



The Effectiveness of Digital Comic Media for Pancasila Education in Grade IV Elementary Students

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Abstract: Pancasila Education is a subject that plays a significant role in shaping students' character. However, many students remain passive and are not actively involved in the learning process, which is partly due to monotonous teaching methods and overly simplistic learning media. This research aims to evaluate the feasibility of digital comic media as a learning tool to foster creative thinking, enhance problem-solving skills, and instill noble values in students' everyday lives at Class 4 of Elementary School Cluster Tanjung Emas, Tanah Datar. The research method used is Research and Development (R&D) employing the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). Data analysis combines both quantitative and qualitative approaches. Quantitative data is derived from the effectiveness results, while qualitative data is used to interpret these results. The findings indicate an N-Gain score of 0.42, categorizing the effectiveness as moderate. Based on these results, it can be concluded that the use of digital comic media in the learning process is effective.

INTRODUCTION

Pancasila Education is a subject that teaches character to students. The materials in Pancasila education consist of human rights, norms, social and political which can provide an understanding of aspects of society at the Elementary School level. Character building through Pancasila Education in

technological progress is also very necessary. In the era of the industrial revolution 4.0, the use of technology is currently very widely used. This progress can provide positive and negative consequences for the nation's generation, one of which is that excessive use of gadgets can damage the mindset



and morale of students (Harmawati et al., 2024). The use of this technology is an advancement and a challenge in instilling character in students.

In everyday life, the rapid development of technology can be seen in the use of gadgets in daily activities, including the use of gadgets as companions as caregivers and learning for children. With various interesting features and applications, they use it to accompany their children so that parents can carry out activities calmly, without worrying about their children wandering around, playing dirty which ultimately disrupts their parents' activities. At elementary school age, they become reliable imitators, they are smarter than we think, smarter than they look and will be the basis for the formation of their character, personality, and cognitive abilities. However, technological developments can also be a challenge. The development of existing technology seems to take away their views of the surrounding environment. The sensitivity of society is decreasing with

the social environment (Bimantoro et al., 2021).

In the world of education, technological developments can simplify and streamline the educational process itself through the use of learning media. The use of technology as a medium in learning has opened new doors to enrich students' learning experiences and facilitate the development of their cognitive skills (Said, 2023) These skills are a provision for students in understanding learning. With technology, educators have more choices in delivering learning materials, and allow students to learn flexibly, independently, and at their own pace (Baroroh et al., 2024). The development of technology in the world of education also provides updates in the implementation of the learning process. Teachers can create many ideas and concepts widely in teaching (Arridho et al., 2022).

One of the positive things in the development of technology in the world of education is the creation of learning media. Learning media is a tool in the learning process. The implementation of learning that uses media is more likely in the speed of students absorbing

knowledge from the learning that is delivered (Widianto et al., 2021). Media formed from the combined results of technology presents innovation by integrating various forms of media controlled by computers. This combination of technologies is considered the most advanced method, especially when supported by sophisticated computers that have extraordinary capabilities. Through the exploration of this kind of media, new opportunities are opened for creative and dynamic learning, providing challenges and opportunities for students to understand and master the material in a more interesting and in-depth way (Permana et al., 2024). But, in its implementation, educators must be able to adapt learning media to the characteristics of students.

The character of students can also be formed using learning media. Character as a result of human resource processing also contributes to the formation of human personality, especially multicultural Indonesian people (Datunsolang et al., 2021). The character of students is not only formed when they are in the home environment but also when they are in the school

environment. One of them is by using learning media when learning Pancasila education. The learning of Pancasila Education which is still monotonous in the form of ordinary text and images makes students quickly bored. Many parties consider that Pancasila and citizenship education taught in the learning process seems monotonous and unimportant (Asril et al., 2023). One way to make the Pancasila education learning process not monotonous and not boring is by using Digital Comics.

Comics can be defined as a form of cartoon that expresses characters and implements a story in a sequence related to images and is made to provide entertainment to readers. Comics are a combination of text and images. Digital comics can be accessed anytime and anywhere without being limited by space and time. The use of comics as a learning medium plays an important role, namely comics have the ability to encourage students' interest in learning and help students understand the subject matter that has been delivered by the teacher. The presence of digital comics as a learning medium can be a way out if there is a risk of failure in a learning process (Payanti, 2022).

With the development of current technology, teachers can utilize and create learning media that are practical and easily accessible to students. Teachers can create digital-based comics that can be accessed anywhere by students. Digital comics can be flexible, with access anywhere. The background above is the purpose of this research. The research was conducted in class IV of Gugus Elementary School Tanjung Emas, Tanah Datar with three elementary schools, namely SDN 13 Saruaso, SDN 18 Saruaso and SDN 03 Koto Tengah. Information obtained from these three elementary schools is that students' motivation in learning is still lacking, students find it difficult to focus and do not concentrate on learning, children are often bored of learning and are not interested in learning if there are many reading texts, this is clearly seen from the low interest of students in reading. The teacher added that when learning activities use media in the form of images, students are slightly more interested because there are colored images. However, not every material uses image media, this is due to limited time in making learning media. In Pancasila Education learning, it has also

not been maximized because the material is boring and the learning style is monotonous. This is in line with (Hasanah et al., 2020) Pancasila education in schools has not been implemented optimally. This can be seen from the facts in the field that there are still many teachers who do not make good learning plans, coupled with the implementation of learning that uses inappropriate methods and tends to be monotonous. The development of digital comic media based on Problem Based Learning is one way to improve the character and critical thinking of students and is effective in improving student grades.

METHOD

The research conducted is development research or Research and Development (RnD). Development research is an activity that is used to develop and validate existing products or develop new products (Sari, 2021). This research was conducted systematically and planned to develop new or existing innovations that are useful for students and can be tested for their feasibility. The research method used is the ADDIE (*Analyze, Design, Develop, Implement and Evaluate*)

development research method (Waruwu, 2024). The stages of ADDIE development research in this study are, The first stage (*Analyze*), produces curriculum analysis, teaching materials, and student analysis. The second stage (*Design*) is produced and designed according to the needs in the learning process. The third stage (*Develop*), the product design is standardized through validity testing by experts and practitioners. In accordance with the assessment and suggestions of experts and practitioners, revisions are made to the product. The fourth stage (*Implement*) activities using the product. And finally (*Evaluate*), assessment by looking at the results of the effectiveness test.

Data collection techniques in this development research are carried out by observation, interviews, questionnaires on student learning outcomes. The data used in digital comic development research are qualitative and quantitative data. Qualitative data are taken from the results of observations, interviews and analysis of the results of the effectiveness of learning media. While quantitative data from student learning outcomes are processed in N-Gain data.

The effectiveness of Digital Comic learning media is seen from the results of the pre-test and post-test and is calculated using the N-Gain formula (Wahab et al., 2021) and (Triana & Tamba, 2023) as follows:

$$N\text{-Gain} = \frac{\text{Post Test Score} - \text{Pre Test Score}}{\text{Maximum Score} - \text{post test score}}$$

Table 1 Criteria for Obtaining N-Gain Scores

Score Range	Criteria	Information
N-Gain > 0.70	High	Very Effective
0.30 < N-Gain < 0.70	Medium	Effective
N-Gain < 0.30	Low	Ineffective

RESULT & DICUSSION

Result

The results of the effectiveness test of digital comic learning media in Pancasila education can be seen from the pre-test and post-test results from the three schools. The results are as follows:

Table 2 Data analysis of the effectiveness of SDN 13 Saruaso

	Pre-test	Post-test	
Total Score	2380	3260	Effective
Presentation	62%	85%	
N-Gain	0.38		

Table 3 Data analysis of the effectiveness of SDN 18 Saruaso

	Pre-test	Post-test	
Total Score	1530	1970	Effective
Presentation	69%	89%	
N-Gain	0.37		

Table 4 Data analysis of the effectiveness of SDN 03 Koto Tengah

	Pre-test	Post-test	
Total Score	2470	3730	Effective
Presentation	61%	93%	
N-Gain	0.53		

Discussion

Discussion of the research that has been carried out show that the process of developing digital comic learning media is in accordance with the ADDIE model applied in this study. In the three elementary schools, it was found that teachers as facilitators had used media in teaching. However, the media is still very simple. This makes students' motivation in learning still lacking, students find it difficult to focus and do not concentrate on learning, students often get bored in learning and students' grades tend to decrease. This is in line with (Fajrianti & Meilana, 2022) students understanding of the material delivered by educators is not well understood, resulting in less than optimal student learning outcomes. Learning media is useful for clarifying learning information delivered by teachers to students so that it is not too verbalistic so that the learning process takes place more effectively and efficiently, in addition, learning media

can improve students' understanding and experience because the presence of learning media makes a good contribution to stimulating students' interest in learning (Azzahra et al., 2023).

Design Stage, researchers design digital comic learning media according to needs and materials. This stage is known as creating a product design (Purnamasari, 2019). Comics consist of text accompanied by images and sound from the material to be studied and are designed with an attractive appearance and easy-to-understand language, so that the comics designed can increase students' enthusiasm for learning. Digital Comics are made on the *Canva* application.

The Develop stage is the stage of changing the conceptual framework into a complete product that is ready to be used (Apriliani et al., 2021). At this stage, the digital comic media is validated by content experts, material experts and media experts.

The result is that the digital comic media is valid for use in the learning process. The developed learning media can be used if the average assessment of

the validator is categorized as feasible and very feasible (Afifah et al., 2022).

Implementation stage, researchers apply Digital Comic learning media during learning. In the implementation, it was carried out on a limited scale in three elementary schools, namely SDN 13 Saruaso with 19 samples, SDN 18 Saruaso with 11 samples and SDN Koto 03 Koto Tengah with 20 samples. Educational products, then a limited scale was carried out with 1 to 3 schools, using 6 to 12 trial subjects (Siregar, 2023). Implementation by testing learning through pre-test and post-test.

And the last stage is the Evaluation stage, by looking at the results of the pre-test and post-test and processed using the N-Gain formula. The increase in ability is calculated using the N-Gain formula (Hajjah et al., 2022).

The results above show that there is an increase in student learning scores. So based on the data description of the overall results of N-Gain 0.42, the effectiveness of the moderate or effective category. It is known that there is an increase in student learning outcomes before and after the use of digital comic-based teaching materials with the average results of the posttest

and pretest scores above calculated by the N-Gain formula (Triana & Tamba, 2023).

CONCLUSION

Based on the results of the "Effectiveness of Digital Comics Media For Pancasila Education Learning in Grade IV in Elementary Schools" that has been carried out, it shows that Digital Comics are very effective in improving understanding and learning values and enthusiasm of students. This can be seen from the results of the effectiveness of learning Pancasila Education, elements of NKRI in Class IV at SDN 13 Saruaso, SDN 18 Saruaso and SDN 03 Koto Tengah using Digital Comics with N-Gain values: SDN 13 Saruaso 0.38, SDN 18 Saruaso 0.37 and SDN 03 Koto Tengah 0.53 and the overall average is 0.42 with moderate criteria or effective category as a learning medium.

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