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The Evaluation of the Use of Line Webtoon: A Development Study

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Evaluation, Teaching Media,
Ease of Line Webtoon Use,
Interest, Motivation

Abstract: Webtoon is a popular Line Webtoon platform in Indonesia that can be used as education and information media among the users. The Internet users make the information that is available in webtoon can be spread to all Indonesian people since webtoon applies the online-based comic system. Through this webtoon comic, it is expected that it can justify the wrong perception of open university to the users. Consequently, it can improve the users' motivation and interest to continue their study at open university. This study uses a quantitative research design with a survey method. A survey study had been conducted toward 55 users. Data collection technique was done by distributing online questionnaires, and then, the data were analyzed by using quantitative data analysis assisted by SPSS version 23.00 for Windows. Based on the result and the discussion of the study that had been revealed previously, it can be drawn a conclusion that line webtoon as education media in increasing the users' interest and motivation developed using the ADDIE model has been successfully developed and published; therefore, it can be widely used. Also, the use of webtoon among the users in Riau province as education media is categorized as good (3.09). It can be seen from the eight components, namely didactic component (2.93); webtoon construction (3.13); the technique of webtoon (3.20); ease of use (3.13); the efficiency of webtoon (3.11); benefits (3.13); interests (3.07); and motivation (3.04). These findings make an important contribution that popular digital-based media, such as webtoons, can be an innovative alternative in supporting the learning process. The main implication is that teachers and education practitioners can leverage webtoons to increase student engagement, motivation, and interest in learning because this medium is close to their daily lives.


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INTRODUCTION

Human resource is needed to make an individual be him/herself that is efficient and has good work ethics. One of the ways to improve the human resource quality in fulfilling the job demands was by education (Krismiyati, 2017); (Ashadi, 2016). Several types of occupation in Indonesia require the workers to accomplish their education up to higher education level. However, some people are not interested in continuing their studies up to the university level. Several factors causing low interest and motivation in users to study in a university are economic factors, children's mindset, environmental factor, and the minimum road facility and transportation as the facility to go to the desired campus (Castillo, 2019); (Ilieva & Farah, 2015)(Mardatilah & Hermanzoni, 2020).

One of the factors causing low interest and motivation in users to study in university is the transportation facility and the long distance to the campus location. Indonesia has hundreds of campuses with each department. open university is a campus that applies a remote learning system and it is available for anyone, as long as the prospective students have accomplished their senior high level or equivalent (Sakti & Surapto, 2020). This remote learning system shows that the lecturing activities should not be conducted face-to-face; instead, it is performed using printed media, such as module up to Internet-based module (Setijadi, 2004). This makes everyone at any place able to have the same opportunity to study at university without being present on the main campus. The existence of a remote learning system for higher education level gives a positive impact on the users; however, it may harm the credibility of open university. This happens because the users, especially those who live in villages/rural areas, do not know the teaching and learning quality in open university. For the time being, the users in rural areas only know open university from rumors spreading from mouth to mouth. Consequently, there is a misconception related to open university. The researcher summarized some points from several online sources on the negative perspectives by the users towards open university as follows: 1) the tuition fee at open university is expensive (Mahyudin, 2019); 2) being a student at open university is easy but to be graduated is very difficult (Kurniawan & Fadloli, 2016); and 3) it has an image as a university with low quality (Kusnandi, 2014). All of those judgments are certainly not true. There is no guarantee that an alumnus of a well-known university in the world can easily reach success. The quality level refers to each individual. If they are serious about the learning process during the lectures, they will have good quality and vice versa. Therefore, the users' wrong perceptions against UT should be justified.

One of the ways to justify the users' perceptions is using mass media, such as newspapers, television, or publishing books (Novianasari & Samsuri, 2016); (Kamaruddin, 2018). Nevertheless, those methods have some weaknesses, namely, it costs a lot of money and a low interest in users to read a book. This certainly will make the targeted goal difficult to be achieved. The use of internet-based media is thriving. The users tend to consume media from the Internet since it is free and the reading media from the Internet is various. One of several types of media that is popular among the users is

webcomics. One of the webcomics with the highest number of users is *webtoon* (Putri & Lubis, 2018); (Siwi et al., 2018); (Hayati et al., 2020). Webtoon is one of the platforms as the service provider of Line Webtoon that can be read by all people without paying any cost (Jin, 2019); (Shim et al., 2020a). *Webtoon* is a popular application of Line Webtoon provider in Indonesia (Diani Apsari, 2019). It is because of *webtoon* is the only Line Webtoon *platform* that provides comics to be read freely in five languages, namely Korean, Japanese, Thai, English, and Indonesian (Lee, 2019). The popularity of *webtoon* has been rooted in beginner comic writers. The webtoon that has reached millions of readers makes this comic content easy to spread massively in a short time. The readers also can give ratings and comments to the comic they read.

The use of *webtoon*, in these days, is not only as reading materials, but also as promotion media, cultural media, and educational media. Several research findings showed that 1) webtoon is as education media in improving the users' teaching skills sebagai (Siwi et al., 2018); 2) *Webtoon* is a digital comic that can be accessed easily (Sumanjaya & Padmaningrum, 2018); 3) *Webtoon* is a group of storytelling pictures published online (Kim & Yu, 2019); 4) *Webtoon* is published through the Internet media, usually in the sites with comic hosting (Harmoko & Sumbawati, 2017); 5) *Line Webtoon* is an accurate educational media to increase the students' interest; and it can be accessed everywhere (Jati, 2017); 6) webtoon comics potentially can increase self-motivation (Affeldt et al., 2018); 7) by *webtoon*, besides getting interesting things, it can also get important things in the form of learning materials; 8) the benefit for the learners who have an average level of achievement in the cognitive aspect (Lin & Lin, 2016); and 9) *webtoon* can increase the mathematic knowledge of a student with dyslexia (Toh et al., 2017). By observing the results of those studies, the researcher want to educate the users about open university through webtoon comics. It can make the webtoon comics as a tool for justifying the users' wrong perceptions about open university.

However, there is an important gap that has not been widely researched, namely the use of webtoons for educational purposes outside the context of formal classes, especially in educating the public about educational institutions such as open universities. Most previous research has focused only on the use of webtoons to convey academic material (e.g., math, learning motivation, or cognitive mastery), but no one has explicitly examined users' perceptions of webtoons as a means of clarification and education about non-conventional educational institutions. Therefore, this study aims to explore and analyze users' perceptions of webtoons as an innovative medium for introducing, clarifying, and strengthening public understanding of open universities. More broadly, this research also seeks to evaluate how digital storytelling formats like webtoons can function as accessible tools for educational promotion, enhance institutional visibility, and contribute to the democratization of knowledge in society. In doing so, the study aspires to provide both theoretical insights into media-based education and practical recommendations for institutions seeking alternative ways to engage with diverse learners beyond traditional classroom settings.

METHOD

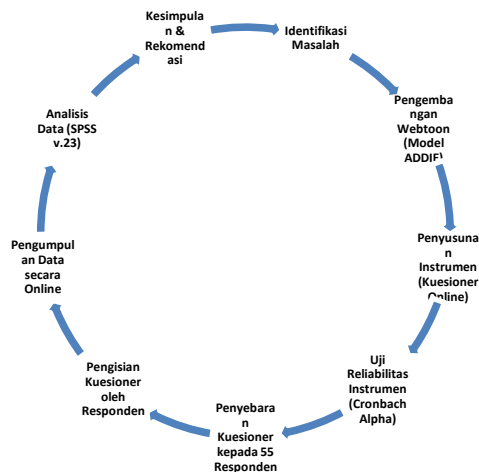


Figure 1. Research flow design drawings

Design

This study uses a quantitative research design with a survey method. This method was chosen because it is in accordance with the purpose of the research, which is to evaluate the use of webtoons as a learning medium through respondents' assessment of several aspects that have been determined. Data was obtained using an online questionnaire, then analyzed descriptively with the help of the SPSS version 23 program.

Respondents

The respondents in this study consisted of 55 university students from several study programs. The selected university students as the respondents in this study were the students who were still active in the even semester of 2019/2020. The demographic information of respondents is presented in Table 1 as follows.

Table 1. Demographic Information of Respondents

Variables	Categories	Frequency	Percentage
Domicile	Village/Rural area	31	56.4
	City	12	21.8
	District	9	16.4
	Sub-district	3	5.5
Gender	Male	17	30.9
	Female	38	69.1
Ethnicity	Malay	25	45.5
	Minangnese	6	10.9
	Javanese	11	20.0
	Bataknese	4	7.3
	Others	9	16.4
Age	19-25 yo	21	38.2

Variables	Categories	Frequency	Percentage
	26-30 yo	2	3.6
	> 30 yo	32	58.2
Occupation	University students	19	34.5
	Teachers/Lecturers	30	54.5
	Self-employed	2	3.6
	Office workers	2	3.6
	Others	2	3.6

Instrument

This study used an online questionnaire as the measuring instrument. The questionnaire was proposed to measure the students' evaluation against the use of webtoon in certain aspects, such as didactic component, webtoon construction, the technique of webtoon, ease of use, the efficiency of webtoon, benefits, and interests. This research instrument is in the form of a questionnaire with a total of 34 statements prepared using the Likert scale. The scale consists of four answer choices, namely 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The distribution of questionnaire items in online format can be seen in Table 2. The reliability test of the questionnaire was carried out using Cronbach's Alpha coefficient and produced a value of 0.942. This value shows a high level of reliability so that the instrument is suitable for use in real research (Pallant, 2002); (Joseph F. Hair et al., 2006).

Table 2. The Distribution of Questionnaires for the use of Webtoon

Constructs	Total Item
Didactic Component	5
Webtoon comics' construction	5
The technique of webtoon comics	5
Ease of Use	5
The efficiency of webtoon comics	5
Benefits	5
Interests	4
Motivation	3

Data Collection Procedure

This research was carried out with a survey approach through the distribution of questionnaires to students from several study programs. Before filling out the questionnaire, respondents were given information that their participation was important for the success of the research, so they were expected to answer objectively. To provide an initial understanding, the researcher delivered a brief explanation of Webtoon and its application in learning activities. Webtoon was introduced as one of the instructional designs that integrates technology in lectures.

The media developed by the researcher can be accessed through https://www.webtoons.com/id/challenge/universitas-teropen/list?title_no=474126 link. Students are asked to visit the link to provide assessments and responses through filling out the questionnaire that has been prepared. The use of this link facilitates the data collection process without requiring researchers to be present in person in the field. All data collection activities are carried out online through the internet network and email. The data collected from the online questionnaire was then analyzed by a descriptive method using Windows-based SPSS software version 23.00.

RESULT AND DISCUSSION

The Webtoon was evaluated by the students, acting as the respondents, by assessing the seven aspects, namely didactic component, webtoon construction, the technique of webtoon, ease of use, the efficiency of webtoon, benefits, interests, and motivation. The detailed information about the mean score for each aspect is presented in Table 3.

Table 3. The Mean Scores for the Eight Aspects of Evaluation

<i>Webtoon</i>	Mean	Std. Deviation
Didactic Component	2.93	0.663
Webtoon comics' construction	3.13	0.721
The technique of webtoon comics	3.20	0.755
Ease of use	3.13	0.695
The efficiency of webtoon comics	3.11	0.712
Benefits	3.13	0.771
Interests	3.07	0.663
Motivation	3.04	0.576
Mean Score	3.09	0.695

From Table 3 above, it can be seen about how far the use of webtoon according to the users at the good stage, namely didactic component (2.93); webtoon construction (3.13); the technique of webtoon (3.20); ease of use (3.13); the efficiency of webtoon (3.11); benefits (3.13); interests (3.07); and motivation (3.04). The users had very good perceptions against webtoon since having modus 3. Thus, it can be inferred that the users are the users with a mean score on the perception of 3.09 in the category of 'good'. For more details, the result of webtoon products that are developed by the writer is shown in Figure 1.

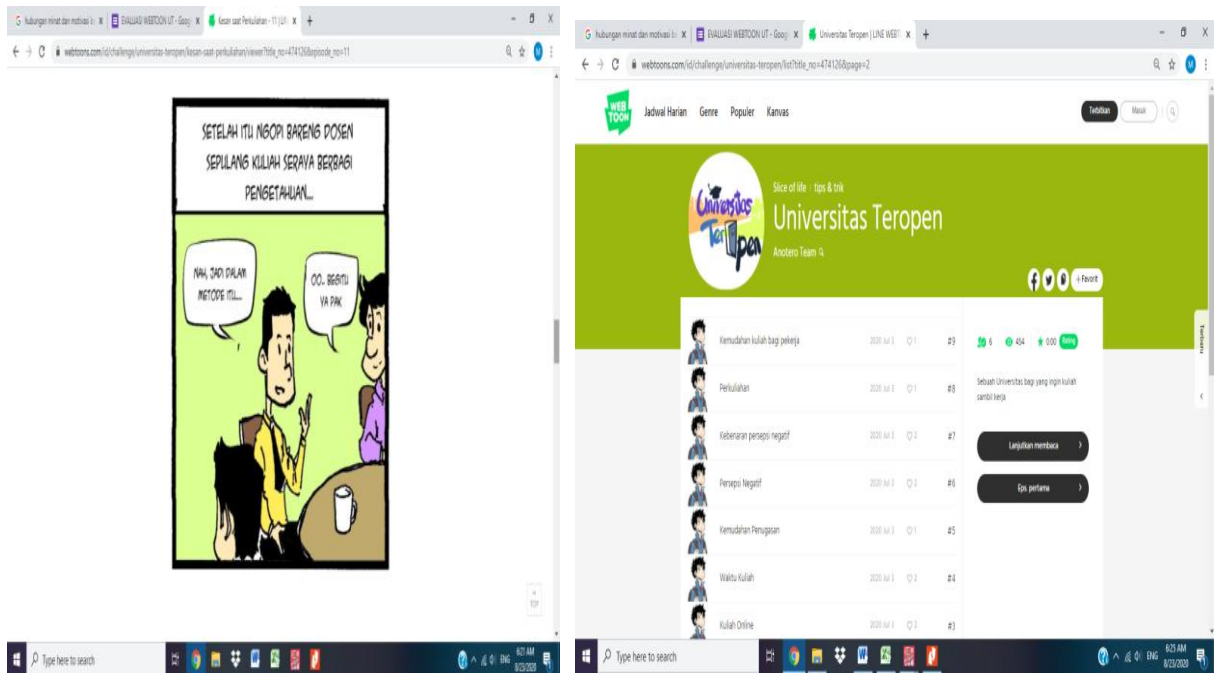


Figure 1. The Result of *Line Webtoon* Development

Figure 1 above provides information that in developing webtoon is interesting and it has paid attention to the technical elements, such as the comic appearance is attractive, the font is clear, the pictures are appropriate to the story, the layout of texts and pictures is proportional, the selection of background is appropriate, the ability to provide education to the readers about the excellences of UT, the excellences of continuing study at UT, and it can be accessed online at any time and everywhere through social media.

Webtoon is a learning media that has been widely used starting from kindergarten to senior high school level. Webtoon is a learning media that can lessen the boredom in learning since, for the time being, the learning process has been conducted by delivering the materials and theories by using a lecturing method only that makes the students feel bored with the material that is taught. The use of comics in some schools had proven to be able to increase the result of the mean exam score. The result of the study showed that each aspect that was being assessed in the use of webtoon had received a good response from users. For more details, this will be explained in this discussion chapter.

The results of the study show that the use of Webtoon has met the didactic element. This media is considered to be able to answer the challenges of technological development, can be accessed by various circles, and functions as a means of education in the learning process. This is in line with the opinion of researchers who affirm that technological advances, especially in the digital realm, have also influenced the development of electronic comics (Ruiyat et al., 2019). Webtoon itself is a fun medium that has high mobility and is relevant to use in learning activities (Faisal et al., 2017). Electronic-based presentation allows teachers to enrich comic stories with additional animations and sound effects so that they are more interesting (Nuratikah, 2018).

In terms of construction, Webtoon as an Open University learning medium is considered to meet the criteria because the content of the material is in accordance with the needs of the reader, the presentation structure is clear, the story illustrations are well organized, and it is easy to understand. These findings are consistent with the definition of digital comics that serve as visual illustrations to make it easier for students to understand the material (Kearns & Kearns, 2020; Suciati et al., 2019). McCloud added that comics not only convey information but also cause an aesthetic response for readers (Ratnasari & Ginanjar, 2019; Riwanto & Wulandari, 2018). Thus, Webtoons are proven to make it easier for teachers to explain the material while helping students understand lessons.

Technically, Webtoon has met the eligibility indicators, such as attractive appearance, font clarity, suitability of illustrations with storyline, proportional layouts, and backgrounds that support the theme. This is in line with the opinion that the main attraction of comics is their appearance (Utariyanti et al., 2015). Other advantages of Webtoon as a learning medium include: simple presentation, the use of dialogical language, ease of understanding material, building interest in reading, and presenting concepts that are clearer and more interesting (Yustina et al., 2019). The suitability between illustrations and storylines is also an important indicator of Webtoon quality (R et al., 2018). In addition, the balance between image size, text, and layout is an aspect that electronic comics must meet (Zaibon et al., 2019; Rossana et al., 2019). Words in Webtoons are also important visual elements that influence presentation (Smaldino et al., 2011).

From the aspect of ease of use, Webtoon is considered practical because it is easy to read, systematically arranged, presents information with a clear storyline, and can be accessed quickly. This supports the view that Webtoons are effective because the materials and illustrations are clear and easy to understand (Alfiani et al., 2018; Jeong et al., 2017). In terms of content, Webtoon offers attractive visuals with sharp colors. Another study added that the assessment of comic design quality also includes font size, typeface, and sound effects, where font size consistency is one of the important criteria (Sumanjaya & Padmaningrum, 2018). Thus, the easy-to-use aspect of Webtoons encourages enthusiastic student involvement while making it easier for them to remember learning materials.

The efficiency aspect is also achieved through the use of Webtoon because this media facilitates the understanding of UT material, can be accessed anytime and anywhere, and has good program durability. This is in line with the view that Webtoons are practical because they can be read in various places and times (Jin, 2019; Putra et al., 2019; Wibowo & Roysa, 2018). Another advantage is the ease of access, storage, and distribution to other media (Park et al., 2019). Therefore, Webtoons can be used flexibly without the need for additional devices from other media.

Judging from the benefits, Webtoon acts as a means of UT promotion, educational media, learning motivation, increased interest, as well as an antidote to fake news. These

findings support the idea that Webtoons are able to verify and evaluate information (Monggilo, 2020). In dealing with the spread of hoaxes, three relevant approaches are organization, technology, and literacy (Li, 2020; Juditha, 2018). Thus, the use of online media such as digital comics can be a strategy to mitigate the spread of false information.

In terms of interest, the results of the study prove that Webtoon is able to increase students' interest in UT, foster the desire to follow the storyline, build confidence to continue reading, and foster interest in each episode. This is in line with the opinion that Webtoons highlight a combination of moving visuals and text that depicts a scene (Ardianzah & Aryanto, 2020). Previous research also supports these results, including: 1) LINE Webtoon social media has an effect on the interest of University of Riau students in reading comics (Putri & Lubis, 2018; Suciati et al., 2019); 2) Webtoons and online novels explore the impacts and tensions in the production, distribution, and translation of popular digital media in the participatory and decentralized era (Shim et al., 2020b; Kálovics, 2020).

In the aspect of motivation, the result of the study above showed that the use of webtoon had fulfilled the aspect of motivation. Using line webtoon can motivate the learners to be more motivated in studying. It is in line with the function of webtoon that it can increase the learning interests and motivation (Alfiani et al., 2018); (Tifani et al., 2020); (Akmal et al., 2020). Besides, the result of a random interview towards some students shows that all of them have an interest or are attracted to line webtoon; however, some students are having a high learning motivation and it does not make line webtoon as the only learning source (Silpani Oktarina et al., 2019). The usage of line webtoon to deliver materials can support the independent learning process and motivate the students' initiatives. The method for delivering materials that are often followed by visualization and interesting design, completed with audio/video, and virtual-reality seems suitable for the students' interests and it will result in a better and more effective learning outcome compared to conventional learning.

Based on the result and discussion stated above, it can be suggested that the use of line webtoon can increase not only the students' learning outcomes but also the students' learning interests and motivation.

CONCLUSION

Based on the findings and previous discussions, it can be concluded that Line Webtoon as a learning medium is able to increase user interest and motivation. This media was developed through the ADDIE model and has been successfully designed and published so that it can be widely utilized. The survey results showed that the use of webtoons as an educational tool among users in Riau Province was relatively good with an average score of 3.09. The assessment includes seven aspects, namely: didactic aspects (2.93); webtoon construction (3.13); presentation techniques (3.20); ease of use (3.13); efficiency (3.11); benefits (3.13); interest (3.07); and motivation (3.04). Thus, users are expected not only to take advantage of webtoons available on the Internet, but also to develop their own webtoon works to be used in the learning process. Furthermore, the

researcher recommends that a preliminary study be conducted to assess the effectiveness of webtoons in more depth in learning activities. Further research is also recommended to be carried out at the student level to further explore their perception of the use of webtoons as an educational medium.

This research has several limitations that need to be considered. First, the number of respondents involved is relatively limited, namely only 55 users in Riau Province, so the results of the study cannot be generalized widely in different contexts, both geographically and demographically. Second, this study only measured user perception through a descriptive survey, without conducting experimental tests or longitudinal studies to determine the direct impact of webtoon use on improving learning outcomes or changing user learning behavior. Third, this research still focuses on technical and perceptual aspects (such as construction, technique, ease, interest, and motivation), but has not explored more deeply how webtoons can affect academic achievement, critical thinking skills, or collaborative abilities in the learning process.

In addition, the didactic aspects that obtain lower scores have not been widely studied from a pedagogical perspective, so the webtoon's connection with learning theory or instructional design is still limited. Based on these limitations, there are several recommendations for further research. First, follow-up research can be carried out by involving a wider and more diverse sample, both in terms of region and level of education, so that the results are more representative. Second, it is recommended to use experimental or quasi-experimental research designs to measure the effectiveness of webtoons directly on learning outcomes, motivation, and cognitive skills of students and students. Third, future research may explore the integration of webtoons with specific learning models (e.g., problem-based learning, project-based learning, or inquiry learning) to see the extent to which webtoons can enrich active learning strategies. Fourth, the researcher can also conduct a more in-depth qualitative analysis related to user perceptions, experiences, and barriers in using webtoons as an educational medium, so that a more comprehensive picture is obtained.

Thus, further research is expected to open up new avenues of exploration, expanding the scope of webtoon studies not only as an interesting visual medium, but also as a pedagogical instrument that influences academic achievement, intrinsic motivation, and digital literacy in 21st century education.

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