media.

This research also aims to address the challenges in today's educational world, namely creating meaningful and contextual learning. Good media not only conveys material but also shapes

values and life skills. Local wisdom as a source of values is very relevant in character building for students from an early age. Therefore, learning that incorporates elements of local culture will be more meaningful for students because it aligns with their environment. On the other hand, e-comics provide an enjoyable learning experience and increase students' interest in reading. The collaboration between local content and digital technology is expected to enhance the overall quality of primary education.

Research results by (Istiq'faroh et al., 2020) shows that the use of digital comics significantly enhances the creativity and narrative writing skills of elementary school students compared to conventional methods. These findings align with the needs analysis results in this study, which confirm that students and teachers in Sidoarjo greatly need digital learning media based on illustrated stories to enhance learning interest and introduce local wisdom.

Analysis results (Damayanti et al., 2023) shows that 83% of children's stories created by PGSD UNESA

students are very suitable for use as teaching materials for literary appreciation because they contain moral messages, characters relevant to the world of children, and plots that build character. These findings align with the urgency in developing local wisdom-based e-comic media as explained in this research, namely to present contextual, engaging media that reinforces cultural values in the elementary school learning process.

Research results (Aini Ochtafiya et al., 2025) shows that the need for differentiated STEAMS learning design based on design thinking is very urgent to enhance students' creativity, taking into account visual and kinesthetic learning styles, as well as interest in science and art. These findings reinforce the urgency in the Word article that analyzes the need for the development of locally-based e-comic media, as both emphasize the importance of a contextual and creative approach in designing learning media that aligns with the characteristics of elementary school students.

Based on the above description, it is important to conduct research titled

"Analysis of the Need for Developing e-Comic Media Based on Local Wisdom of Sidoarjo's Special Foods for Elementary School Students." This research will identify the needs of students and teachers for locally-based learning media. In addition, this research will also serve as a basis for the development of e-comic media that aligns with the needs, characteristics, and learning context in elementary schools. The results of this analysis are expected to make a real contribution to the development of innovative and contextual learning media. Thus, basic education will become more meaningful and relevant to students' real lives. The main focus of this research is to explore the potential of local culture as an engaging learning resource. This research also serves as an effort to preserve culture through education that is adaptive to the times.

#### **METODE**

This research uses a qualitative descriptive approach to analyze the need for e-comic media development. This approach was chosen because it can accurately describe the actual conditions in the field in detail. The research subjects are fourth-grade

elementary school students, class teachers, and school principals in the Sidoarjo Regency area. The data collection techniques were carried out through observation, interviews, and open questionnaires. Observation is conducted to understand the current learning conditions and the media being used. Interviews were conducted to explore the needs, challenges, and expectations of teachers regarding locally-based learning media.

The needs questionnaire was given to 30 students to determine their interests, study habits, and media preferences. The collected data were analyzed using descriptive analysis techniques to obtain a comprehensive picture of the needs. The analysis process was carried out through the stages of data reduction, data presentation, and conclusion drawing. The validity of the data is strengthened through triangulation techniques, namely by comparing the results of observations, interviews, and questionnaires. This research also considers ethical principles by obtaining consent from the school authorities and maintaining the confidentiality of participants' identities. All data are used

for academic purposes and the development of media that benefits students.

The focus of the research is on four main aspects: student characteristics, the media currently used, interest in digital comics, and perceptions of Sidoarjo's traditional food. The results of these four aspects will serve as the basis for designing the content and form of the e-comic media. This needs analysis is the initial stage of the ADDIE development model, specifically the Analysis phase. The findings at this stage will later be used in the next stage, which is Design. With this method, media development is expected to truly meet user needs. Therefore, the accuracy and depth of the data at this stage are very important in the overall media development process.

## **RESULTS & DISCUSSION**

### **Results**

Results Based on the results of the questionnaire distributed to 30 fourth-grade students, 86% of the students stated that they prefer learning using digital media. Meanwhile, 77% of them admitted to liking illustrated stories or comics. Most students expressed that the learning they have experienced so

far tends to be boring because it only uses textbooks. This indicates a need to introduce more interactive and engaging media. Moreover, 70% of students stated that they are not yet familiar with the traditional foods of their region in depth. This fact indicates the need for educational media that also introduces local culture.

From the results of the learning observation, the teacher still predominantly uses the lecture method and media in the form of static images from books. No use of interactive digital media was found in the learning process. The teachers conveyed that the limitations of time and resources make it difficult for them to develop engaging media. In addition, some teachers expressed difficulty in relating the material to the local context, such as Sidoarjo's traditional food. This reinforces the urgency of developing media that is not only digital but also based on local wisdom. This condition aligns with interview data showing teachers' desire to have supplementary media in the form of e-comics.

In an interview with classroom teachers, 100% of the teachers agreed

that e-comics can be an effective learning medium if packaged with interesting and educational stories. They suggested that the characters in the e-comic be tailored to the personalities of elementary school students and that the stories contain moral messages. Teachers also hope that the media can be easily accessed through digital devices at school or home. In addition, teachers desire the availability of usage guides or instruction manuals for teachers to make the most of the e-comic. This finding emphasizes that teachers greatly need modern learning media that still incorporates local values.

The survey results also show that 90% of students are interested if the story in the e-comic media features child characters embarking on adventures to discover Sidoarjo's traditional foods. They like storylines that contain elements of adventure, surprise, and humor. In addition, students like illustrations that are bright and expressive. This preference becomes an important input in the design of characters and stories in the media to be developed. The food most known by the students is lontong kupang, but only

20% are aware of the process of making it. This presents an educational opportunity in media content.

When asked to name examples of regional specialties, only about 40% of the students were able to mention more than two types of food. Students also do not yet understand the cultural values contained in those culinary traditions. This shows that students need media that not only introduces the names of the foods but also the cultural background, the process of making them, and their philosophical meanings. One student stated that he wanted to know why petis is black and what it tastes like. Small things like this show a sense of curiosity that can be utilized in learning through storytelling media.

The teacher stated that students have a high level of imagination and enjoy reading stories if they are presented in an engaging way. The teacher also noted that when students read picture books, they are more focused and easily understand the content of the story. This fact supports that e-comic media has great potential to be utilized in learning. The teacher also suggested that the e-comic be equipped with simple practice questions at the

end of the story. This is intended so that students not only read but also understand and reflect on the content of the story. This proposal will be used as a reference in the media design stage.

The principal fully supports the development of media that highlights local wisdom because it aligns with the school's vision, which emphasizes character education and love for culture. He also stated that the school is ready to facilitate the implementation of this media in learning. This institutional support is an important factor in the successful implementation of media in the classroom. The principal also hopes that this media can be used across subjects such as Indonesian, Social Studies, and Science. Thus, the e-comic media will have a cross-disciplinary function and enrich students' learning experiences.

The results of the needs analysis also show that students need visual guides to understand the storyline. They have difficulty if they only read long texts without pictures. Therefore, the use of strong and consistent illustrations becomes important in media design. Furthermore, the

narration in the e-comic should use language that matches the students' level of understanding. Student comments indicate that they prefer short sentences, direct dialogue, and the use of everyday language. This becomes a primary consideration in the media content design stage.

Students show a high interest in activities involving fictional characters who embark on adventures to new places. When shown visual samples of the comic, they responded positively and enthusiastically. They imagined a story where the main character explores a traditional market and meets local food vendors. This response serves as the basis for designing an engaging and educational story scenario. Additionally, students hope to read the story on their devices, both at home and at school. Therefore, the e-comic media must have high accessibility.

Overall, the results of this study indicate a high demand for interactive learning media that combines local elements and technology. Both from the perspective of students, teachers, and school principals, everyone shows enthusiasm for the idea of developing

an e-comic. The fact that most students are not yet familiar with the richness of the local culinary culture presents both a challenge and an educational opportunity. This research provides a comprehensive overview of the preferences, expectations, and conditions that need to be considered in developing the media. Therefore, the results of this analysis will serve as an important foundation for the design and development stage of the e-comic media.

### **Discussion**

The research results indicate that students have a high interest in digital-based learning media, particularly in the form of illustrated stories. These findings are in line with research by (Andreas Batu-Bara et al., 2021) which states that e-comics can enhance student engagement in the learning process. The use of illustrated stories stimulates students' imagination and makes learning more enjoyable. In this context, the integration of local content such as Sidoarjo's traditional food becomes a relevant approach to shaping cultural identity from an early age. E-comic media serves as a bridge between technology and tradition, which is

important in 21st-century education. Teachers and students alike welcomed the idea of this media positively, which indicates the presence of a supportive learning ecosystem (Ainatur Rasyika et al., 2025). This reinforces the urgency of developing media in accordance with the local context.

The teacher stated that they currently lack relevant and contextual media to introduce local culture. Previous research by (Made et al., 2020) showing that the use of culture-based media can enhance students' cultural awareness. In the context of the Merdeka Curriculum, character strengthening through contextual learning becomes one of the important points (Rifqi Hamzah & PGRI Wiranegara Yuniar Mujiwati, 2022). An e-comic containing stories about regional specialties can fill the gap in media that is currently unavailable. Teachers also hope that this media is accompanied by a guide that facilitates its use in the classroom. With the support of the principal, the potential for implementing this media is very high.

The advantage of e-comics lies in their ability to convey messages both

visually and narratively at the same time. According to (Hasanah et al., 2019), learning media that has visual elements can enhance students' memory of the material. In this case, students not only get to know the regional specialties but also understand the cultural values behind them. The characters in the story can serve as positive role models that reinforce character values. Moreover, the use of everyday language makes the material easier for elementary school students to understand. This is in line with research findings that show students' preference for simple and colorful stories.

The interview results show that teachers need media with high flexibility that can be used across subjects. This is in line with the study results by Sari and Nugroho (2019), which emphasizes the importance of interdisciplinary media in thematic learning. E-comics with local content can be used in Indonesian language lessons, IPAS, and even Pancasila Education. Content about Sidoarjo's traditional foods can also be linked to topics of entrepreneurship and cultural diversity. With this approach, the e-

comic not only serves as a supplementary medium but also as an integrative tool in the learning process. This adds significant value to learning at the elementary school level.

The finding that students are not familiar with many traditional foods of Sidoarjo indicates a gap in cultural transmission. According to research by (Bradshaw et al., 2010), The introduction of local culture should start early through formal education pathways. E-comics can be a means to convey this knowledge sustainably. Stories about food are not only enjoyable but also rich in meaning when connected to history, the production process, and local wisdom. Students' interest in adventure and humor can be used as a reinforcement in the story's scenario. In this way, students learn without feeling like they are learning.

Student involvement in the media development process is also an important aspect supported by the results of this research. In a user-centered design approach, input from primary users serves as the foundation for product design. Study by (Sabatini et al., 2024) also emphasized that student

involvement in the early stages will enhance the effectiveness of the developed media. Students' comments on story preferences, colors, and characters become crucial considerations in the design stage. This shows that needs analysis is not just about data, but also about emotional and imaginative involvement. This participatory approach makes the media more relevant and preferred by students.

The needs analysis conducted in this research can serve as a foundation for the design phase in the ADDIE model. In the research by (Aulia et al., 2023), The analysis stage plays a central role in ensuring the development of appropriate media. With data from observations, interviews, and questionnaires, the development of the e-comic media will have a strong foundation. Not only the content aspect, but also the form, language style, illustrations, and even the user interface can be customized. Thus, media development will proceed in a more focused and systematic manner. This also opens up opportunities for collaboration between educators,

graphic designers, and technology developers.

Overall, this research shows that local wisdom-based e-comic media is highly needed by elementary school students and teachers in Sidoarjo. E-comics function not only as learning aids but also as media for cultural preservation. This finding reinforces the urgency of integrating educational technology with local content. In addition, this research also emphasizes the importance of developing media based on needs analysis. By considering user characteristics, the resulting media will be more effective and preferred. Therefore, the development of this e-comic is worthy of proceeding to the next stage, which is the design and production of the prototype.

In addition, the findings in this study are also in line with the results of the research by (Rahayu et al., 2024) which shows that the use of visual-based media, such as fine writing books, can significantly improve writing skills through repetitive and consistent learning stages. The improvement in cursive writing skills that occurs progressively from cycle I to cycle II indicates that engaging media

appropriate to the child's cognitive development stage significantly influences learning outcomes. This strengthens the argument that e-comics featuring local themes such as Sidoarjo's traditional foods can have a similar, even broader impact by combining cultural and technological elements. In other words, the success of fine writing books in improving writing skills serves as a comparison and reinforcement that e-comics have great potential in simultaneously enhancing reading interest, learning engagement, and the preservation of local culture. Therefore, the development of locally-based e-comic media is not only a pedagogical necessity but also a strategic step towards character and culture-based education.

Findings in this research (Setyowati et al., 2024) also in line with the results presented in the article "*Analysis of the Need for Developing e-Comic Media Based on Local Wisdom of Sidoarjo's Traditional Food for Elementary School Students*", where the integration of local wisdom through contextual learning media has been proven to increase student interest and engagement in the learning process.

Both emphasize that learning materials closely related to students' daily lives, such as local traditional foods or cultural practices, can enhance students' understanding and engagement with the lessons. This proves that the approach based on local wisdom is not only culturally relevant but also pedagogically effective. Thus, the integration of local wisdom in Indonesian language learning at elementary schools needs to be developed through innovative media such as e-comics, which combine cultural elements, engaging visualizations, and educational narratives. This approach not only supports the strengthening of students' character but also serves as an adaptive strategy in addressing the challenges of globalization that threaten the preservation of local culture.

The findings of this study are also in line with the research by (Nabighoh et al., 2022) which shows that the improvement of mathematical logic intelligence in early childhood can be significantly achieved through interactive media based on number puzzles. Learning media designed with

consideration of children's cognitive characteristics, such as visual and manipulative media, have proven capable of increasing learning interest while also encouraging better logical thinking and mathematical reasoning processes. If interactive number puzzle media can enhance pattern recognition, problem-solving abilities, and classification skills in early childhood, then the use of manipulative media in teaching addition and subtraction in 1st grade will be a very appropriate strategy. In other words, both the findings of this research and the findings of Nabighoh's study emphasize the importance of a learning approach that activates children's engagement in a concrete, enjoyable, and contextual manner to develop an understanding of basic mathematical concepts and reasoning skills from an early age.

The findings of this study are also in line with the research by (Muhimmah et al., 2022) which shows that the improvement of mathematical logic intelligence in early childhood can be significantly achieved through interactive media based on number puzzles. Learning media designed with

consideration of children's cognitive characteristics, such as visual and manipulative media, have proven capable of increasing learning interest while also encouraging better logical thinking and mathematical reasoning processes. If interactive number puzzle media can enhance pattern recognition, problem-solving abilities, and classification skills in early childhood, then the use of manipulative media in teaching addition and subtraction in 1st grade will be a very appropriate strategy. In other words, both the findings of this research and the findings of Nabighoh's study emphasize the importance of a learning approach that activates children's engagement in a concrete, enjoyable, and contextual manner to develop an understanding of basic mathematical concepts and reasoning skills from an early age.

## CONCLUSION

This research reveals that elementary school students in Sidoarjo need more engaging, contextual, and up-to-date learning media. E-comic media is the right solution because it can combine visual elements, stories, and local wisdom. The results of

observations and interviews show that teachers also recognize the importance of strengthening local culture in learning. The limitations of conventional media currently serve as the main reason for the need for innovative learning media. The integration of Sidoarjo's traditional food content into e-comics can enrich learning materials while also strengthening students' character. Support from the principal also demonstrates the institution's readiness to adopt this media innovation.

Based on the research findings, it can be concluded that needs analysis is a crucial initial step in the development of learning media. The involvement of students and teachers in this process generates concrete and relevant data for the next development stage. Students' preferences for illustrated stories, local content, and digital access serve as important references in the design of the e-comic. In addition, the success of media development is greatly influenced by the socio-cultural context of the school and institutional support. Therefore, the development of the e-comic media based on Sidoarjo's

traditional food is very worthy of proceeding to the design and production stage. Further research can be conducted to test the effectiveness of the media on students' learning outcomes.

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