

## The Differences between Child Parenting in Germany and Indonesia in Comic as a Cross-Cultural Lecture Material

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### Abstract

*The aim of this study is to create comics as a learning media with the topic of the differences in raising children in Germany and Indonesia. This study is a development study. The process of making comics as a learning media consists of explaining the phases of ADDIE theory. These include 1.) analysis, 2.) design, 3.) development, 4.) implementation, 5.) evaluation. The data sources for the material of the comic are based on the results of the interviews with alumni of the German department who participate in Germany's AuPair program. This research is carried out in the Digital Library at Universitas negeri Medan. Based on the results of the interview, five titles are collected. These are "responsibility", "television", "and a day in kindergarten", "new habits", "and tiresome activity". The results of this research are comics in the form of a book with exercises on the theme of history. The comic consists of 24 pages. The comic has been validated by materials experts and media experts. Experts rate that comics are very good as a learning medium for intercultural communication.*

### Keywords

development; comic; learning media; parenting



## I. Introduction

People grow and thrive in their culture. When doing interaction with people from different cultures, problems will arise due to different cultural needs or patterns. Understanding other cultures is essential to establishing good communication with others from different cultures. Through this way people can gather experience and knowledge and find new friends (Irma, 2013: 1). The various programs are offered to get to know other new foreign cultures. One of the cultural exchange programs is AuPair.

Based on interviews with Alumni of German students who are currently attending the AuPair program in Germany, there are often culture shocks and misconceptions about how German parents raising or parenting their children. This is in contrast to the parenting of Indonesian parents who limit the child's freedom to explore. The information was obtained from Alumni through Instagram starting on December 5, 2019. The culture shocks often occur because the way in parenting children is applied differently. A little information about the differences in childcare was obtained before joining the program.

The subject "Parenting of children" is taught in the lecture "Intercultural Communication or Cross-Cultural Understanding ". The purpose of learning from this topic is so that students can compare child parenting in Germany and in Indonesia. This topic is not discussed in depth, and students only learn through theory, images and videos. The real media is not yet introduced. Therefore, it is important to create new media and real media.

Comic is one of the media that contain text and images that can be used as a learning media. Comic is also designed to make it easier for readers to get the information that is being delivered.

The information conveyed in the comic is "Differences in child parenting in Germany and Indonesia". Therefore it is very important to know the differences in childcare so that there are no misunderstandings during the Au pair program. Au pair is also closely related to raising or parenting children.

Based on the results of the interview will be made learning media in the form of comics about differences in parenting in Germany and Indonesia. In this research, the researchers use a type of "comic strip" and in book format. When choosing Comic Strips, Autodesk Sketchbook was chosen as the primary application for editing, coloring, drawing comics. However, Corel Draw was chosen as the second application for creating the dialogue in comic.

## II. Review of Literature

### 2.1 Research Model

In this research used the ADDIE development model. The model consists of five main phases: 1) Analysis, 2) design, 3) Development (Develop), 4) implementation (Implementation), 5) evaluation (Evaluate). Sugiyono (2017: 40) explains further as follows:

- a. Analysis phase: In this phase the analysis of needs is carried out, problems are identified and tasks are analyzed. The analysis phase defines what the learner will learn, i.e. analyzing needs, identifying problems, and analyzing tasks.
- b. Design Phase: In this phase formulated specific, measurable, applicative, and realistic learning goals. Then the test is put together, where the test must be based on the learning objectives that have been formulated. Furthermore, the right learning strategy is determined to achieve these goals. Supporting sources are also taken into an account, such as relevant learning resources, learning environments, etc.
- c. Development Phase: Development is the process of implementing design into a product. That is, if the software design requires multimedia, then the multimedia needs to be developed. The development phase includes creating, buying, and posting learning materials. In other words, the activity is to choose, determine the methods, media, and learning strategies that are in accordance with the program material.
- d. Implementation Phase: Implementation is a concrete phase of the learning system that is being created. That is, in this phase everything is developed, arranged based on functions that can be implemented.
- e. Evaluation Phase: Evaluation is a process that is carried out to provide an assessment of the learning program made. Evaluation is the process of determining whether the learning system made successful and meets expectations or not.

### 2.2 The Defenition of Comic

According to Rahadian (in Burhan Nurgiyantoro 2013: 409) noted that comics initially focused on everything that was very funny. Comic is derived from the Dutch "komiek", meaning "comedian", while comic is derived from the ancient Greek "komosos", a word consisting of "cosmos" meaning "happy" or "joking".

Comic according to Daryanto (2013: 127) is defined as a form of comic that reveals a character and applies a story in a sequence that is closely related to the image and is intended to provide entertainment for its readers.

### **2.3 The Definition of Learning Media**

The word "media" comes from the Latin word "medius", which literally means "middle", "intermediary" or "introduction". In Arabic, the media is the mediator or delivery of a message from the sender to the recipient of the message (Azhar Arsyad, 2011: 3). Media technology also brings students in learning activities anywhere or what is called a learning environment anywhere (Prasasti, 2019). Information technology can be accepted as a medium in conducting the educational process, including helping the teaching and learning process, which also involves searching for references and sources of information (Shahroom and Hussin in Syakur, 2020).

According to Gerlach and Ely, as quoted by Arsyad (2011), the media when widely understood are people, materials, and events that create conditions that allow students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks and school environments are its media.

### **2.4 The Definition of Intercultural Communication**

Andriani (in Kholil 2017: 177) explains that intercultural communication always has a specific purpose to create effective communication through the same meaning of messages exchanged. In general, the purpose of intercultural communication is to show social identity and bridge intercultural differences with new information, learning something new that has not yet been identified.

### **2.5 The Definition of Child Parenting**

Parenting a child is the attitude of parents in interacting, guiding, fostering, and raising their children in everyday life in the hope that children can succeed in this life. This is in line with Euis opinion (2004: 18) "Parenting a child is a series of intense interactions that parents do in order for children to have life skills". Maccoby (in Yanti, 2005: 14) uses the term parenting, describing interactions between parent and child in which parents express attitudes or behaviors, values, interests and expectations in caring for and satisfying the needs of their children. While Mu'tadin (2002: 37) states that parenting is an interaction between children and parents during parenting activities, meaning parents raise, guide, discipline and protect children so that children can fulfill their thriverment.

### **2.6 The Definition of Au pair**

The word au pair comes from the French and means "equivalent" or "equal". Oxford Advanved Learner's Dictionary (1995) (in Goddess 2013: 43) explains, "a person, usually a young woman from abroad, who lives free of charge with family in exchange for doing work at home, looking after children". Au pair is someone instead of a young woman from abroad, who lives freely with family in the country and cares for children, doing homework in return.

### **2.7 The Definition of Direct and Indirect Sentences**

Kosasih (in Nurlaili 2016: 64) explains that a direct sentence is a type of sentence that mimics exactly what people say. Kosasih further explained that direct sentences have the following characteristics: 1) In direct sentences, the quotation marks are with quotation marks. 2) The first letter of the sentence is taken into account with capital letters. 3) The citations and clauses that accompany them are omitted with punctuation (.). 4) The direction of sentences in the form of sequential dialogues must include a haltuation point (:.) in front of the sentence director. In Duden (2009: 1044) explains, indirect sentences are usually "related to the expression of saying and thinking", that is, Inquit contains verbs or nouns saying and thinking.

## **2.8 The Definition of Autodesk SketchBook Application**

SketchBook is software for sketching, painting, and drawing. SketchBook has painting and drawing tools such as pens, markers, and brushes. Using the pressure-sensitive nature of graphics tablets, tablet computers, and smartphones, it helps artists to illustrate sketches and effects like traditional materials. Autodesk SketchBook also provides annotation screenshot tool for viewing content and adding notes.

### **The Definition of Corel Draw Application**

According to Widiyanto, (2006: 17) in his book "Corel Draw Professional Techniques", corel draw is one of the definitions of corel, a software company headquartered in Ottawa, Canada. The latest version is version 15, named X5, which was released on february 23, 2008. Corel Draw is a computer program for manipulating vector lines.

## **2.9 Conceptual Framework**

Learning media is very important in the learning process. During the learning process, parenting materials are still limited. For this reason, the learning media developed in the form of comic. The data collection was done through an Instagram interview the Alumni of Universitas Negeri Medan who are currently in Germany as au pair. In material development the ADDIE model is used, which includes: (i) analysis, (ii) design, (ii) development, (iv) implementation, and (v) evaluation. Due to the less efficient learning process and limited learning media, this comic is designed to be used as a new, more innovative learning media.

## **III. Research Methods**

This research is a development research that a comic is being developed. The research model in this development is the ADDIE Model. The study was conducted at the digital library of Universitas Negeri Medan.

This research data is the information from alumni about parenting experiences in Germany and Indonesia. The data also included differences in parenting in Germany and Indonesia. The data source is five alumni majoring in Germany from Universitas Negeri Medan who are currently participating in the AuPair program in Germany.

The study used the ADDIE model. This theory was explained in Chapter II. The ADDIE model consists of a five-step development model. These include: (i) analysis, (ii) design (iii) development, (iv) implementation, and (v) evaluation.

### **3.1 Analysis**

In this phase identified the problems, such as conducting an analysis and reviewing whether there is a value gap in raising or parenting children in Germany and Indonesia. It then analyzed differences in childcare, analyzing the cultures of the two countries, whose data was collected through interviews with the alumni of Universitas Negeri Medan.

### **3.2 Design**

In this phase make a concept about what kind of product should be produced. The concept includes comic formats such as comic strips, composing screenplays, defining characters and sketching drawings on paper.

### **3.3 Development**

At this phase sketch drawings are copied with the Autodesk SketchBook app, and the Comic Dialogue of the comic uses Corel Draw.

### **3.4 Implementation**

In this research, this process was not implemented in the learning process.

### **3.5 Evaluation**

This is the last phase in the ADDIE model. At this phase the comic is then validated by experts and examined to see if the comic is a good learning medium for German language learning.

## **IV. Results and Discussion**

### **4.1 Results**

Research on the development of comic as a learning medium was conducted for three months from June 2020 to August 2020. The interval between data collection and research time is very far because some of the data collected takes a very long time, around 5 months. This research uses ADDIE theory consisting of five steps namely (1) analysis, (2) design, (3) development, (4) implementation, (5) evaluation.

#### **a. Analysis**

The analysis process is carried out to identify problems in cross-cultural childcare. The information was collected since December 2019 using an Interview method via Instagram with four alumni majoring in Unimed German. A number of questions were collected, such as (1) how childcare in Germany (2) how parents teach their children to be responsible, (3) children's activities after school, (4) days of play with children, (5) activities at the school. The collection of information took a long time until August 2020 as some alumni replied to messages a few months later.

The results of the analysis stage were: (1st respondent): Children in Germany learn to apologize when they make a mistake. If the child accidentally nudges someone, the child immediately apologizes. Another example, if the child is naughty, the parent gives a "time out", so that the child admits his mistake and does not repeat it again. Wash your hands before eating, (2nd respondent): Children in Germany have schedules, watch TV, for example on weekends, and only watch TV for 1 hour, (3rd respondent): Parents are prohibited from hitting children even if the child makes a mistake (4th respondent): Parents in Germany do not limit their children to explore something, such as playing grass or making cakes together.

#### **b. Design**

The design phase is the phase of designing a product or media, including creating a script, plot, identifying characters, and drawing comic sketches on paper. The type of comic as a learning media is a comic strip. Comic strips were chosen because they can be used effectively by teachers to generate interest, develop vocabulary and express the ideas contained in comic strips.

Comic in this study is used as a media of learning, so comic is equipped with exercises about each comic topic. Exercises are designed to measure the reader's understanding of the story. Exercises are designed to measure the reader's understanding of the story. This type of training is an essay. Essays are selected so that readers can freely respond according to their understanding and views and make the reader more responsive.



### **c. Development**

In this phase comic sketches are developed with software. The software used in the drawing process is Autodesk Sketchbook. Autodesk Sketchbook is a pixel graphics-based drawing application used in expressive painting or when sketching concepts.

### **d. Implementation**

In this phase the implementation process was piloted on three colleagues: Fadilla Amalia, Nindy Julya and Umi Nurcholis. This is done to find out if there are still errors in the learning media with the topic being discussed. No errors were found in the implementation process. The three colleagues also showed good respect for comics, such as interesting comic images, the suitability of topics with learning materials, and good learning media.

### **e. Evaluation**

At the evaluation phase, the learning media is validated by material experts and media experts to ensure the feasibility of comics as a learning media in the learning process. The material is validated by German lecturers who teach intercultural communication subjects, where au pairs and cultural differences are also discussed. The instrument consists of 5 statements. That is (1) the comic is interesting, (2) the comic language is easy to understand, (3) the language is communicative, (4) the comic contains stories about intercultural communication, (5) one can deepen their knowledge of intercultural communication through comics. The material validation results are very good, 100% of the expert answer is "Yes".

There are seven evaluation indicators in media evaluation or design. Of the seven indicators, experts gave a score of four to five indicators, such as theme, illustration, neatness, compatibility, and comic color. A score of 4 means very good. Then there is the value of three for two indicators, namely communicative comics and comic design. A score of 3 means good. Experts also provide suggestions or improvements to comics, that is, enlarged dialogue fonts and more illustrative backgrounds, hence comics are suitable as a media of learning.

## **4.2 Discussion**

Based on the results of interviews and observations in the classroom during the learning process of Intercultural Communication, it was concluded that variations in learning media are needed to achieve learning goals. In this study, comics were introduced as a learning medium in the form of books from comic strips as a learning media with the topic of differences in children's parenting in Germany and Indonesia with the title "Ich Bin Retno".

The process of research and development of learning media using ADDIE theory, which consists of five stages namely (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation.

At the analysis phase, data is collected and problems analyzed. The data is based on the results of interviews with alumni who are AuPair in Germany. In addition to data collection using interview methods, observations are also carried out in the learning process at the university in intercultural communication courses or cross-cultural understanding.

The second phase is the design stage. This phase consists of script, plot, character identification and drawing comic sketches on paper. In general, this phase is intended to facilitate illustration in the development phase.

The next phase is the development phase. At this phase, comics are made into actual comics using Autodesk Sketchbook software. The process starts with creating a pattern or image, coloring it, and then storing it in JPG form. The process of drawing comics only uses software, and to create comic dialogue used Corel Draw for ease in editing.

The next phase is the implementation phase. At this phase the comic is piloted on colleagues to find out if there are still errors in the media. The media has not been piloted on students in actual learning because the media has not been submitted to its experts.

The last phase is the evaluation phase. After the media is submitted to the validator, an assessment of the material and design is carried out. The tester's score is 92, which means it's very good. Then the revision phase is a phase of media improvement that has been reviewed by the previous validator.

## V. Conclusion

Based on the results of the research conducted, it can be concluded that:

1. Comics as a learning media with the topic of differences in child parenting in Germany and in Indonesia have been done. The development process uses ADDIE theory consisting of five steps. The first phase is (1) Analysis (a) identifying problems faced in learning, (b) identifying differences in parenting in Germany and Indonesia, (c) collecting data through interviews with Unimed alumni. The second phase is (2) Design (a) create concepts such as manuscripts, characters, etc. (b) draw sketches on paper with pencil and black ink. The third phase is (3) Development (a) at this stage of the comics drawn with software. The fourth step is (4) The implementation of (a) comics is piloted on three colleagues who know the topic or have studied the topic. The phase step is (5) Evaluation (a) The comic has been validated and reviewed by an expert.
2. The results of the development of comics as a learning medium are:
  - a. This comic consists of five titles, namely about the difference in parenting of the main character during Au Pair, the title title is Responsibility, Television, Daily in kindergarten, New Habits, Grueling Activities. Comics come with exercises and are printed in book form.
  - b. The comic is illustrated with AutoSketchbook software, which is available for free on the Internet.
  - c. The comic has been validated by experts. The expert rating for this comic is 92 which means very good.

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