Promoting Pancasila ideology through comic-based learning media

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Abstract
This research's objectives are to 1) develop a storybook with a picture (comic) as a learning media for Pancasila and Civic Education (PCE) and 2) to evaluate its effectiveness in improving the learning results of grade V elementary school students in learning the values of Pancasila. This is research and development by implementing the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The research's subjects are 27 students of V (A), 28 students of V (B) and eight students of V (C) as experiment, control, and limited test classes, respectively. The result of the development found that the product, a book with pictures, is suitable for learning after being evaluated by a media expert and a material expert with evaluations of 99 and 71, respectively. The effectivity evaluation was conducted using a t-test on the experiment and control classes with sig. value of 0.000<0.005. The post-test results from the experiment and control classes are 70.64 and 60.93, respectively, which shows that the experiment class had higher mean results than the control class. The research concluded that the storybook with pictures is effective and suitable for enhancing the students' learning achievement.
Keywords: ADDIE; illustrated storybook media, learning outcomes; Pancasila and Civic Education (PCE), PPKn; R & D.

Introduction

Civic education can be interpreted as a place to plant young seeds, care for them, and harvest the results of the seeds that have been planted. These seeds are the young generation who are still innocent, then cared for by being given and taught knowledge to produce a generation that has a global perspective, is competent in behaving, and is active in building

community life (Samsuri, 2021). In international literacy, civic education is studied in two terms, the first is civic education in the narrow sense (as subject matter, Civic Education/ CE, or Pancasila and Civic Education/PCE) and citizenship education or civic education in general (Rahman & Madiong, 2017; Saidurrahman & Arifinsyah 2018). According to Susanto (2013). in detail, it can be defined as a subject containing material that discusses societal values and norms. In addition, CE is a place to develop and preserve the cultural values of the Indonesian nation (Susanto, 2013). CE is a democratic education where society must think critically about living as a nation. Democratic behaviour must be taught to students as the nation's next generation. Therefore, democratic education for the new generation is a real effort to produce the next generation with a spirit of leadership, heroism, and love for the nation and state (Saidurrahman & Arifinsyah, 2018). CE is a learning process that aims to form individuals who understand and apply national values, law, and morals in community life to achieve the desired country. Indonesia hopes that society will know the importance of state values and norms and carrying out their rights and obligations as Indonesian citizens (Rahman & Madiong, 2017). Values compare and determine whether the action is truth, appropriateness, nobility and goodness (Nurgiansah, 2021).

The first principle of Pancasila contains values about faith and devotion to God Almighty, freedom of religion and belief in God as fundamental human rights, tolerance between religious communities, and compassion for all of God's creations, especially humans. The second value is humanity (morality). Notonagara (Kaelan, 2014) revealed that the second principle of Pancasila, namely Just and Civilized Humanity, is inspired by the existing principles. The justice we want to achieve as God's creatures is to live side by side. The third value is the value of Indonesian unity (nationality). The third principle of Pancasila is based on the first principle, where humans realise that all humans are creatures created by God Almighty. So, fellow humans must always unite to realise peace by fostering a love for their homeland in community life. Regardless of the differences that exist in Indonesia (Kaelan, 2014),

The fourth value is the value of fair and civilised deliberation. The principle of people and citizenship based on deliberation is an ideal that should be realised to face the turmoil of change and renewal in this modern era. The wisdom of wisdom is formed when narrow thinking is based on the sectoral ego of a small group and develops into higher thinking as a nation (Alfaqi, 2016). The fifth value is social justice. Social justice is one of the ideals that must be realised in society, nation, and state life. The realisation of social justice for all Indonesian people provides an opportunity for the Indonesian people to grow and progress together. The quality of advanced people can positively impact the nation and state so people's welfare can be achieved (Bahrudin, 2019). Media is a means used as an intermediary to convey information.

Gerlach et al. (1971) emphasised that "media generally includes people, materials, or events that create conditions for learners to acquire knowledge, skills, or attitudes." Yusuf Hadi Miarso conveyed that learning media are facilities that are deliberately created to make it easier for teachers to channel material to students, which can make students more interested in paying attention, studying, reflecting, and thinking about the material presented (Mahnun, 2012). Learning media is a tool that can be used to facilitate the teaching and learning process so that the material delivered is more targeted and easier to understand. Therefore, education and learning goals become more optimal (Nurrita, 2018). The more students like a media, the easier it is for them to understand a material. However, students' perceptions of media are also positively related to the teacher's teaching style. The effectiveness of learning from media still depends on how teachers characterise and use it in learning (Saga, 1993). Learning media is a tool created and used to facilitate teachers when carrying out the learning process with students so that the teaching and learning process can be established well, interestingly, effectively, and not monotonously (Arsyad, 2014; Sanjaya, 2014). Nasution (2013) explains that teaching media supports the teaching and learning process.

Good and quality learning media will motivate students and increase their interest in reading and using the media. (Pakpahan & Sinaga, 2023; Toh et al., 2017; Kerneža & Košir, 2016; Faruk-Islim et al., 2018). Learning media with colourful and non-monotonous images will be more attractive to students, especially students in elementary schools. Students' understanding using visual and verbal modes used in the classroom context is considered very good. So, this visual and verbal mode can be an effective learning strategy (Callow, 2020). Storybooks, in the form of comics or picture books, which have exciting illustrations, will be preferred by elementary school students to storybooks with minimal or no pictures (Rahmawati, 2016).

Elementary school teachers also prefer illustrated story media that have designs, characters and visuals because they can increase the efficiency of the teaching and learning process in the classroom (Faruk-Islim et al., 2018). Comics positively impact reading literacy and student motivation (Kerneža & Košir, 2016). Another benefit of comics, besides being preferred by children, is that they can provide a real picture or example of the material's content in the story/book. Children's emotions and imagination will also be stimulated to help develop their thinking patterns (Nurgiyantoro, 2018). Comic-based learning media can improve learning outcomes, 21st-century competencies (Toh et al., 2017), creative thinking skills (Pakpahan & Sinaga, 2023), critical thinking skills, and character (Widyawati et al., 2024) and can be used as a learning medium with material on the behaviour of practising the Pancasila principles (Junioviona et al., 2020). This study discusses the development of illustrated storybook media based on Pancasila values in PCE learning for grade V of elementary school.

This study discusses the CE learning process for grade V elementary school students with material about Pancasila values packaged in comics or storybooks with illustrations as visual supporting components. The formulation of the problem in this study is How to develop comic books based on Pancasila values to improve the learning achievement of PCE students in grade V of Public Elementary School 2 Wijirejo (SD Negeri 2 Wijirejo) and measure the effectiveness of comic book media products based on Pancasila values to improve the achievement developed in improving the learning achievement of PCE in grade V of Public Elementary School 2 Wijirejo.

Based on research data in class V of Public Elementary School 2 Wijirejo on August 20, 2022, which was conducted through interviews with class V teachers and documentation data, there were several teacher problems in teaching activities in PCE subjects: i) Students still lack understanding of PCE learning, because during this pandemic students are lacking in learning or reading, students also feel bored with the current online Public Elementary School 2 Wijirejo learning; ii) Students think that PCE learning has too much writing or long explanations so that students feel the need for more understanding; iii) Students pay less attention to teachers when face-to-face learning is limited; iv) Lack of media used during learning; v) Student interest in learning is still low, resulting in low learning scores; and vi) There are still many students who have not been able to achieve the passing grade *(KKM, Kriteria Ketuntasan Minimal).*

For this reason, the researcher researched efforts to improve student achievement through picture book learning media for PCE subjects in class V. This research is by the research track record developed by researchers, namely the development of media and learning models to improve PCE learning achievement. The development of ICT-based Pancasila value visualisation learning media (Rahmawati & Wardani 2017), the development of animation-based fairy tale learning models to improve elementary school student achievement (Sunarti et al., 2017), the development of NHT learning models with Lapbook media in elementary schools to improve PCE achievement in elementary schools (Kusumaningsih et al., 2024) and the development of the adventure game *"si bolang"* as a learning medium to improve elementary school student motivation and learning achievement (Sunarti et al., 2016).
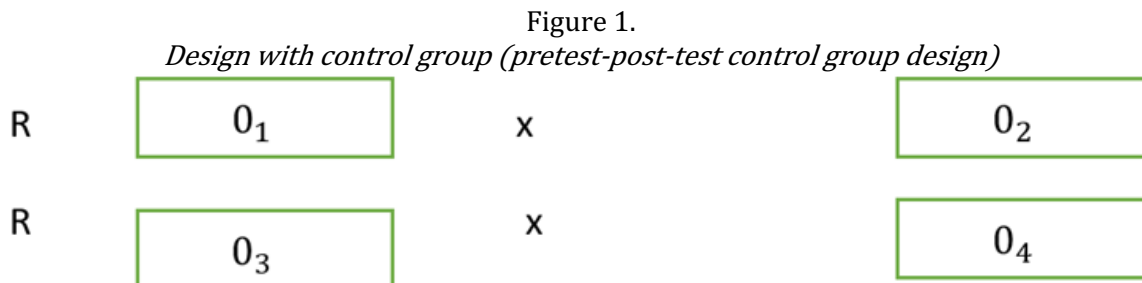
The benefits of this research are that it increases students' understanding of the concept of PCE, attracts students' interest, and facilitates information retention because the

visualisation of picture storybooks can help students remember information longer. The latest of this study is to show an innovative way to integrate visual elements with the context of PCE learning that has yet to be explored much before. In addition, this research is also applied in rural elementary schools, providing a new perspective on learning in an environment with limited resources. The contribution of this research to the development of PCE science by developing a multisensory approach to learning where the picture storybook combines visual and textual approaches that support multisensory learning. In addition, this research can encourage the development of picture book learning media to increase the effectiveness of PCE teaching and learning.

Method

The method used is Research and Development. This method produces output in the form of new product design evaluation results or improvements to existing products. This study uses the R & D method to test the feasibility of teaching media in teaching and learning. Sugiyono (2017) states that teaching media will be tested and evaluated to produce quality products suitable for teaching and learning to provide satisfactory educational results. ADDIE can be illustrated as follows: ADDIE includes five stages, namely: the analysis process (Analysis), the design process or illustrating the analysis results (Design), the media creation/development process (Development), the process of implementing the design and development results (Implementation), and the testing process (Evaluation) (Amir, 2019).

Product trial design: The implementation of this trial is carried out to determine the feasibility of the product produced by the researcher so that it can be used or used in learning. Researchers can obtain revisions to improve this product by conducting this limited trial. So, this product can be said to be suitable for use. The design of the trial of use was to improve student achievement in learning Pancasila values material for grade V. Teaching media was developed, which will be described in Figure 1.

Figure 1.
Design with control group (pretest-post-test control group design)

| R | 0_1 | X | 0_2 |
| R | 0_3 | X | 0_4 |

Description from Figure 1: i) & are the results of the pre-test and post-test in the $s0_1 0_2$ *experimental group design*; and ii) & are the results of pretest and post-test in the $s0_3 0_4$ *control group design*.

The methods used for data collection by researchers are conducting tests, questionnaires, interviews, validation forms filled out by material experts and media experts, and documentation (Sunarti & Rahmawati, 2013). This study uses descriptive statistical data as a data analysis method. Qualitative analysis data is described descriptively and qualitatively. Quantitative analysis data is described descriptively and quantitatively. Validity and reliability tests are inferential statistical techniques widely used in testing, such as product-moment correlation techniques. When testing the validity of the items used, this technique tests the ratio of the item score to the student's score.

The validity testing of the items in this study was assisted by using the SPP 26 application. The validity test was conducted on 27 students. The provision is that the item is declared valid if the Sign-(2-tailed) row or the significance is less than 0.05. The item is declared invalid if it is more significant than 0.05. A test's reliability (achievement) shows whether a test can be used to measure consistency and will be measured within a certain period. If a test has a constant

value and will have a fixed value even if tested using different objects repeatedly, it can be concluded that the test conducted is reliable. Inferential statistics are used in this study to analyse the results of the data collected. Qualitative data are analysed and described quantitatively experimentally. Quantitative experimental data are collected with a before-after design (0_1 x 0_2) or by comparing the experimental and control groups.

Result and Discussion

Researchers found several problems primarily due to a lack of diverse learning media, with teachers predominantly relying on PCE textbooks and lectures. This approach has led to a suboptimal understanding of the material, as evidenced by the low learning outcomes of PCE. The issue is not unique to this school, as similar problems related to the PCE subject have been identified in many other schools, as seen from research (Sulastri et al., 2022), which revealed that many students need help to receive messages in the PCE.

Legislation, this assumption is partially correct. Still, PCE also emphasizes learning aspects of social values in community life by human life guidelines, so it requires media that is interesting for students (Rambe & Putri, 2024; Sintayani et al., 2023; Ikhbal & Musril, 2020; Suganda et al., 2022; Römer at al., 2023). Innovative media supports the learning process and achieves learning objectives to help students improve learning outcomes. In addition, involving media can encourage interest and motivation and make it easier for students to understand and accept the lessons delivered by the teacher. The application of citizenship media, which focuses on the competencies of creating, reflecting and acting in a responsible and informed way within a community, can be a positive experience for students. This experience can improve students' participatory competencies (Ikhbal & Musril, 2020; Suganda et al., 2022; Lucie et al., 2023).

A creative approach to creating innovative materials in comics is an effective way to reach students (Spiegel et al., 2013). Students feel more entertained, not bored and enthusiastic when using picture book media to increase motivation and cognitive and affective learning outcomes (Hansson et al., 2020; Puspitorini, 2019). Picture books have the advantage of being engaging and easy to understand. These two categories impact students' cognitive responses, giving rise to positive affective values and conciliation or stimulating responses to external messages to behave according to the message (Anggraeni et al., 2021). Picture books can improve conceptual understanding (Hansson et al., 2020).

Based on the interviews with teachers and students of grade V, it can be analysed that it is necessary to carry out innovations in PCE learning media related to Pancasila values. Innovation by developing learning media with picture storybooks so that students can know the values of Pancasila in the life conveyed. The benefits of this illustrated storybook media are to increase students' attraction to reading, increase their activeness and enthusiasm in learning, find out the values contained in the story so that it can be applied in daily life, and improve student learning achievement in PCE learning.

Innovative media supports learning and achieves learning objectives to help students improve learning outcomes (Rambe & Putri, 2024; Sintayani et al., 2023). In addition, involving media can encourage interest and motivation and make it easier for students to understand and accept the lessons delivered by the teacher. The application of citizenship media that focuses on the competencies of creating, reflecting, and acting can be a positive experience for students. This experience can improve students' participatory competencies.

At the development stage, the researcher develops a story from the Friendship of Rats and Lions. The characters in the story are familiar to students, and this story is rarely told to students as a reference for researchers so that the story becomes interesting. Material experts and media experts also refined media development through several improvement recommendations. The results of the media assessment were carried out by material experts, namely grade V teachers, with a score of 71, with the results of the >70 assessment showing the criteria of "very good" (A) can be seen in Table 1.

Table 1.
First Assessment by Material Experts

Parameter	Value
Total score	71
Maximum score	85
Assessment results	>70
Criterion	Excellent (A)
Information	No revision

Media experts carried out the results of the media assessment, namely PGSD Lecturers in Teaching Materials Development UPY, with a score of 99, with the results of the assessment >90 showing the criteria of "very good" (A). The assessment is detailed in Table 2.

Table 2
First Assessment by Material Experts

Parameter	Value
Total score	99
Maximum score	110
Assessment results	>90
Criterion	Excellent (A)
Information	No revision

Implement comic or picture storybook-based media that is then tested on small groups. The experiment results were conducted to see the feasibility of the media before being applied to learning activities in class V. Experiments in small groups were carried out in class V(C) with eight students. Experiments on small groups were carried out directly (face-to-face). The sequence of small group trials begins by providing media for students to read and understand, then students try to study the material's content, and ends with students being given a questionnaire to assess the feasibility of the picture storybooks that have been read. Based on the results of the responses of students in class V(C) in small groups, the answer "Yes" to the response and the teacher's response gave a grade of A (very good). Therefore, the illustrated storybook media developed is good, feasible, and declared valid for trial.

The result of the evaluation stage is an assessment of the data results of the entire device or media development process that is being carried out. The improvement in the cognitive domain is seen based on the increase in the value *of pretest* and *post-test* results using the t-test, which is used to determine whether there is a significant increase in the learning outcomes of the cognitive domain. Data on students' cognitive learning outcomes in the experimental class control class test were obtained from *the results of the pretest* and *post-test*. The average pretest result of *the* control class with 27 students was 56.30, while the experimental class with 28 students was 56.25. The average post-test results in the control class, with 27 students using the lecture method without using picture storybook media, were 60.93, while in the experimental class, the number of students, 28 using picture storybook media, was 79.64.

Based on the calculation of the average pretest results in the control class 56.30 and the experimental class 56.25, there is a tiny difference between the Sig. (2-tailed) 0.989> 0.05, so it can be said that the control class and the experimental class have the same initial abilities. The average post-test in the control class, 60.93, and the experimental class, 79.64, experienced an increase in value of 18.71 with the Sig. (2-tailed) 0.000 <0.05 in the experimental class. The t count is -10.107 because the average value of the control class learning outcomes is lower than the average value of the experimental class learning outcomes.

Introducing picture book media brings a refreshing change to the traditional classroom learning method, sparking students' interest in reading. Its simplicity and student-friendly nature make learning more engaging and active (Cahaya et al., 2023). Moreover, picture books have been shown to enhance scientific thinking (Hsieh et al., 2023). This innovative learning

approach is crucial in fostering a conducive learning environment and achieving desired learning outcomes (Sari & Lestari, 2018).

Learning media through storytelling-based comics can be a useful educational tool (Rutta et al., 2021). This "togetherness in life" comic is also a fable using animals as characters. The animals in the comics developed are represented as human-like characters. Anthropomorphism (attributing human traits, such as emotions, intentions, or physical characteristics to animals) motivates readers to devote more cognitive resources to understanding the story and connecting it to themselves. This can improve students' memory as readers (Epley et al., 2007).

Comics play a significant role in enhancing the reading comprehension of students, particularly those with lower levels of competence (Liu, 2004). By combining the benefits of visualisation with strong metaphors and character-based narratives, comics provide a unique learning experience (Farinella, 2018). The interplay between text and images, a hallmark of comics, makes it a powerful tool for understanding how literacy is constructed in social interactions in the classroom (Wallner, 2020). Comics, with their ability to effectively convey concepts and stimulate student engagement, positively influence learning outcomes and student attitudes (Hosler & Boomer, 2011).

Visual images in comics make students recontextualise visuals to realise verbal in comic stories. These visual images contextualise students' imaginations for the stories textualised in these comics (Shi, 2023). Comics engage students in meaningful discussions about visuals, perceptions, image designs and content. Students carry out layered deconstruction to examine the story, the purpose of the comic creator, character traits, context and relationships between designs, words and images. Students do visual literacy by pairing visual images and words (Berkowitz & Packer, 2001). The combination of visual and textual provides opportunities for better identification and construction of relationships because the diversity of components, accuracy, and descriptions provide more information (Eilam & Poyas, 2010). Comics describe images and the function of informational texts to provide children with experiences to engage cognitively and effectively (Mantzicopoulos & Patrick, 2011). Comics are a promising medium to help students build new knowledge (Apostolou & Linardatos, 2023).

Comics make scientific concepts and principles more concrete. Concepts in visualisation (images, text and dialogue) in comics enrich the perception experience that underlies students' understanding. Children who cannot learn about physically intangible objects can model them visually in comics. With comics, children can learn the concept (Jee & Anggoro, 2012). Students can also learn more deeply through learning media when words are placed close to pictures and presented in an informal conversational style (Mayer, 2003). In addition, comics that display images and contain verbal words can improve students' ability to interpret words by looking at the background aspect of the story and its contextual nature (Williams, 2008).

The learning process is more exciting and changes the learning perspective to increase students' conception (Kibtiyah et al., 2023; Yu & Sumayao, 2022). The effectiveness of the research results on the comic "Togetherness in Life" relates to the cognitive theory of multimedia, where visual learning improves students' cognitive abilities because it can concretise abstract topics.

Conclusion

The development of comic media for PCE subjects of Pancasila values class V, which is adjusted to the needs of teachers and students, curriculum, and learning objectives. Media experts and material experts have validated the feasibility of this media. The result of the assessment of material experts is 71, and by media experts is 99, so this media is worth testing.

This comic can effectively improve student learning outcomes in PCE subjects of Pancasila values, as evidenced by the improvement in student learning outcomes. The post-test results showed that the average score of student learning outcomes for the control class was 60.93,

while the experimental class was 70.64. It is known that the value of Sig. (2-tailed) is 0.000 <0.05, so as the basis for decision-making in the *independent sample t-test*, it can be concluded that Ho is rejected and Ha is accepted. The t-value of calculation was -10.107, where the results showed that the students in the control class got a lower average score of learning outcomes compared to the average score of the students in the experimental class. Therefore, it can be concluded that the comic media of PCE subject material on Pancasila values can effectively improve student learning outcomes at school.

Based on the results of this research, there are several recommendations for the development of comic media, namely the development of book content that is not only related to Pancasila value material but can be related to democracy material, the rights and obligations of state citizens and others. This research can also develop its interactivity by creating digital media or applications that can increase student involvement in learning. In addition, this book can also be tested in school contexts (urban, rural and various socio-economic backgrounds) to see its effectiveness. Comparative research with other media, such as educational videos, educational games, and digital simulations, can also be used as follow-up research for this study to see the effectiveness of media types in improving PCE learning outcomes.

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