Utilization of the Pixtoon Application in Learning for Prospective Elementary School Teachers: A Descriptive Study on Digital Comic Creation

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ABSTRACT

Learning in pre-service elementary teacher education requires the use of instructional media that can support accurate and engaging concept delivery. One alternative instructional medium that can be utilized is digital comics based on applications. This study aims to describe the use of the Pixton application in pre-service elementary teacher education through digital comic creation activities. The study employed a qualitative descriptive approach involving 48 third-semester students of the Elementary School Teacher Education program. Data were collected through classroom observation, digital comic creation assignments, and analysis of students' work. The findings indicate that the use of the Pixton application provided meaningful learning experiences for students and encouraged the development of creative and contextual visual-based instructional media. Students also demonstrated positive responses toward the use of digital comics as a varied alternative instructional medium. These findings suggest that the Pixton application has the potential to be utilized in pre-service elementary teacher education to equip students with the ability to design engaging and meaningful instructional media.

Keywords: digital comics, pixtoon, pre-service elementary teachers

I. Introduction

The development of digital technology has brought significant changes in the field of education, including in the learning process in higher education institutions that prepare pre-service elementary school teachers. Students in Elementary School Teacher Education programs are required not only to master theoretical concepts but also to develop conceptual understanding and creativity to support teaching practices in elementary schools. Therefore, innovative and contextual learning strategies are needed to support the achievement of these competencies (Kertati et al., 2023).

However, field conditions indicate that some students still experience difficulties in understanding learning concepts. Suboptimal conceptual

understanding can impact students' ability to relate learning materials to elementary school contexts and to develop creative ideas. To address this issue, one alternative instructional medium that can be used is illustration-based digital comics. This situation requires lecturers to present learning media that are not only informative but also capable of helping students visualize concepts more concretely and meaningfully.

Digital comics as visual media can present learning concepts through integrated storylines, dialogues, and visualizations, making it easier for students to understand abstract concepts (Yuniarti et al., 2023). The Pixton application provides features for creating digital comics that are easy to use and allow students to express their ideas and understanding creatively (Mufarrochah, 2022). Therefore, the use of the Pixton application can help students gain deeper conceptual understanding while enhancing their creativity as future elementary school teachers.

Based on the above explanation, this study aims to describe the utilization of the Pixton application in pre-service elementary teacher learning, as well as to illustrate students' responses and their digital comic creations as instructional media.

This study employed a qualitative descriptive approach aimed at describing the utilization of the Pixton application in pre-service elementary teacher education through digital comic creation activities. This approach was chosen because the study focuses on the learning process and students' work without experimental treatment or statistical testing (Sjafirah & Prasanti, 2016).

During the comic creation process, the researcher conducted observations, recorded students' responses, and collected student work as research data. Data were analyzed qualitatively by describing the learning process, students' creativity, and the characteristics of the digital comics produced. Data validity was ensured through triangulation of data collection techniques, including observation, assignments, and documentation.

The research subjects consisted of 48 third-semester students of the Elementary School Teacher Education program who were enrolled in a course related to instructional media development. Students were selected because they are in the early stage of strengthening pedagogical competence and creativity as pre-service elementary school teachers.

The study was conducted by integrating the Pixton application as a medium for digital comic creation. The activities began with an explanation of learning concepts and an introduction to the Pixton application, including features such as character creation, background setting, and dialogue composition.

Students were then assigned to create simple digital comics based on predetermined topics. During the process, the researcher observed student activities, recorded responses, and collected student work. Data were analyzed qualitatively by describing the learning process, creativity, and characteristics of the resulting digital comics.

Data collection in this study was carried out through several techniques: Digital comic creation assignments, consisting of students' work using the Pixton application as the main data source; Observation of the learning process, to examine student engagement, responses, and ability to use the application; Documentation, including students' digital comics and learning activity records as supporting data

Data were analyzed qualitatively by examining students' digital comic works and observational results during the learning process. The analysis focused on students' creativity in designing digital comics and the potential of these comics as instructional media for elementary school students. The results were presented in a narrative descriptive form.

The learning process began with a reflection activity on the current state of education. Based on the discussion, students revealed that elementary school students still experience errors in understanding the concepts of the learning material. These errors were seen as related to inaccurate conceptual delivery, resulting in the learning material being perceived as difficult and burdensome. This reflection activity demonstrated the growing awareness of students as prospective elementary school teachers of the importance of accurate conceptual delivery for meaningful learning.

The next stage was a socialization of the use of the Pixtoon application as a medium for creating digital comics. Students received an explanation of Pixtoon's basic features, including character creation, setting settings, and dialogue composition. Observations showed that students were able to follow the application's steps effectively and showed enthusiasm in exploring the available features. Students then practiced independently creating simple digital comics that conveyed learning messages according to the assigned topic.

The students' work demonstrated that the digital comics produced had varying levels of creativity, but generally featured clear storylines, engaging visuals, and easy-to-understand learning messages. Furthermore, student responses to the use of digital comics as a learning medium tended to be positive. Students assessed that digitalcomics can help convey learning concepts in a lighter, more engaging, and contextual manner. These findings indicate that digital comics assisted by the Pixton application have the potential to be used as learning media in elementary schools.

II. Discussion

Research results indicate that the use of the Pixtoon application in teaching for prospective elementary school teachers provides a meaningful learning experience for students. Reflection activities at the beginning of the lesson play a role in raising students' awareness of conceptual issues that still frequently occur in education, particularly conceptual misunderstandings among elementary school students. This awareness serves as an important foundation for prospective teachers to pay more attention to the accuracy of conceptual delivery, so that learning is not only oriented towards delivering material but also on students' understanding of the concepts (Artha et al., 2025).

The use of the Pixtoon application as a medium for creating digital comics provides a space for students to express learning ideas visually and creatively (Mayasari et al., 2023). Digital comics allow for the presentation of material in the form of engaging and contextual illustrated stories, making the concepts presented more concrete and easier to understand. This aligns with the characteristics of elementary school students, who tend to understand material more easily through visual media and simple narratives (Nova et al., 2025).

Furthermore, the digital comics produced by students demonstrate the ability of prospective teachers to develop varied learning media utilizing digital technology. The use of visual-based learning media is considered to help prospective teachers simplify learning concepts and increase the appeal of the material presented to students (Fatmawati & Safitri, 2020).

Students' positive responses to the use of digital comics indicate that this medium is perceived as relevant and easy to use in learning contexts. These findings suggest that digital comics have the potential to be implemented in elementary school learning as an innovative alternative teaching medium that aligns with current developments in educational technology (Zega et al., 2024).

Therefore, the use of the Pixtoon application in elementary school teacher learning can be seen as an initial step in equipping students with the skills to design technology-based learning media. Although this research is descriptive and limited to digital comic creation activities, the findings suggest that the use of digital comic-based visual media has the potential to support more meaningful learning if developed and implemented sustainably (Saputra, 2024).

III. Conclusion

Based on the research results and discussion, it can be concluded that the use of the Pixton application in teaching for prospective elementary school teachers can support meaningful learning for students. Through digital comic creation activities, students demonstrated their ability to develop creative and contextual visual-based learning media, as well as an awareness of the importance of accurately conveying material concepts in learning.

The use of digital comics supported by the Pixton application has the potential to be an innovative alternative learning medium for prospective elementary school teachers. Although this research is descriptive and limited to an analysis of the learning process and student work, the findings suggest that the use of digital comics can be part of the effort to equip prospective teachers in designing engaging and meaningful learning for elementary school students.

Based on the research findings presented, lecturers in the Elementary School Teacher Education study program are advised to utilize the Pixton application or

similar digital comic media as an alternative learning medium in lectures. The use of digital comics can help prospective teachers develop creativity in designing teaching media and raise awareness of the importance of conveying concepts accurately and engagingly to elementary school students.

Elementary School Teacher Education students are expected to further develop the digital comics they have created so that they can be used as learning media that are appropriate to student characteristics, teaching materials, and learning objectives in elementary schools.

Further researchers are advised to conduct further research with more in-depth designs, such as experimental research or classroom action research, to assess the impact of using digital comics supported by the Pixton application on elementary school students' conceptual understanding, learning motivation, and learning outcomes in a more measurable manner.

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