



The development of multicultural education comics to embed tolerance character for 4th grade of elementary school

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Received: 30 April 2021; Revised: 28 October 2021; Accepted: 19 November 2021

Abstract: This research aims to produce a comic book that can be used to embed the character of tolerance to the students of 4th grade of elementary school. This research using development procedure from Borg and Gall includes seven steps procedure, they are research and information collecting, planning, developing a preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. The data resources were collected from interviews, observation, and questionnaires. Data analysis technique by quantitative descriptive statistics. Preliminary field tests involve three students and one class teacher. Main field tests involve twelve students and one class teacher. Final validation by material expert got an average score of 4.53, language expert got an average score of 4.50, and media expert got an average score of 4.25. The preliminary field-testing result got an average score of 4.50 in teachers and got an average score of 3.46 in students. The main field-testing result got an average score of 4.75 in teachers and got an average score of 4.74 in students. So, education comics can be used properly to embed tolerance characters in elementary school.

Keywords: comic education, multicultural, tolerance.

How to Cite: Anggito, A., & Sartono, E. K. E. (2022). The development of multicultural education comics to embed tolerance character for 4th grade of elementary school. *Jurnal Prima Edukasia*, 10(1), 66-81. doi:<https://doi.org/10.21831/jpe.v10i1.40504>



Introduction

Indonesia is one of the largest multicultural countries in the world, this can be seen from the sociocultural and geographical conditions of Indonesia that are so complex (Lestari, 2015). In addition to being the nation's wealth, on the other hand, the cultural diversity of the Indonesian nation is very prone to trigger conflict and division. Various conflicts between cultures often cause conflicts between ethnicities, between adherents of religions, races, and between groups and are sensitive and fragile because they can expect the disintegration of the nation (Hemafitria, 2019). Education is an important part of trying to provide insight to the community in addressing a difference. The type of education suitable for a multicultural nation is multicultural education (Toifur, 2012).

One of the characters taught in multicultural education is tolerance. Tolerance has a role to create mutual respect and respect amid differences between students. Tolerance has an important role to reduce conflicts related to differences in a multicultural society. Moreover, heterogeneity is an inherent characteristic of Indonesia (Lan, 2011). Character tolerance is one of the important parts of character education that needs to be instilled in every learner. The goal is that learners at all levels of education can understand the importance of mutual respect for differences and be able to apply attitudes that reflect the character of tolerance in everyday life.

Social Sciences becomes one of the contents of lessons in thematic learning in elementary schools that can be used as a potential means in improving the character of tolerance. Sapriya (2012) said social science is one of the comprehensive educational programs, covering four dimensions, namely: the dimension of knowledge, the dimension of skills, the dimension of values and attitudes, and the dimension of action. The internalization of the values of the character of tolerance can be contained in the material of Indonesian cultural diversity in social science subjects in 4th grade on the theme of 1 Indahnya Kebersamaan (The Beauty of Togetherness) and the theme 7 Indahnya Keragaman di Negeriku (The Beauty of Diversity in My Country).



Optimal social science learning should involve the right learning medium. Learning media can also help develop the potential of learners and the effectiveness of learning. (Zhu & Xiong, 2017) said that media can also benefit learning by providing students with learning opportunities that are more flexible, regardless of time and place. This means that students now have a variety of choices concerning how to learn. The use of media will make social science learning that contains a lot of memorization easier and simpler.

Based on the results of observations made in 4th grade of B. Public Elementary School, T. P Public Elementary School, and T. Public Elementary School obtained the result that the Minimum Completion Criteria Value (KKM) of 65% is still below KKM. The results showed that social science learning achievement is still below KKM standards. Factors that cause low social science learning achievement according to the presentation of teachers, namely social science materials that are very much and complex, teaching materials used by teachers in the learning process of social science class IV, especially in diversity materials are still limited to package books (student books) and student worksheets.

The results of observations also have not found any learning media that aim to instill character education, especially character tolerance. There are several posters affixed to the walls of the classroom, still, the contents of the posters do not contain the values of the character of tolerance. In addition, many found the fact that students do not understand what diversity means. The lack of awareness of students to the diversity in the environment makes the sense of having the best tribe or religion among other friends vulnerable to occur. Based on the results of interviews conducted on 6 of 4th-grade students, information was obtained that the student had been refused to be a member of a study group because he came from a different religion. Lack of understanding of the importance of mutual respect, even in the same religion is still found to reproach each other. One of the students interviewed also admitted that one of his friends said he was an infidel if he did not want to pray.

Lack of understanding of the importance of mutual respect, even in the same religion is still found to reproach each other. One of the students interviewed also admitted that one of his friends said he was an 'kafir' if he did not want to pray. The fact was, that particular student was sick, so he wants to rest first in the classroom. The term 'kafir' is very easy to say, without realizing how dangerous the word is if not used appropriately. Based on various problems encountered during observations and interviews and analysis from library studies indicate that teachers and students need learning media that can facilitate the delivery of Indonesian cultural diversity materials while instilling a character of tolerance in learners. Thus, an initiative was carried out to develop a multicultural-based social science learning medium.

Through the use of visual literacy, it can open doors to reading for challenged students and offers stimulating activities for talented students. One visual-based medium that is suitable to attract the attention of students is comic media (McVicker, 2018). Based on the results of interviews with teachers, the available media is still limited to picture books. Picture books used in learning have not yet focused on tolerance. In addition, in the three schools observed by researchers, there are no comic media to instill tolerance of students or themed about diversity.

Comics are a form of cartoons that can tell characters and act out a story in a sequence that is so closely connected with images and designed to provide entertainment to learners because comics in the form of cartoons can attract the attention of readers, especially learners (Daryanto, 2013). One of the teachers also recommends developing comics in the form of books to be easier to use and designed with colors that match the development of student characteristics. Comic media can also improve memory because children learn in a fun way that is in their way by imagining by being directed through the provision of material in the comic (Budiarti & Haryanto, 2016).

Other advantages of a comic include: comic media can utilize a picture storyline, interesting and as the main key contains elements of high humor because comic media can be reread when learners want to repeat understanding the material contained in the comic media. The use of comics in school learning is to educate, increase learning interest, be funny, and be known by children and adapted from the real world (Wahyuningsih, 2012).

Visualized expressions create emotional engagement so that the reader will continue to follow the storyline until the end. In addition to increasing students' learning interest, comic media is very effective in instilling character values through the characterization in the comic story. Lazarinis et al. (2015) found that the scores of students who read comics were higher than those who did not. With educational

comics, long and complicated explanations of a topic of learning can be more easily understood and remembered by students. Comics as a learning medium can improve learning outcomes in the form of completion, liveliness, interest, and positive response from students (Yulianti et al., 2016).

Educational comics have a positive impact on students and enthusiastic students in the following classroom learning with interesting presentations and combining elements of narrative images and animation in visual form make the learning atmosphere more fun (Siregar & Siregar, 2021). In addition to having story content and comic narrative in general, educational comics also have educational content and information related to the subject of the lesson delivered, making it suitable for social science learning media. Educational comics were chosen because they can include the values of a character of tolerance in the storyline and provide insight into multicultural nationality. On that basis, one step was chosen by developing educational comics.

Comics are an effective learning medium to improve the teaching and learning process, thus making it interesting to learn (Widiyastuti et al., 2021; Senen et al., 2021). Develop of comic's educational comics. Educational comics developed is a learning media in the form of comic books that integrates the theme of the diversity of Indonesian culture in the learning of social science with the importance of the character of tolerance in everyday life. The concept of diversity (multicultural) combined with efforts to instill the value of character tolerance will be a topic that is aligned.

Through characterization in comics, the value of the character of tolerance can be conveyed to the learners. Comics can also be a good medium for students rather than dictating books with lengths and boring texts (Anggraini & Pratiwi, 2019). Content in the form of multicultural values is realized in the form of comics that are equipped with evaluation questions in the form of character values that can be traced from the comic story and know the cultural diversity in Indonesia. Therefore, the existence of multicultural-based educational comic media is expected to be able to improve social science learning achievement, while improving the character of tolerance in 4th grade of elementary students.

Educational comics titled CITA (Cerita Indonesia Kita) are designed based on the multicultural state of the Indonesian nation. Comics are designed by featuring figures that reflect Indonesia's diversity in terms of religion, ethnicity, and culture. The main focus of this comic is the cultivation of limited tolerance characters poured in the form of comic media for elementary school. Comic media is very effective in transferring character values through characterization in the comics (Saputro & Soeharto, 2015)

The development of educational comics has several supporting references from research that has been carried out that are relevant to educational comics. The relevant research was conducted by Aulia & Wuryandani (2019) who has developed a multicultural-based comic strip medium to enhance the social caring character and analytical thinking skills of 4th-grade elementary students. Based on the results of trials that have been conducted, the resulting comic media is feasible and effectively used in improving social care and analytical thinking skills of 4th grade elementary school students. Based on the research, comics can be used as a medium of character education in elementary school students.

Methods

Types of research

This research is a type of research and development (R&D) using procedures from Borg & Gall. However, this study was only carried out until the seventh step because of the limitations of ability, time, and cost that became an obstacle to doing until the tenth stage. The study was conducted on February 3rd-April 29th, 2021, at T. Public Elementary School. The targets/subjects in this study are students of 4th A grade at The Public Elementary School. The cultural train development procedure using the Borg & Gall (1983) steps consists of ten development steps in R&D. The following is an explanation of each stage of development.

Data collection technique

The initial research and information collection stage was carried out in three elementary schools, namely B. Public Elementary School, T. P. Public Elementary School, and T. Public Elementary School. Observations were made on learning activities in each school with the permission of the principal and the 4th grade guardian. Interview activities to teachers and students are an effort by researchers to strengthen and support the data that researchers have obtained during observation. The second step that

will be done is planning. This stage begins by making an initial design of multicultural-based educational comic media by adjusting the indicators and learning objectives and principles of learning media development.

The next step is the initial product development. Educational comics that have been completed will be tested for validity by material experts, linguists, and media experts. Products that have been validated and revised by experts will pass the initial field trial phase. This trial was conducted on students with a sample of 3 for 4th students at T. Public Elementary School. After the trial, students and teachers are given a questionnaire to assess educational comics. The results of the initial field trials received no criticism or input for revision from students or teachers. So that the researcher continues in the next stage, namely the main field trials.

The main field trial was conducted on 12 students and guardians of the 4th grade of T. Public Elementary School. After the test subject finished using educational comics, researchers asked for the willingness of students and teachers to fill out comic media assessment questionnaires. In the results of the main field trial, it was not obtained to get revisions from students or teachers, so that educational comic products have been suitable for use in social science learning of 4th grade elementary school diversity materials. The data obtained from this study is quantitative data that is further converted into qualitative data. As for the data collection instrument, namely a list of semi-structured interviews, observations, and questionnaires. The questionnaire contains material expert assessments, linguist assessments, media expert assessments, and trial subject assessments

Data analysis technique

Data collection techniques and instruments used namely, 1) data collection techniques through interviews, observations, questionnaires, scales, and documents; and 2) analysis of development process data to determine the validity and quality, and well-being of the product. The results of data analysis on the validation of material experts, linguists, media experts, and teacher responses will be converted based on the classification of eligibility (Sukardjo, 2012).

Table 1. Likert scale score

Score Range	Classification
$X > X_i + 1,8 SD_i$	Excellent
$X_i + 0,6 SD_i < X < X > X_i + 1,8 SD_i$	Good
$X_i - 0,6 SD_i < X < X > X_i + 0,6 SD_i$	Enough
$X_i - 0,8 SD_i < X \leq M_i + 0,6 SD_i$	Less
$X > X_i - 1,8 SD_i$	Very Less

Table 2. Simplification of data conversion

Score Range	Classification
$X > 4,08$	Excellent
$3,36 < X = 4,08$	good
$2,64 < X = 3,36$	Enough
$1,92 < X = 2,64$	Less
$X = 1,92$	Very Less

While the results of data analysis on student responses will be converted based on the following eligibility classification (Mardapi, 2012).

Table 3. Convert score to four scale value

Score Range	Classification
$3,25 \leq \bar{X} \leq 4,00$	Excellent
$2,50 \leq \bar{X} \leq 3,25$	good
$1,75 \leq \bar{X} \leq 2,50$	Less
$1,00 \leq \bar{X} \leq 1,75$	Very Less

In this study, educational comics get the criteria "good". If it does not meet the category of "good" then it will be revised and re-validated until it meets the category of "good" by material experts, languages, and media experts.

Results and Discussion

The product developed is in the form of two-dimensional graphic media (Sudjana & Rivai, 2013). This educational comic is titled *Komik CITA* (Cerita Indonesia Kita) which is intended for grade IV elementary school students. *CITA* comics were developed using Borg and Gall development procedures. This development is done with 7 steps, as follows.

Research and information collecting

The initial research and information collection stage was carried out through observation, interview, and literature studies at B. Public Elementary School, T. P. Public Elementary School, and T. Public Elementary School. The initial research and information gathering stage are useful for researchers to find problems and backgrounds in media development. Researchers carry out observations first, then interview and strengthen with analysis of library studies. Observation is made to see the real conditions of learning and observe the problems that occur in 4th elementary school. This observation is important because it is the initial foundation that will be strengthened by the results of the interview.

Researchers conduct interviews with students and classroom guardians to support and strengthen the data that has been obtained during observation. In addition, interviews with classroom guardians are used to determine difficulties in the learning process in the classroom, student learning outcomes (social science scores), availability of learning media, learning barriers, and materials that are difficult to teach students. Researchers conducted additional interviews with 3 of the 4th students at each selected school with low, moderate, and high academic ability criteria.

The literature study was conducted by researchers through the search for information about the vision and mission of B. Public Elementary School, T. P. Public Elementary School, and T. Public Elementary School, the curriculum used as well as efforts to instill a character of tolerance that is in line with the implementation of the introduction of Indonesian cultural diversity. Based on the stages that have been done, researchers obtained some of the following information: a) Understanding of students of 4th of B. Public Elementary School, T. P. Public Elementary School, and T. Public Elementary School towards the character of tolerance needs to be instilled early on, b) Knowledge and understanding of students of 4th from B. Public Elementary School, T. P. Public Elementary School.

Planning

The planning stages of this research include the creation of product development objectives, content structure analysis, learning objective analysis, learning design, planning document analysis, and learning resource analysis. The planning stage is done by determining the theme in grade IV elementary school, namely Theme 1 (The Beauty of Togetherness) and Theme 7 (The Beauty of Diversity in My Country). Both themes were selected based on the selection of learning materials related to the values of tolerance and diversity in Indonesia. The material contained in the student's book needs to be visualized to make it easier for students to understand. So that this product can facilitate the process of delivering the concept of learning materials.

The next thing to do is the analysis of basic competencies and learning indicators. The curriculum syllabus used in the selection of basic competencies and learning indicators is the 2013 curriculum. The determination of learning indicators is based on basic competencies, then synthesized into learning objectives. The existence of learning objectives is carried out to facilitate the learning implementation plan and learning scenario (Sartono & Wulandari, 2020).

As for the material that is incorporated into city comics on the cognitive side, which contains the diversity of religion, ethnicity, traditional dance, to traditional food in the comic story "*CITA*". The sources used as the basis for researchers to create comics are from Teacher's Book and Student Book (2017) and book from Riyansari (2017) Theme 7 titled *The Beauty of Diversity in My Country*, as well as an e-book from Arimbi (2018) entitled "*Explore 34 Typical Foods of Provinces in Indonesia*". Although it can't contain the entire cultural material, it is expected that this comic will make students more interested in understanding diverse material. While the character's content tolerance on the content of *CITA* comic material refers to several important aspects, namely: aspects of peace, respect for differences and individuals, and consciousness (Supriyanto & Wahyudi, 2017).

The material of Indonesian cultural diversity was chosen because one of the indicators of the character of tolerance is to appreciate the differences of others. This is because tolerance is the beginning

of harmony, without an attitude of tolerance will not create an attitude of mutual respect, love, and cooperation between religions (Mas'udi, 2019). The introduction of Indonesian culture to students with more meaningful is expected to be able to foster awareness of the importance of love for Indonesian culture and appreciate differences.

Develop preliminary form a product

The initial product form development stage is carried out by the researcher after the planning stage. This stage is done by designing educational comics that will be developed. The programs used in designing this comic media are Photoshop CC 2014 and PenTab Wacom. In addition, to create a comic book design used Corel Draw X7 software. Once the product is finished in design and print, the next step is to conduct a validity test with material experts, linguists, and media experts. In the material validation process researchers pay attention to the criteria for material development based on the opinion of Walker & Hess (Arsyad, 2016) aspects of material feasibility that contain the conformity of the material with core competencies, basic competencies, and learning goals get a score of 5 with excellent categories. The score is given by material experts because the compatibility between the material and the basic component of learning is very clearly visible. In addition, it gives a score of 5 with an excellent category of suitability and readability of text in CITA comics.

Meanwhile, the assessment of students' ease in understanding comics, systematic presentation, simplicity of the material, conformity with reality, and thinking ability of students scored 4 with good categories. This is in line with one of the advantages of easy media use that is easy to remember (Indriana, 2012). Validator material reveals some of these aspects can still be improved again. On the other hand, aspects of material coverage that assess the substance of diversity values and the character of tolerance get a score of 5 with excellent categories. The score is given because the CITA comics have contained the values of religious, tribal, and cultural diversity. Meanwhile, in the material assessment of the example of tolerance character that can be applied students in everyday life get a score of 4 with a good category. This is because the nature of comics as reading can only be limited to providing examples and takes a long time for the example to be examined by students.

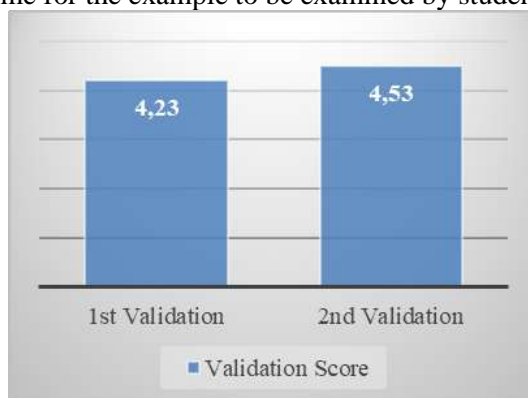


Figure 1. Material validation score
(Source: Data processing results)

Revisions made based on the results of validation of material aspects of material feasibility, namely it is possible to add narration on page 21 of CITA comics. Cita page 21 tells the situation of Annisa, Kristina, Meira, Asep, and Made who are already united and eager to prepare for dance performances. However, no narrative tells this. Giving narrative in the section will make it easier for students to understand the meaning of the image.



Figure 2: Page 21 before revision
(Source: Author's document)



Figure 3. Page 21 after revision
(Source: Author's document)

The second suggestion is related to the synopsis on the back cover of the comic. On the back cover of the CITA comic, there is a brief synopsis of the story of the comic. The material expert corrected the final sentence in the synopsis to delete it because the comic story was not made.



Figure 4. Synopsis before revision
(Source: Author's document)



Figure 5. Synopsis after revision
(Source: author's document)

The language validation process is carried out by referring to the aspects of readability, clarity of information, and rules of language use (Saleh & Sultan, 2015). The first aspect, namely the readability aspect of the material which contains the suitability of language with the characters in comic stories and the characteristics of 4th grade elementary school students gets a score of 5 in the very good category. This is because the language media used in CITA's comics is very in line with the characters of the comic characters and the characteristics of students.

The second aspect is the clarity of information, the assessment of language communicativeness gets a score of 5 (very good), and the ease of 4th grade elementary school students in understanding language gets a score of 4 (good). The reason for not getting the maximum score on the ease of understanding language points is because several languages are still not familiar to students. The third aspect, namely the suitability of the rules for using language which contains spelling, terms, and punctuation marks, gets a score of 4 in the good category. There are some spelling and punctuation that can be maximized. Meanwhile, the assessment of the use of language gets a score of 5 in the very good category. The last aspect, namely the use of language effectively and efficiently which contains sentences in comics, gets a score of 5 in the very good category. Meanwhile, the choice of words and the ambiguity of sentences in the comic media got a score of 4 in the good category.



Figure 6. Language validation score
(Source: Data processing results)

The revisions were made based on the results of the language validation aspects of the suitability of the language use rules, namely: the use of hyphens on the comic's destination page. On the "Comic Purpose" page, especially in the "Competency Standards" and "Basic Competence" sections, there are some words that are cut off and hyphenated (-). Therefore, according to the advice of linguists, the researcher immediately changed the font size so that there were no words that were hyphenated (-) at the end of each line.



Figure 7. Goals before revision
(Source: Author's document)



Figure 8. Goals after revision
(Source: Author's document)

In the media validation process, the aspect of comic display media which includes the attractiveness of the cover display, the ease of reading comics, and the accuracy of the choice of typefaces get a score of 5 with a very good category. Meanwhile, there are several eligibility criteria, including size accuracy, cover color selection, suitability of the image with the actual object, the proportionality of image shape, color selection, language use, and systematic order of instructions for use (Arsyad, 2016). All these criteria get a score of 4 in the good category.

The next aspect, namely the presentation of comics media containing the integration of stories with pictures, comics with learning materials, conformity to reality, the attractiveness of the media, ease of understanding stories, neatness of comic printing, the accuracy of selection and durability of raw materials got a score of 4 with good categories. Meanwhile, on the aspect of the benefits of comic media which contains points of usefulness for comics teaching multicultural values and tolerance values, it gets a score of 5 in the very good category. This is because it is very clear that CITA comics teach how important the values of diversity and tolerance.

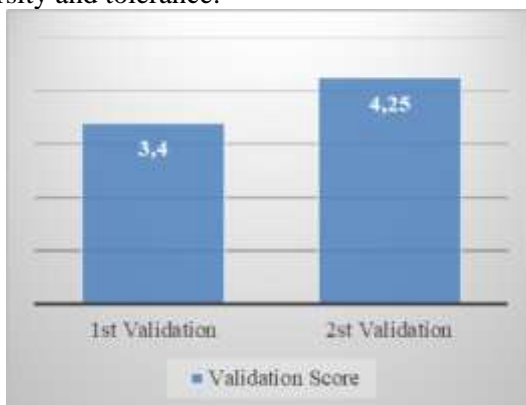


Figure 9. Media validation score
(Source: Data processing results)

The revisions were made based on the results of the language validation aspects of the conformity of the language use rules, namely: the type of font, and the use of capital letters. At first, the researcher

used the Lafayette Comic Pro font, but because it was used by elementary school students and an educational comic, the font in the word balloon was changed to Arial. Arial font is more suitable for 4th grade elementary school students and makes it easier for students to understand the conversations in the word balloons.



Figure 10. Font type before revision
(Source: Author's document)



Figure 11. Font type after revision
(Source: Author's document)

The second revision is related to the use of capital letters in educational comics. At the beginning of making comics, researchers used the Lafayette comic pro font on text balloons, so that all letters automatically turned into capital letters. Therefore, media experts suggest changing it to an Arial font which is easier for students to read and understand. Furthermore, the researcher also adjusted the correct capital letter writing rules in the conversation in the CITA comic text balloon.



Figure 12. Use of letters capital before revision
(Source: Author's document)



Figure 13. Use of letters capital after revision
(Source: Author's document)

The following are the results of the final design based on the revision of the validation of material experts, linguists, and media experts on educational comic media which features the final cover and an example of part of one of the chapters in the CITA comic.



Figure 14. Comic cover display
(Source: author's document)

Overall, the researchers got the very good category with an average material validation of 4.53, language validation of 4.50, and media validation of 4.25. Therefore, the next stage is the initial field trial.

Preliminary field testing

The main field trial was carried out on April 23, 2020, after the validation of material, language and media was carried out. Initial field trials were conducted by involving 3 students with different levels of academic ability to represent the population in the class. The researcher asked for a recommendation from the 4th grade teacher at T. Public Elementary School, namely Mr. T to select the 3 students. The 4th grade teacher, Mr. T was also involved in this initial field trial. He was asked to read the comic that the researcher had given him. Furthermore, teachers and students are asked for their willingness to rate and provide comments or suggestions on the CITA comic media on the assessment sheet. The following table shows the results of the initial field trial of the CITA comic (Cerita Indonesia Kita).

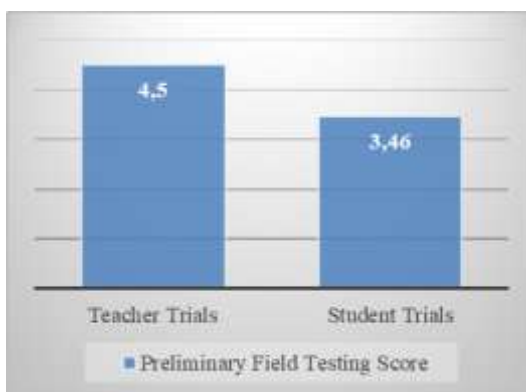


Figure 15. Font type before revision

After getting an assessment from students and teachers, the next step is to revise the suggestions and inputs from students and teachers. The results of the initial field trials received good responses from teachers and students. Researchers get suggestions from students so that the printed CITA comics can be given to them. In addition, there are no suggestions or input on the CITA comic media. Therefore, the research continued to the main field trial stage. The main field trial was carried out on Tuesday, April 28, 2020. The main field trial was carried out after the initial field trial involving 12 4th grade students at T. Public Elementary School. The main field trial was carried out in the same systematic manner as the initial field trial, which was initiated by communicating with the homeroom teacher. The following table shows the results of the main field trial for the CITA comic (Cerita Indonesia Kita).

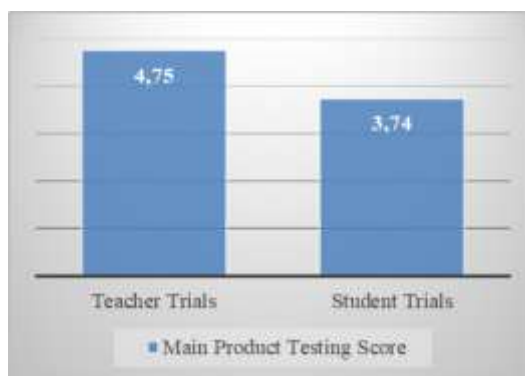


Figure 16. Font type before revision

After getting the results from the main field trials, then proceed with the seventh stage, namely the revision of operational products.

Operational product revision

The results of the main field trials did not get suggestions or input for revision. Therefore, CITA's comic media has been assessed as "worthy" to be used in social studies learning, especially on the material of Indonesian cultural diversity to instill the character of tolerance in 4th grade elementary school students. It is very good to have awareness from an early age about the character of tolerance. Moreover, Indonesia is a multicultural country. In simple terms, multiculturalism refers to the existence of cultural diversity (Wasino, 2013). This awareness needs to be a shared responsibility, especially by teachers when students are in the school environment. Teachers must have sufficient skills to enable them to integrate different student cultures into the classroom experience (Alismail, 2016). One of them is to implement it through learning media.

Based on the development research steps that have been carried out, it shows that the media provides many benefits for the learning process. Learning media used in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and create psychological effects on students (Buchori & Setyawati, 2015). In addition, learning media can also be used to instill. Character education in Indonesia needs to be developed because it will reduce feuds between students and other forms of juvenile delinquency in big cities such as extortion, violence (bullying), the tendency for seniors to dominate over juniors, etc. (Rina et al., 2020). Character education is important, as seen from the basis of the current 2013 curriculum, one of the main priorities is character education (Herwin & Nurhayati, 2021).

Educational comic media is one of the appropriate media to be used as a means of planting character education. The existence of an interesting storyline with colors in comic education that is not monotonous can attract students' attention to learn it (Putri et al., 2018). CITA comics have been designed with attention to colors that are appropriate for students in elementary school. This is because students in elementary schools with a tendency to visual intelligence are quite a lot. In addition, the color of the CITA comics is also not too excessive so that the concentration of children is not disturbed by the choice of colors that are too diverse.

Even though it is based on thematic material in elementary schools, the CITA comic story is made uniquely and interestingly so that it not only provides education but also a means of entertainment for students. Many children like and are interested in stories in the form of comics. Comic stories are liked by many children because they are very entertaining (Swandi et al., 2020). The involvement of comics in learning provides two main functions, namely entertainment and education for students. CITA's comic book stories have included material about the diversity of Indonesia, packaged in daily stories based on local wisdom for elementary school students. Educational comics containing local wisdom are ideally prepared with the conditions and culture that exist in the environment around students (Murti, 2020). This theme was chosen because it will feel closer to students, so students can more easily get carried away with the atmosphere of the stories in the comics. Cartoonists or comic book writers can write scripts directly through imagination, creation of scripts into comic stories directly from scenes, expressions, actions, and forms of comic images (Tsai, 2018).

The visual elements in comics will help students build the concept of material content. Comic media will facilitate the teaching and learning process, especially in realizing abstract learning concepts

through more concrete examples in everyday life that are full of character values (Julius et al., 2018). This is an important point in developing comic media because it assists educators. Especially considering the important elements of comics, namely the elements of text and images that are presented in a single unit and cannot be separated (Mustafia & Widodo, 2018). However, it should also be noted that comics are not yet fully considered as concrete and abstract media, but semi-abstract media.

When comics are used properly, learning outcomes can be achieved and will be meaningful to students (Krishnan & Othman, 2016). Not only learning outcomes, but the character values also inserted in the CITA comic story, namely the character of tolerance, are expected to be instilled since students start to like the comic. The fact is that many students think comics are interesting and fun reading (Phoon et al., 2020). This is due to the active involvement of students. As the results of studies that have been carried out (Lin et al., 2015) showed a significant increase in both knowledge and student engagement in learning.

One of the things found in this study is related to the low interest in reading students due to limited reading materials in the library. The low interest in reading is caused by several things, including the high price of books and limited library facilities, which causes reading to no longer be a means of learning and entertainment for the people of Indonesia (Lubis, 2018). The development of multicultural-based educational comics is an alternative learning media that is feasible to be used in the education process and inculcating the character of tolerance for elementary school students.

Conclusion

The educational comic media entitled "Cerita Indonesia Kita" (CITA) which was developed by researchers using the research and development model of Borg & Gall has gone through 7 stages out of 10 existing stages. This product has undergone many revisions from material experts, linguists, and media experts. Most of the revisions are in terms of editorial, material, and font types.

CITA comics were declared eligible to be used from all aspects of the assessment. In material validation, comics have received the "very good" category with an average score of 4.53. In the validation of linguists, CITA comics got the "very good" category with an average score of 4.50. In the validation of media experts, CITA comics are in the "very good" category with an average score of 4.25. The average score in the initial field trial was 4.50 in the "very good" category in the teacher trial, and the average score was 3.46 in the "very good" category in the student trial. The results obtained in the main field trial were an average score of 4.75 in the "very good" category in the teacher trial, and an average score of 3.74 in the "very good" category also in the student trial.

Based on the results of the study, the researcher highly recommends other researchers to develop other learning media, one of which is to instill character in students. In this study, the researcher realized that there were still many things that needed to be completed. Other researchers can integrate comics or other media with technology to better attract students' attention and make it easier to use media anywhere and anytime.

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