



Development of Comic Books to Improve Students' Mutual Cooperation Character in Class 1 Elementary School Pancasila Education Learning

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ABSTRACT

Comics are a learning medium with interesting pictures accompanied by reading texts and are designed according to learning outcomes and the applicable curriculum. Comics are used to support learning, so that enthusiastic students do not feel bored while learning. This research aims to develop learning media in the form of comic books to improve the mutual cooperation character of students in grade 1 elementary school Pancasila education learning, knowing the assessments of three experts, as well as the opinions of educators and students. This research uses research and development methods *RnD* with a development model using a model *ADDIE*, the research subjects involved consisted of three experts (material expert, language expert, and media expert) and 1st grade elementary school students. The results of the research produced a comic book product to improve students' mutual cooperation character which met the very good criteria with an average validation percentage score from three validators of 93.1% in the very suitable for use category, for the level of practicality of teacher responses and student responses obtained The average percentage is 87.1% in the very practical category, and its effectiveness is based on the test output results *N-gain* mark *mean* (rate-rate) *N-gain Score* The percentage obtained was 0.58.3% in the quite effective category. Learning media in the form of comic books is appropriate, practical, interesting and effective enough to be used in learning.

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INTRODUCTION

Education has the most important role in human life and creates superior human resources and makes a country progress. Based on the Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 2 concerning the National Education System which reads "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the

demands of changing times". This is in accordance with the Law on the National Education System (UU diknas) No. 20 of 2003 article 36 it can be said that curriculum changes are carried out with reference to national education standards to realize national education goals. In addition, education based on Pancasila will also be able to provide strength for the Indonesian nation towards a glorious era to become a nation with high dignity in civilization facing the times (Fitriyani, Afifah, 2021).

The 2013 curriculum, which has been in effect since the 2013 academic year, has been perfected into an independent curriculum in which there are competencies that must be achieved. Sunaryati & Muflida Karta Surya (2023) state that the independent curriculum is one of the efforts to improve the quality of Indonesian education according to the demands of the times. In implementing the independent curriculum, there are several basic content of competency standards, one of which is Pancasila Education which is a reflection of the Pancasila Student Profile which forms superior students with lifelong learning, character, global competence and behavior according to Pancasila values (Rahmadayanti & Hartoyo, 2022). The Pancasila Student Profile is a lifelong learner who is competent, has character, and behaves according to Pancasila values formulated in an integrated manner in six dimensions, namely religious, noble, independent, critical reasoning, creative, mutual cooperation, and global diversity (Irawati et al., 2022).

In teaching Pancasila education in elementary schools, teachers should equip themselves to create effectiveness in the learning process by providing appropriate learning media. Learning media can be used to make it easier for students to understand learning (Mata et al., n.d.). In addition, Magdalena et al (2021) explain that media absolutely must exist or must be used in every lesson because if it is not there, then the educational goals will not get maximum results. Based on the results of the pre-research, which was conducted by researchers at SDN Mekar Mukti 01 North Cikarang, through observation and interviews with homeroom teachers for class 1B, problems were found namely 1) The learning process in class was less varied in conventional delivery of material, the teacher only used the lecture method, so that learning became boring for students. 2) The class atmosphere is not conducive where students like to talk and chat with their friends while learning is taking place, due to the lack of interest in the student's learning, it has an impact on the lack of students' understanding of the material presented specifically material on the character of mutual cooperation in learning Pancasila Education class 1 Elementary School. 3) The lack of availability of learning support tools in the form of media results in a lack of meaning in the learning process of Pancasila Education. Nurrita's

research (2018) explains that the media is a tool that can help the teaching and learning process, so that the meaning of the message is conveyed properly and learning objectives can be achieved effectively and efficiently. Therefore the role of the media in the learning process is needed to overcome this problem. One that can be used as a solution is the media in the form of comic books.

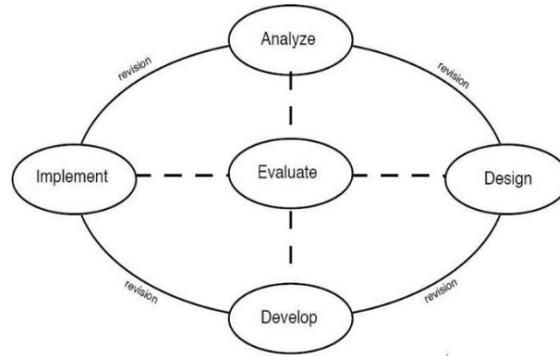
Comics are a collection of images with a certain arrangement and sequence arranged in frames to reveal characters in a storyline to increase the reader's imagination (Negara, Hasan Sastra 2017). In comic books, children are invited to read stories that contain interesting pictures and activities in the story, so that they can stimulate understanding and enthusiasm for learning in grade 1 elementary school students.

The results of previous studies that support this are research conducted by Budiarti, Wahyu Nuning Haryanto, Haryanto with the title "Development of Comic Media to Increase Learning Motivation and Reading Comprehension Skills of Class IV Students". Based on the overall trials and results of the study, it can be concluded that comic media has a positive and significant effect on motivation to learn Indonesian and students' reading comprehension skills.

Based on this background, the researcher will examine the problems that arise to conduct research *Research and Development (RnD)* to develop learning media in the form of comic books with bright colored pictures supplemented with text so that the messages conveyed will be more in-depth, so that they can increase enthusiasm and student learning outcomes, especially the material I Love Working Together Class 1 SDN Mekar Mukti 01. So the researchers conducted research by title "Development of Comic Books to Improve the Character of Gotong Royong in Pancasila Education Learning Class 1 SD"

RESEARCH METHOD

This research uses research and development methods (*RnD*) is a research method used to create certain products, and test the effectiveness of these products Sugiyono (2019:297). This research and development uses the 2019 Addie branch model. Based on the research procedure, the Addie model consists of five stages, namely: analysis, design, development, implementation, and evaluation. The following is the Addie model development chart:



Picture 1.

ADDIE Branch 2019 Development Model

The research was conducted at SDN Mekar Mukti 01 North Cikarang, Bekasi Regency, West Java. The research subjects in this study included three experts (materials expert, language expert, and media expert) and grade 1 students at Mekar Mukti 01 State Elementary School. Data collection techniques in this research are observation, interviews, questionnaires, validation instrument sheets, and comments.

Validity data was collected by means of validation questionnaires given to 3 experts, namely material experts, language experts and media experts, practicality questionnaires were given to teachers and students in grade 1 of elementary school, then the questionnaires that had been given would be analyzed using qualitative and quantitative descriptive data in the form of numbers and interpreted. with guidelines for assessment category criteria to determine product quality.

The results of data processing using and *load score* 1-5 (Sugiyono, 2019:165). Scores were analyzed by researchers for each component using the following formula (Riduwan, 2008:15):

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = Percentage number of average score

f = Score obtained

N =Maximum value

To determine the criteria for validation results, you can see the following table:

Table 1.
Product Validity Categories

Interval Shoes	Category	Information
81%-100 %	Very valid	Not Revised
61%-80%	Valid	Not Revised
41%-60%	Valid Enough	Needs Revision
21%-40%	Invalid	Revision
0%-20%	Very less	Revision

The effectiveness questionnaire was given to the subject, namely grade 1 elementary school students with a total of 30 people. The effectiveness questionnaire that had been given would be analyzed using qualitative and quantitative descriptive data in the form of numbers and interpreted with the criteria for assessment category guidelines to determine product effectiveness in the learning process. Test character values using formulas *N-Gain* with the help of the SPSS 26 application with the following formula:

$$g = \frac{\text{Skor Posstest} - \text{skor pretest}}{\text{Skor ideal} - \text{skor pretest}}$$

To analyze the qualitative results *N-gain* using descriptive data in the *N-Gain* score distribution category table as follows and the effectiveness interpretation *N-Gain score* the following:

Table 2.
Category Score *N-Gain*

Mark <i>N-Gain</i>	Category
$g > 0,7$	Height
0,3	Currently
$g < 0,3$	Low

Table 3.
Interpretation of Effectiveness *N-Gain Score*

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less effective
56-75	Effective enough
>76	Effective

Based on the table above test *N-gain score* significant value, if $g > 0.7$ or *N-gain score* worth reaching a percentage value of 56%, then the value *N-Gain* said to be significant.

RESULTS AND DISCUSSION

The development carried out in this research resulted in a comic book media product to improve students' mutual cooperation character in class 1 Pancasila education learning at SDN Mekar Mukti 01 North Cikarang. To develop comic books, researchers used midel stages *ADDIE* with five stages, namely: *Analysis, Design, Development, Implementation, and Evaluation*. Here are the steps:

Analysis used to collect data about the development of comic books that meet students' needs in the learning process. This stage includes curriculum analysis, namely the researcher carries out an analysis of the applicable curriculum. The needs analysis stage aims to determine the extent to which Pancasila education learning has been implemented at SDN Mekar Mukti 01. Based on the results of interviews with teachers, the learning process has shortcomings, namely the lack of student interest in learning and the absence of interesting learning media in the form of pictures with bright and interesting colors, the teacher only uses pictures in the school guidebook. Analysis of student characteristics is the stage used by researchers to determine the characteristics of students which is the basis for researchers to develop the product being developed. Therefore, researchers provide a solution that is considered effective for increasing student interest and learning outcomes by developing comic books as a learning medium. To prepare comic media products through design and several stages, namely:

1. The book cover is a description of the material that will be presented in the comic book, in Picture 1 the front and back covers



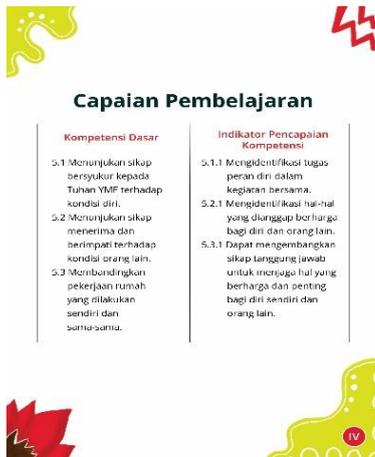
2. The front page and back page contain the title, book compiler, illustrator, validator, and book publisher. Which is in Picture 2 and the preface in Picture 3



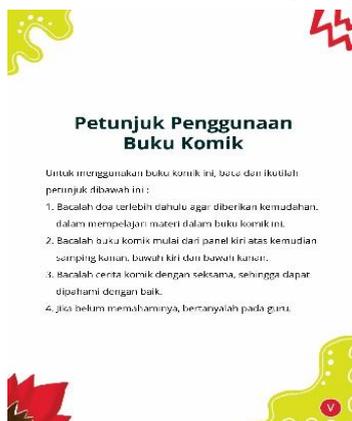
3. The advantages of the book contain the characteristics, benefits, and compatibility with the Learning Outcomes to support the learning process of Pancasila Education Material "I Love Working Together". Which is in Picture 4.



4. Learning Outcomes include a description of Learning Outcomes that have been adapted to the syllabus and analysis of the independent curriculum, which can be seen in Picture 5



5. Instructions for the use of books contain information on how to use comic book media correctly, which can be found in picture 6.



- The Table of Contents contains a list of pages for all parts of the book, making it easier for readers to find the discussion they need, which is in Picture 7



Item	Page
Kata Pengantar	II
Kelahiran Buku	III
Capaian Pembelajaran	IV
Prinsip-prinsip Pengembangan	V
Buku Komik	VI
Definisi	VII
Jenis	VIII
Karakter Komik	1
Gotong Royong di rumah	7
Gotong Royong di sekolah	8
Gotong Royong di masyarakat	9
Manfaat Gotong Royong	10
sebagai Umum	11
Daftar Pustaka	12
Biografi Penulis	12

- Comic Characters, this page contains an introduction to shop characters in comic book media to increase the character value. The shop in this comic media consists of 4 people, namely Kak Tia, Kak Reno, and Fahri and Ratna who are 1st grade elementary school students. Which is in Picture 8



- The content of the comic book contains stories about the values of mutual cooperation carried out by the shop in the comic book, which can be seen in Picture 9.



9. The bibliography contains sources used as source material by the author. Which is in Picture 10



After creating comic book media, product validation is then carried out, through several experts, namely material experts, language experts and media experts. Meanwhile, to assess the practicality of this comic book, researchers used an assessment questionnaire for teachers or homeroom teachers of grade 1 elementary school and grade 1 elementary school students. The data obtained from the results of this research are:

a. Due Diligence Analysis

The comic book media that has been developed is then validated by material expert validators, experts, language experts and media experts who then carry out analysis on the validation results sheet by these three experts. The following is a table of assessment results from 3 experts:

Table 4.
Expert Assessment Results

No	Validator	Assessment Aspects	Mark
1	Materials Expert	Curriculum Content Material Presentation	97,3 %
2	Linguist	Language Usage and Readability Language Accuracy Typography	88 %
3	Media Expert	Media Display Forms Isi Efektitas Media Media Selection	94 %
Average Percentage			93,1 %
Category			Very Valid

Media in the form of comic books is declared valid if it obtains and meets the requirements of 60-80%. Based on the results of the validation of three validators, an average score of 93.1% was obtained so that the comic book was in the very valid criteria. It can be concluded that comic books can be said to be very valid and suitable for use in the learning process.

b. Practicality Test Analysis

Practicality tests were carried out on comic book products that had been developed with the aim of determining the ease of use of comic book products for teachers and students. The questionnaire analysis of teacher and student responses to comic books is as follows:

Table 5.

Practicality of Teachers and Students

No	Reponse	Mark
1	Individual	85%
2	Small Group	93,4%
3	Large Group	88,7 %
4	Teacher Response	81,3%
Rate-Rata		87,1 %
Category		Very Practical

From table 5, the average result of teacher and student responses was obtained with a score of 87.1%, which means that the comic book media developed by researchers is in very practical criteria.

c. Effectiveness Value Analysis

Test *N-Gain* The score aims to find out a general picture of improving results *score* before and after using comic book media in learning. Based on the results of initial data collection (before using comic media) and character test results (after using comic book media in learning), the output data *N-Gain Score* obtained the following:

Table 6.

Output N-Gain Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	30	.25	.93	.5827	.18714
N-Gain Percentage	30	25.00	92.86	58.2652	18.71439
Valid N (listwise)	30				

Based on the results *output* Test *N-gain* using the help of SPSS 26, the mean (average) value was obtained *N-gain* the score shows a value of 0.5827 based on the division category *N-gain Score* is in the medium category. Next in the column *N-Gain* the percentage obtained was 0.58.3% based on the effectiveness interpretation category *N-Gain score* is in the quite effective category.

CONCLUSION

The development of comic books as a learning medium was developed by paying attention to learning materials, learning outcomes, indicators and learning objectives that are in accordance with the Pancasila Education Material for Class 1 Unit V "I Love Working Together" at SDN Mekar Mukti 01 North Cikarang. Comic books must be developed through validation from language experts, material experts and media experts as well as teacher responses and trials with students consisting of 30 grade 1 students. The quality of comic books to improve students' cooperative character in learning Pancasila education in grade 1 elementary school has been declared to have achieved standards of appropriateness and practicality of use in learning based on the results of assessments by language experts, material experts and media experts, teachers and students.

The results of the validation of 3 experts, namely linguists, material experts and media experts, the overall value of 93.1% is included in the very valid category. The development of comic book learning media to improve the character of gotong royong in which there are covers, advantages of the book, learning achievements, instructions for use, table of contents, contents of comic stories, and a bibliography, with an attractive picture design and equipped with reading text

Based on the results of practical tests by teachers and students on comic book media, namely by providing response questionnaires from teachers and 30 students. In individual scale trials, small scale tests, large scale tests, and teacher response results, an average percentage of 87.3% was obtained in the very practical category. So it can be categorized as a practical comic book media product, and is suitable for use as media in the teaching and learning process of mutual cooperation material in Pancasila education learning.

Test the effectiveness of comic book development products in improving students' mutual cooperation character in Pancasila education learning using tests *N-Gaint* used to measure student character improvement before and after using comic book media. Based on the results *output* Test *N-Gain* mean value (average) *N-Gain* the score shows a value of 0.58 in the medium and column categories *N-Gain* The percentage obtained was 0.58% based on the

effectiveness interpretation category *N-Gain score* is in the quite effective category. It was concluded that developing comic book media products was effective.

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