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by Ratna Dewi

Digital Comic Media: Pancasila Relationships in Daily Life

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ABSTRAK

Kedudukan media pembelajaran sangatlah penting sebagai alat bantu dalam menyampaikan materi yang tidak dapat dijelaskan oleh guru. Namun sering kali penggunaan media pembelajaran yang jarang digunakan dapat berdampak negatif bagi guru dan peserta didik. Tujuan penelitian ini untuk menciptakan media komik digital hubungan pancasila dalam kehidupan sehari-hari mata pembelajaran PPKn pada kelas IV. Jenis penelitian ini merupakan penelitian pengembangan menggunakan tahap pengembangan dari Borg and Gall. Subjek penelitian yaitu 2 ahli bahasa, 2 ahli materi, dan 2 ahli media serta respon peserta didik. Metode pengumpulan data dengan wawancara, observasi, angket dan dokumentasi. Instrumen pengumpulan data berupa instrumen kuesioner. Teknik analisis yaitu analisis kuantitatif dan kualitatif. Hasil analisis ahli bahasa diperoleh presentase 68% dalam kategori layak. Hasil ahli materi diperoleh presentase 79,41 % dalam kategori layak. Hasil validasi ahli dengan presentase 85,62% yang masuk dalam kategori sangat layak. Hasil angket respon peserta presentase 93,2% dengan kategori sangat layak. Dengan demikian, media komik digital hubungan pancasila dalam kehidupan sehari-hari layak digunakan. Implikasi penelitian ini diharapkan dapat membantu guru dalam memberikan informasi kepada siswa terkait hubungan pancasila dalam kehidupan sehari-hari.

ABSTRACT

The position of learning media is very important as a tool in conveying material that the teacher cannot explain. However, often the use of learning media that are rarely used can harm teachers and students. This research aims to create a digital comic media of Pancasila relations in the daily life of Civics learning subjects in grade IV. This type of research is development research using the development stage of the Borg and Gall. The research subjects were two linguists, two material experts, and two media experts and student responses. Methods of data collection with interviews, observations, questionnaires, and documentation. The data collection instrument is a questionnaire instrument. The analysis technique is quantitative and qualitative analysis. The analysis results of linguists obtained 68% in the proper category. The results of material experts obtained a percentage of 79.41% in the feasible category. Expert validation results in a percentage of 85.62%, which fall into the very feasible category. The questionnaire participants' responses were 93.2% in the very feasible category. Thus, the digital comic media of Pancasila relations in everyday life deserves to be used. The implications of this research are expected to help teachers provide information to students related to Pancasila relationships in everyday life.

1. INTRODUCTION

Pancasila and Citizenship Education is one of the compulsory subjects for SD/MI, SMP/MTS, and SMA/SMK/MA levels (Astawa et al., 2020; Rahmawati & Harmanto, 2020). The general objective of Pancasila and Citizenship Education subjects at the primary and secondary education levels is to develop the potential of students in all dimensions of citizenship, namely citizenship attitudes, including civic confidence, civic commitment, and civic responsibility (Ar et al., 2021; Kartika, Ni Kadek Dela, 2021). Citizenship knowledge and citizenship skills include civic competence and responsibility (M. A. Apriliani et al., 2021; Astawa et al., 2020). Pancasila is used as the basis of the state by the contents of the Preamble to the 1945 Constitution, paragraph IV. As the basis of the state, Pancasila is used to regulate the entire life order of the Indonesian nation and state (Kevin, 2019; Sabilla Febriany & Anggraeni Dewi, 2021). Based on this, the nation's personality should be noble and moral. Therefore, early education is needed for the nation's next generation to filter out bad culture. The task

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of educators and prospective educators is to be able to provide education and guidance to students regarding attitudes related to the values contained in Pancasila. Civics is one of the subjects that students must take at the elementary, secondary and tertiary education levels. Civics intends to shape students into human beings with a sense of nationality and love for the homeland. Currently, the use of learning media in learning activities can generate desire and motivation and attract students' interest in learning activities which can later streamline the achievement of learning objectives in Civics learning activities (Mulyati et al., 2021; Sukmanasa et al., 2017). Visual media is considered interesting because it displays images that can later foster student interest, and visual media can display images following everyday life so that it is easy to connect subject matter with the real world, one of which is comic media (Laaser & Toloza, 2017; Rosidah, 2016; Tomita, 2018). Comics are cartoon forms that reveal characters and act out a story in a sequence closely related to images. It is designed to provide entertainment and knowledge for its readers (Angga & Sudarma, 2020; Udayani et al., 2021). Because, the main role of comic media is its ability to create students' interest in learning (Sudjanadan Rivai, 2013:68). Currently, comic readers have other choices besides reading printed comics, namely digital comics. The webcomic platform, LINE WEBTOON, has more than 2 million active users entering its 5th year in Indonesia (Kuipers & Ghedini, 2021; Sukmanasa et al., 2017). The high interest in reading digital comics made the author decide to develop digital-based comic media to be an interesting learning media for Civics subjects that had been validated by experts and tested until it met the requirements to be used as learning media.

Media is a component of learning resources or physical materials that contain instructional materials in the environment of students that can stimulate students to learn (S. P. Apriliani & Radia, 2020; Solfiah et al., 2020). The functions of learning media are presenting actual objects, making imitations of actual objects, making abstract concepts into concrete concepts, equating perceptions, overcoming barriers of time, place, number and distance, presenting information consistently, and providing a fun and interesting learning atmosphere so that learning objectives are achieved (Dewanti et al., 2018; Putri et al., 2021). With the selection of media, the teacher can more easily determine what type of media will be used and what is considered appropriate to help the learning process (Jannah & Atmojo, 2022). Comics are a sequence of images arranged according to the story and the creator's wishes so that they are easy to read, mostly given text balloons, text effects, and text as a substitute for sound (Ariesta & Kusumayati, 2018; Sari & Ratu, 2021). Digital comics are comics created using digital programs that exist in a digital environment (Azizul et al., 2020; Sukmanasa et al., 2017). Digital comics can help teachers convey learning messages to students because learning communication will be maximized if learning messages are delivered coherently and interestingly (Syahmi et al., 2022; Wicaksono et al., 2018). Previous research findings stated that comics media could increase students' learning motivation (Sari & Ratu, 2021). Comic media can also improve students' critical thinking skills (Jannah & Atmojo, 2022; Kristianto & Rahayu, 2020). Comic media can help character formation and improve learning outcomes (Angga & Sudarma, 2020). Comic media is suitable to be used to improve students' literacy skills. Comic media can be used to improve students' literacy skills (Karmiani, 2018; Rakasiwi, 2019). Elementary school teachers play an important role in delivering Pancasila values to students by instilling character education. Therefore, it is necessary to have learning media that supports the teaching and learning process. Seeing the importance of learning media as an intermediary in character education, the development of this comic media can be used as a solution to overcome problems in the learning process. Digital comic media learning can provide a new nuance by concretely visualizing the concept and displaying it in real terms. The material developed in the digital comic media of Pancasila relations in everyday life is Theme 5 (My Heroes) Sub-theme 3 (Heroism Attitudes) Learning 6 for the fourth grade of elementary school. This research aims to create a digital comic media of Pancasila relationships in the daily life of Civics learning subjects in fourth grade.

2. METHOD

The research method used in this research is Research and Development (R&D). According to Sugiyono (2017:297) research and development methods or in English Research and Development are research methods used to produce certain products, and test the effectiveness of these products. This R&D research will produce a product in the form of digital comic media. The development of this digital comic media uses the development stage of Borg and Gall which has been modified by Sugiono into 6 stages in Figure 1a.
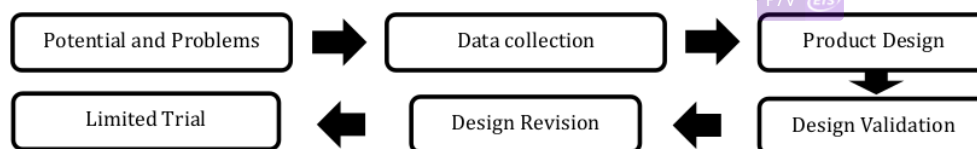

Figure 1. Modified research and development steps

The first stage of this research is a potential and problem analysis consisting of curriculum, needs, and material analysis. This information is obtained from literature studies and field studies. After the potential problems have been found, the second stage is data collection to plan to develop products in the form of products that can later help teachers and students in the learning process. Data collection techniques used are interviews, observations, questionnaires, and documentation. The third stage is product design based on the data that has been collected. The fourth stage is design validation to determine the feasibility of digital comic media that has been developed before conducting a limited product trial stage. The validation was carried out by a team of linguists, a team of material experts, and a team of media experts. The fifth stage is design revision, which is carried out based on suggestions from a team of experts so that later it is feasible to be tested in the field. After the product has been completed through the repair phase, the sixth stage is to conduct a limited trial of the product by providing student response questionnaires to digital comic media. A total of ten people from fourth grade were asked to be respondents who were selected using random sampling technique.

3. RESULT AND DISCUSSION

Result

The development of digital-based comic media on Civics material uses the Borg and Gall model, which Sugiyono has modified. The steps in research and development include seeing potential problems, data collection, product design, design validation, design revision, and limited trial. This research and development produce a product in the form of digital-based comics on the theme 5 My Heroes, Subtheme 3 Attitudes of Heroism, 6th learning as a learning medium in the fourth grade of SDN Sindang Sono 2 Tangerang. The results of this study can be seen from the feasibility validation provided by the expert team of validators and the students' responses to the results of limited product trials. Because the situation is still in the Covid-19 pandemic, the trial is carried out on a limited basis. This material contains Basic Competencies and Indicators, which are described in Table 1.

Table 1. Basic Competencies and Indicators Theme 5 (My Hero) Sub Theme 3 (Heroism Attitude)

Basic Competencies		Indicators	
Bahasa Indonesia			
3.8	Comparing what is already known with what is just known from nonfiction texts.	3.8.3	Mention known information about one of the heroic attitudes.
4.8	Delivering the results of comparing old knowledge with new knowledge in writing in their language.	4.8.3	Presenting information obtained through spoken and written language about heroism.
civics			
3.1	Understanding the relationship between symbols and the meaning of the Pancasila precepts as a unit in everyday life.	3.1.6	Mention the relationship between heroism and the meaning of the precepts of Pancasila.
4.1	Tells about the relationship of symbols with the meaning of the Pancasila precepts as a unit in everyday life.	4.1.6	Explain the relationship between heroism and the meaning of the Pancasila precepts.

This product validation stage aims to determine the feasibility of the product that has been developed. Based on the assessment of the expert team, which includes validation of linguists, validation of material experts, and media experts, which will be explained in Table 2.

Table 2. Expert Validation Data

Expert Test	Percentage	Description
Language	68 %	Worthy
Theory	79,41%	Worthy
Media	85,62%	Very Worthy

Based on the results of linguists, an average score of 3.38 was obtained with good criteria and a percentage of 68%, which means that the expert validation language questionnaire is in the "Eligible" category to use. Based on the assessment of the material expert team, the average score of the first material expert validation was 3.94. The second material expert validation was 3.82 with the criteria "Good". The percentage result of the validation of the material expert I was 79% and the second material expert validation was 76% with an average percentage of 79.41% in the "Eligible" category to use. Based on the assessment of the media expert team, the average score of the first media expert validation was 4.37 and the second media expert validation was 4.13 with the criteria "Very Good" and the results of the first media expert validation percentage 87.5% and the second

media expert validation 84 % with an average percentage of 85.62% in the "Very Eligible" category for use. The results of the student response questionnaire, the questionnaire is used to determine the student's response to the product that has been developed. The trial conducted was a small group trial of 10 fourth grade students at SDN Sindang Sono 2 Tangerang. The results of the student response questionnaires are presented in Table 3.

Table 3. Data From Student Response Questionnaires

Aspect	Average Score	Percentage (%)	Eligibility Criteria
Comic Display Language Material Understanding	4,66	93,2%	Very Worthy

Based on the data from the questionnaire results of students' responses to the digital comic media that have been used, an average score of 4.66 was obtained, with an average percentage of 93.2% in the "Very Eligible" category. Thus, the product developed, namely digital comic media, received a good response from students. The final product of this research is digital comic media with the comic title "Kisah Sita". This comic media was made for the fourth grade, containing material on the theme 5 heroes, sub-theme 3 heroism, in the 6th lesson containing two subjects, Indonesian and Civics. The results of digital comic media products are presented in Figure 2.
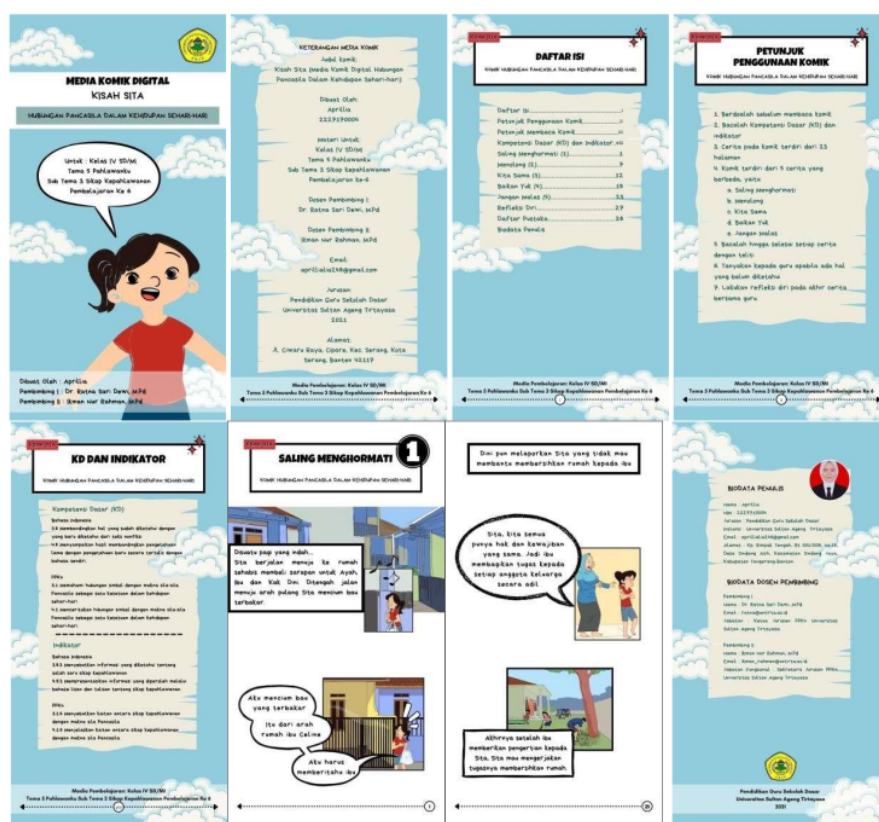

Figure 2. The Final Product of Digital Comic Media

Discussion

The development of digital-based comic media on Civics material uses the Borg and Gall model, which Sugiyono has modified. The steps in research and development include seeing potential problems, data collection, product design, design validation, design revision, and limited trial. This research and development produce a product in the form of digital-based comics on the theme 5 My Heroes, Subtheme 3 Attitudes of Heroism, 6th learning as a learning medium in the fourth grade of SDN Sindang Sono 2 Tangerang. The study results showed that the digital comic media of Pancasila relationships in everyday life for Civics learning subjects

in fourth grade was suitable for use in the learning process. It can be seen from several aspects. First, the digital comic media of Pancasila relationships in everyday life, Civics learning subjects in fourth grade are suitable to be used from the material aspect. The material presented follows the characteristics of elementary school students. Elementary school students are in the operational stage (Aditya Dharma, 2019; Utomo et al., 2021). This stage requires concrete objects to convey the material (Pambudi et al., 2019; Yantini et al., 2021). Comic media can help students understand abstract material through interesting pictures (Kurniawarsih & Rusmana, 2020; Laksono et al., 2016). The material presented is in accordance with students' basic competencies and learning objectives. Digital comic media has an attractive appearance and easy-to-understand material, creating interest in learning for students. Therefore, digital comic media is feasible and valid to be used in the learning process related to Pancasila relationships in everyday life. Second, the digital comic media of Pancasila relationships in everyday life Civics subjects in fourth grade are appropriate for design and usability. Digital comic media has an attractive design. Digital comics provide real-life images and illustrations. The display of attractive images can increase students' interest in reading comics (Aprinawati, 2017; Jaya, 2017). Digital comic media is practical and easy to use because it is in PDF format. This digital comic learning media can be shared by teachers via the WhatApp application so that students can access digital comics from their homes. The PDF program is considered one of the most commonly used programs. This program can be opened via laptops and cell phones as long as the PDF program is available on these electronic devices. These reasons make this program chosen as a medium for learning digital comics. And also no need to spend a lot of money because comics don't need to be printed. This finding is strengthened by previous research, which states that comic media can increase students' learning motivation (Sari & Ratu, 2021). Comic media can also improve students' critical thinking skills (Jannah & Atmojo, 2022; Kristianto & Rahayu, 2020). Comic media can help character formation and improve learning outcomes (Angga & Sudarma, 2020). Comic media can be used to improve students' literacy skills (Karmiani, 2018; Rakasiwi, 2019). The discussion shows that digital comic media can be used for independent study. Although this research is designed for online learning activities, this comic media can be used in classical learning. The implications of this research are expected to help teachers in providing information to students related to Pancasila relationships in everyday life. Digital comic learning media is expected to be used in the learning process so that students are more motivated and creative in learning Civics. However, digital comic learning media has a weakness: the product development process through many stages, requiring a lot of energy and a long time. The making of this comic media must have creativity and the ability to draw so that the digital comic learning media has good image quality. Teachers recommend it and further research can develop this product to be better.

4. CONCLUSION

The digital comic learning media in this Civics Education material is suitable for use in the learning process. Students are more motivated in learning and creative in thinking and making digital comics so that the learning objectives of Civics work optimally both cognitively, affectively and psychomotorically so that the student-center-based learning process runs optimally. Develop digital comic learning media in learning activities to master the Civics knowledge and skills material.

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Article Error You may need to use an article before this word. Consider using the article **the**.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Article Error You may need to remove this article.

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Prep. You may be using the wrong preposition.

Article Error You may need to use an article before this word.

Missing "," You may need to place a comma after this word.

Article Error You may need to remove this article.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Prep. You may be using the wrong preposition.

Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.

Article Error You may need to remove this article.

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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

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Sentence Cap. Remember to capitalize the first word of each sentence.

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Missing "," You may need to place a comma after this word.

Confused You have used **a** in this sentence. You may need to use **an** instead.

Article Error You may need to use an article before this word.

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PAGE 4

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Missing "," You may need to place a comma after this word.

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PAGE 5

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Garbled Grammatical or spelling errors make the meaning of this sentence unclear. Proofread the sentence to correct the mistakes.