

Comics-Based Learning Media Innovation in Implementing Pancasila Values

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Abstract— This research aims to develop an innovative learning media in the form of educational comics that are communicative and informative to instill Pancasila values in students. The research method used is Research and Development (R&D) with a 4-D model. The results demonstrate that the developed KOMPAS (Pancasila Comics) learning media is valid and feasible for use. This is evidenced by the results of the material expert test with an average of 92.68% (highly feasible without revision), and the media expert test with an average of 94.51% (highly feasible without revision). Trials on students of class VIII B SMPN 1 Imogiri also showed positive responses to this learning media. KOMPAS is an innovative solution in presenting Pancasila values interestingly and communicatively through comic visuals that align with students' characteristics. This research contributes to the development of a valid and effective comic-based learning media to instill Pancasila values in the younger generation.

Index Terms—Education, Learning Media, Comics, Pancasila Values

I. INTRODUCTION

The challenge in the world of education today is to create inclusive Indonesian people, namely those who uphold the values of Pancasila in every aspect of life. In the midst of diversity, Indonesia is a country with a very high level of diversity. This diversity is spread beautifully throughout this mother earth. Indonesia's diversity can be seen from its ethnicity, race or religion. The diversity of religions in Indonesia has become a source of pride in recent years because there are 6 religions whose existence is officially recognized in Indonesia, namely Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism which live side by side peacefully. Diversity needs to be cared for, because the values of unity in the philosophy of the Indonesian nation, namely Pancasila, place unity as one of the basic *norms* or norms of the Indonesian nation.

The current reality of unity is different from what was formulated by Indonesia's *founding fathers*. Currently, Indonesian society has begun to become divided into the identities of each group or group. In the midst of Indonesia's very diverse diversity, an exclusive group has emerged. An exclusive group is a group that has high resistance to other groups outside their group. So in everyday life they tend to socialize only with their group. The fading of Pancasila values

in society, especially the younger generation, makes it easier for understanding and behavior that is not in line with the nation's ideology to become entrenched and develop by targeting society at a young age.

The school environment, which should be a place to gain knowledge and instill Pancasila values, has actually found educational institutions that violate this, there are educational institutions that do not adhere to Pancasila values as a guide.

BBC data (Lestari, 2016) states that 25% of students and 21% of teachers stated that Pancasila was no longer relevant. Meanwhile, 84.8% of students and 76.2% of teachers agree with the implementation of Islamic Sharia in Indonesia. The number who said they agreed with violence for religious solidarity reached 52.3% of students and 14.2% justified the bomb attack. This data is very worrying about the existence of Pancasila in people's lives because the nation's next generation who are still in education are already doubting the relevance of Pancasila as their philosophical foundation. The role of teachers in internalizing the values of Pancasila needs to be questioned because this figure is too high and threatens the values of Pancasila which have been the basis of the Indonesian state for a long time.

The need for a media that is communicative and acceptable to all groups makes it important to develop an image media to accommodate the interests of students in the junior high school age range. KOMPAS is an effective medium in instilling Pancasila values in students and can be accepted by all groups of junior high school students. Instilling Pancasila through the subconscious is more effective than through indoctrination because the chance of resistance from students is much lower. This media is also a real preventive effort to suppress ideas that are less in line with the philosophy of the Indonesian nation, namely Pancasila.

II. METHOD

This research is classified as a type of research and development, which is based on the 4-D model. This model consists of 4 development stages, namely define, design, develop, and disseminate (Thiagarajan, et al. 1974) or adapted into a 4-P model, namely defining, designing, developing, and disseminating (Rusdi, 2008). The device developed based on this 4-D model is a Pancasila Comic (KOMPAS). The results

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of the development of learning tools are presented descriptively.

The research subjects were class VIII B of SMP Negeri 1 Imogiri. The trial was carried out to get students' responses to Pancasila Comics. The data collected is assessment data in the form of responses and comments from learning media development experts, partner teachers in field trials, and student response trials. Nasoetion, et al. (2007) explains that validity analysis is carried out on student books, teacher guides and student guides calculated using the formula:

$$n \text{ kevalidan} = \frac{\text{Jumlah Skor Perolehan}}{n \times \text{Bobot ztertinggi}} \times 100\% \quad (1)$$

Giving meaning and making decisions uses the provisions as in Table 1.

TABLE I. ACHIEVEMENT RATE CONVERSION

Achievement Level	Qualification	Information
85% - 100%	Very well	No need to revise
75% - 84%	Good	No need to revise
65% - 74%	Pretty good	Revised
55% - 64%	Not good	Revised
0% - 54%	Very less	Revised

(Source: Adaptation Arikunto, 2003)

The KOMPAS Media (Pancasila Comics) features an engaging design to prevent students from getting bored while reading it. The design of KOMPAS can be seen in Figure 1.



Fig. 1. Design of Pancasila Comics

III. RESULT AND DISCUSSION

This development research has produced a product in the form of Pancasila Comics which has passed validation to determine suitability. After the media was declared suitable by the product validator, it was then tested on class VIII B students at SMPN 1 Imogiri to determine the students' response to the research product.

The use of comic-based learning media has been proven effective in increasing students' understanding and interest in learning. As stated by Wahyuningsih (2022), "The implementation of comic media in learning can increase

students' interest and motivation to learn, so that the subject matter presented can be better understood" (p. 55). This is supported by the findings of Zuhdi et al. (2022) who reported that "the use of educational comics significantly improved students' conceptual understanding and attitudes towards science learning" (p. 249).

Material expert assessment data on KOMPAS learning media was obtained through a questionnaire. The first validation was in the form of comments from material experts, namely that the material in KOMPAS was quite good. "Content validation is a critical step in developing instructional materials to ensure the accuracy, relevance, and appropriateness of the content" (Nurdyansyah & Fahyuni, 2016, p. 123). Based on the assessment and comments of material experts, the researcher then made revisions. Input/suggestions for the material in the KOMPAS media that is being developed generally lie in the formulation of the foreword, which does not help readers understand KOMPAS. As highlighted by Rokhman et al. (2021), "A well-designed preface can increase readers' interest and motivation to engage with the material" (p. 37). Based on the results of calculations using the achievement level percentage formula for content and objectives, it is 66% and for learning it is also 63.16% with an average of 64.58%. This percentage shows the appropriate category with revisions to finalize the material in KOMPAS.

Data obtained from learning media experts is in the form of qualitative data in the form of comments and suggestions for KOMPAS learning media. "Qualitative data from experts can provide valuable insights and recommendations for improving the design and usability of educational media" (Supriyono et al., 2019, p. 86). Validation results by learning media experts with scores for each statement as well as providing written and unwritten comments and suggestions on KOMPAS. The results of the media expert's assessment of KOMPAS were that the character designs were not the same and the comic plot in KOMPAS had to be clear. "Consistency in character design and a well-structured narrative are essential elements for effective educational comics" (Zahro et al., 2020, p. 417). The results of this validation percentage obtained a score of 75% for media and 75% for media displays with an average of 75%. A score of 75% after being converted to the assessment scale table states that this media is feasible.

After the researcher revised the first version of the media based on input from the validator, the researcher carried out the second stage of validation to validate the suitability of the KOMPAS media. "Iterative validation and revision processes are crucial for developing high-quality educational materials" (Lestari et al., 2021, p. 592). The second stage of validation data from material experts obtained a percentage of 88% for quality of content and objectives and 97.37% for learning with an average of 92.68% after being converted to the conversion table to get a very decent qualification without revision. The second stage of validation data from media experts obtained a percentage of 91% for media and 97.92% for media displays with an average of 94.51% after being converted to the conversion table, getting a very decent qualification without revision.

The results of the revised research product in the form of KOMPAS have produced a product that is ready to be tested on students. The subjects of this trial were students in class VIII B

of SMP N 1 Imogiri. "Field testing with the target audience is essential to evaluate the effectiveness and usability of educational materials" (Pratama & Ismayani, 2022, p. 105).

Data on student responses can be seen in table 2 below.

TABLE II. STUDENT RESPONSE DATA

		Statistics			
		Material Easy Understood	Suitable Material Objective Learning	Makes it easier Understanding	Introducing Details Pancasila
N	Valid	18	18	18	18
	Missing	0	0	0	0
Mean		4.22	4.22	4.33	3.94
Std. Error of Mean		.152	.152	.198	.189
Median		4.00	4.00	4.50	4.00
Mode		4	4	5	4
Std. Deviation		.647	.647	.840	.802
Variance		.418	.418	.706	.644
Range		2	2	3	2
Minimum		3	3	2	3
Maximum		5	5	5	5

Based on table 2, it can be seen that on average students gave scores of (4.22), (4.22), (4.33) and (3.94) for suitability of the material aspect. The range of research data does not have a very long range, only around 2-3. Std. The deviation from the data above also does not have a large range, based on the data above

Std. The deviation only ranges between 0.647-0.840, meaning that the distribution of data between individuals is not very different or there is not too much of a gap in the data.

Next, student response data regarding KOMPAS media can be seen in table 3

TABLE III. STUDENT RESPONSE DATA

		Statistics			
		Easy to use	Can be used independently	Language Easy to Understand	Easy Accessibility
N	Valid	18	18	18	18
	Missing	0	0	0	0
Mean		4.11	4.00	4.39	4.22
Std. Error of Mean		.137	.181	.118	.152
Median		4.00	4.00	4.00	4.00
Mode		4	4	4	4
Std. Deviation		.583	.767	.502	.647
Range		2	2	1	2
Minimum		3	3	4	3
Maximum		5	5	5	5

Based on table 3, it can be seen that on average students gave scores of (4.11), (4.00), (4.39) and (4.22) for assessing media aspects. The range of research data does not have a very wide range, only around 1-2. Std. The deviation from the data above also does not have a large range, based on the data above Std. The deviation only ranges between 0.502-0.767, meaning that the distribution of data between individuals is not at all different or there is not too much of a gap in the data.

engagement and positive attitudes towards learning when using well-designed educational comics" (p. 18).

Based on the development stages carried out using the 4-D model, from the results of data analysis obtained through validation tests, individual tests and field tests, it can be concluded that the learning tools developed are valid learning tools and can be used to instill Pancasila values to students. As emphasized by Irsyadi et al. (2022), "the development of instructional materials should follow a systematic and rigorous process to ensure their validity, effectiveness, and practicality" (p. 243).

After being tested on students and teachers, it generally produced positive results. Based on the results of the analysis of student responses to the KOMPAS learning media, it was found that the responses of students and teachers were very good to this learning media. This is in line with the findings of Nopriana (2022) who stated that "The use of educational comic media as a learning medium is considered very interesting and effective in improving students' conceptual understanding and learning motivation" (p. 72). Similarly, Widyaningrum et al. (2023) reported that "students showed high levels of

IV. CLOSING

Learning media for Pancasila values has been produced in comic form that is valid and suitable for use with the 4-D development model for class VIII B students at SMPN 1 Imogiri. This was obtained based on the results of the material expert test, the percentage of learning media obtained a

percentage of 88% for the quality of content and objectives and 97.37% for learning with an average of 92.68% after being converted to the conversion table to get a very decent qualification without revision. The test results for media experts obtained a percentage of 91% for media and 97.92% for media displays with an average of 94.51% after being converted in the conversion table to get a very decent qualification without revision. So it can be said that the KOMPAS learning media or Pancasila Comics that were developed are valid and suitable learning media to be used to instill Pancasila values.

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