



Learning Socio-Cultural Diversity of Society Containing Tolerance Character Values Through Digital Comic Media

Kadek Ayu Citra Susanti^{1*}, I Made Citra Wibawa², I Gede Astawan³ 

^{1,2,3} Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Indonesia

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ABSTRAK

Rendahnya penggunaan media pembelajaran berpengaruh terhadap motivasi siswa dalam mengikuti pembelajaran. Tujuan dari penelitian ini yakni guna mengembangkan media komik digital bermuatan nilai karakter toleransi pada muatan PPKn topik keragaman sosial budaya masyarakat yang teruji kelayakannya. Penelitian ini termasuk penelitian pengembangan. Model yang digunakan yaitu berpedoman pada model ADDIE. Akan tetapi, penelitian ini hanya sampai pada tahap pengembangan. Subjek yang terlibat adalah 2 ahli materi, 2 ahli media, 2 praktisi dan 10 siswa. Metode yang digunakan adalah lembar kuesioner. Jenis analisis data yang digunakan yaitu analisis deskriptif kualitatif dan kuantitatif. Pengembangan komik digital valid dengan skor rata-rata yaitu 3,93 oleh ahli materi dengan kualifikasi sangat baik, ahli media yaitu 3,75 dengan kualifikasi sangat baik, respon praktisi yaitu 3,61 dengan kualifikasi sangat baik, dan respon siswa yaitu 3,44 dengan kualifikasi sangat baik. Dengan ini berarti media komik digital bermuatan nilai karakter toleransi pada muatan PPKn topik keragaman sosial budaya masyarakat untuk siswa kelas V SD valid dan bisa dimanfaatkan sebagai sumber belajar.

ABSTRACT

The low use of learning media affects students' motivation to participate in learning. The purpose of this study is to develop a digital comic media containing the value of tolerance characters on the subject of Civics on the topic of community socio-cultural diversity that has been tested for feasibility. This research includes development research. The model used is based on the ADDIE model. However, this research is only in the development stage. The subjects involved were two material experts, two media experts, two practitioners, and ten students. The method used is a questionnaire sheet. The type of data analysis used is descriptive qualitative, and quantitative analysis. The development of digital comics was valid with an average score of 3.93 by material experts with very good qualifications, media experts with 3.75 with very good qualifications, a practitioner with 3.61 with very good qualifications, and student responses with 3.44 with very good qualifications. It means that the digital comic media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students is valid and can be used as a learning resource.

1. INTRODUCTION

Education plays a very important role in people's lives. Education aims to build a society that has good insight and character so that it is useful to achieve a better future (Amini & Suyadi, 2020; Sari, Fitriyani, & Amalia, 2020). Developing the attitudes and character of the community can be done through character education in schools. Character education is a moral habit or personality from moral values and policies used as the basis for thinking and behaving (Julaeha, 2019; Santika, 2020). Character education aims to change and develop one's behavior in a better direction so that it follows the norms that apply in society and is not affected by negative things (Muchtar & Suryani, 2019; Rosad, 2019). One of the subjects that are suitable for student character development is Civics lessons. Civics is a useful lesson for improving the quality of citizens and shaping one's character in a positive direction (Aulia & Dewi, 2021; Rahayu, Iskandar, & Abidin, 2022). In Civics lessons, students are also invited to get to know themselves better and how to speak and behave in the surrounding environment. The success of students in this learning process will affect their character possessed by students. Therefore, the teacher must be able to create a learning process that is fun, student-centered, and meaningful so

that it can develop the knowledge possessed by students. This can be created if the teacher uses learning media during the learning process. Media is an educational component that is very useful to be applied during learning activities because the media can accommodate students more quickly to explore the material distributed by the teacher (Nurrita, 2018; Safitri, 2020). Learning media makes the transferred material more meaningful, and learning objectives can be achieved efficiently (Pradiatiningtyas & Suparwanto., 2018). Learning media serves to channel messages to students so that students are motivated when participating in learning activities. Learning media can support educators in distributing material and motivating students in learning activities (Muammar & Suhartina, 2018; Wicaksono, Jumanto, & Oka, 2020). The application of media is still limited to the application of Powerpoint media and student books. It is because skills in using media are still lacking. As a result, the delivery of material only uses a few media, causing learning activities to become monotonous (Abdullah, 2017; Lestari, Halimatusha'diah, & Puji Lestari, 2018). The application of media in Civics learning is still not optimal, and the availability of Civics learning media in schools has not been widely developed.

The learning process that only uses student books with limited material in Civics content can cause deviations in the character of students (Winandar & Dewi, 2021). If students do not have sufficient insight into PPKn, students can experience character deviations and be at odds with the values contained in Pancasila (Fitriani, Dewi, & Furnamasari, 2021). The use of media that is less than optimal and less varied during learning activities also results in educators having difficulty in distributing material, especially material that is abstract, where it causes students to think abstract so that the concept knowledge conveyed by the teacher is difficult for students to accept (Marpaung & Pongkendek, 2021; Maulidina & Bhakti, 2020). The interviews also reinforce this at SD Gugus VI Kecamatan Sawan, Kabupaten Buleleng, which were held from 18 to 20 October 2021, stating that the learning media in schools and the media used are less varied and inadequate. Educators argue that the Civics material in student books needs to be developed to give students a broader insight related to Civics science. The teacher also stated that he had used digital comic media in certain subjects, such as science lesson content. Still, the teacher had never used digital comic media in Civics lesson content. Based on these circumstances, it is necessary to have innovations supporting the learning process to run smoothly. One effort that can be implemented is to develop a learning media. Elementary school students prefer interesting and concrete media (Wicaksono et al., 2020). One of the learning media that can be developed is digital comics. Digital comics are one of the media or intermediaries with images and sounds packaged in digital form (Azizul, Riski, Fitriyani, & Sari, 2020; Yuliana, Siswandari, & Sudiyanto, 2017). Digital comic media can also be an example of a variety of learning. Digital comics contain images, animations, and sounds that can accommodate students to interpret abstract material in more concrete (Aulia & Dewi, 2021; Ayu, Pinatih, Kt, & Semara, 2021). The advantage of developing digital comics is that learning activities will become more interesting and not monotonous (Andayani, Maula, & Sutisnawati, 2020; Kanti, Suyadi, & Hartanto, 2018). It is because students not only learn to use illustrated texts, but students learn through moving pictures and are also equipped with audio in digital comics to provide a learning experience that is difficult to learn directly (Suprianto, 2020). Several previous studies have shown that the application of digital comics learning media can increase students' desire when participate in learning activities (Sukmanasa, Windiyani, & Novita, 2017). Using digital comic media in learning can increase students' knowledge about good morals (Khoerunajah, Fadhilah, Novita, & Aeni, 2022). Other research shows that the development of digital comic media is valid and feasible to use in the learning process (Andayani et al., 2020; Wahid, Mutaqin, & Yasin, 2021). Based on this opinion, it can be said that digital comic media can increase students' motivation to learn so that it is feasible to use. The difference between this research and previous research is that this research displays novelty, namely the content of tolerance character values so that it can clarify concepts and facts in learning activities, while previous similar research has never developed digital comic media on the topic of socio-cultural diversity which contains the value of the character of tolerance. Tolerance is an attitude or action to create peace and harmony among others in social life. Tolerance can be said as an attitude of mutual acknowledgment and respect for the diversity of religions, races, languages, cultures, and so on that exist in the surrounding environment. Tolerance will certainly strengthen brotherhood and maintain peace within the family, school, and community. This study aims to develop a digital comic media containing the value of tolerance characters on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students whose validity has been tested.

2. METHOD

This research is development research based on the ADDIE development model. The ADDIE model was chosen because it has clear and systematic stages of development. In addition, the ADDIE model is easy to understand and implement to develop various products such as modules, textbooks, learning videos, multimedia, etc. (Tegeh, dkk., 2014). The ADDIE model has stages, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The stages that cannot be carried out are the implementation and evaluation stages due to limited time, situation, and cost. The research trials involved two material experts, two media experts, two practitioners, and ten fifth-grade students of SD Gugus VI, Kecamatan Sawan. The object of this

research is the validity of digital comic media containing the value of the character of tolerance on the content of Civics on the socio-cultural diversity of society for fifth-grade elementary school students. Data collection methods and instruments used in this study were questionnaire sheets. Questionnaire sheets were used to determine respondents' responses to the digital comic media. The rating scale used is a scale of 4-1. Scale 4 (Very Good), scale 3 (Good), scale 2 (Quite Good), and scale 1 (Not Good). The grids of the digital comic scoring sheets are set out in [Tables 1, 2, 3, and 4](#).

Table 1. Material Expert Media Validation Instrument

Aspect	Indicator
Material Structure	Application of learning indicators with appropriate basic competencies
Material/Content	Application of learning objectives with appropriate learning indicators
	Complete identity application
Language Usage	Clear delivery of learning objectives
	Submission of material.
Presentation	Proper use of grammar
	Use of language that is easy for students to understand
	Coherent presentation of the material
	Integrated overall presentation

(Megantari, dkk., 2021)

Table 2. Media Validity Instrument of Media Experts

Aspect	Indicator
Text and voice clarity	Clear text presentation
Visual Quality	The presentation of the narrator's voice is clear.
	The application of music and sound effects is clear.
	The application of clear illustrations
	Use of interesting backgrounds
Character	Combination in the use of colors
	Character selection
Overall view	Application of interesting characters
	Presentation of the overall view in an integrated manner

(Andryani & Wibawa, 2021)

Table 3. Practitioner Response Instruments

Aspect	Indicator
Material Structure	Application of learning indicators with appropriate basic competencies
Material/Content	Application of learning objectives with appropriate learning indicators
	Complete identity application
Language Usage	Clear delivery of learning objectives
	Submission of material.
Presentation	Proper use of grammar
	Use of language that is easy for students to understand
	Coherent presentation of the material
Text and voice clarity	Integrated overall presentation
	Clear text presentation
Visual quality	The presentation of the narrator's voice is clear.
	The application of music and sound effects is clear.
	The application of clear illustrations
	Use of interesting backgrounds
Character	Combination in the use of colors
	Character selection
Overall view	Application of interesting characters
	Presentation of the overall view in an integrated manner

Table 4. Student Response Instruments

Aspect	Indicator
Material/Content	Submission of material is easy to understand
Language Usage	The submission of the material is clear.
	Use of language that is easy for students to understand

Aspect	Indicator
Presentation	Presentation of interesting material
Text and voice clarity	Clear text presentation Clear voice presentation
Visual quality	Clear image presentation Use of interesting backgrounds
Character	Application of interesting characters
Overall view	Presentation of the overall view in an integrated manner

The instruments that have been prepared and consulted with the supervisor were tested to determine the validity contents of the instrument. Instrument testing is carried out by two experts (judges). Test the validity of the content of the instrument using the Gregory formula. Data obtained from experts (judges) is then converted into 2x2 cross-tabulation. The instrument content validity test that was carried out obtained a result of 1.00 for all instruments. Thus, based on the content validity criteria, the content validity coefficient of the digital comic media assessment instrument is in the very high content validity criteria. Qualitative and quantitative descriptive analysis are data analysis techniques applied in this study. The application of qualitative descriptive analysis aims to process data in the form of comments or suggestions from experts to improve the digital comics that have been made. The application of quantitative descriptive analysis aims to obtain and describe the average digital comic score. The average score for the validity of the digital comics developed is obtained by applying the mean formula. The average score obtained is then converted using the four-scale conversion guideline. The four-scale conversion guidelines are listed in Table 5.

Table 5. Four Scale Conversion Guidelines

Score Range	Qualification
$X \geq 3$	Very good
$3 > X \geq 2,5$	Good
$2,5 > X \geq 2$	Enough
$X < 2$	Not good

3. RESULT AND DISCUSSION

Result

The design of digital comic media containing the value of the character of tolerance in the content of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students consists of three components: opening, content, and closing. The opening section contains a comic cover, basic competencies & indicators of competency achievement, learning objectives, character recognition, and instructions for using comics. The content section contains material on socio-cultural diversity for the community, examples of diversity, and the value of togetherness in society. The closing section contains the conclusion and also the mandate. The resulting digital comic media has a duration of 13 minutes 22 seconds with a ratio of 16: 9 and a resolution of 1080p. The slides are combined using the Microsoft PowerPoint application and then exported as a video. The Microsoft PowerPoint application was chosen because the application is easy to use and has various tools. Voice-over is done by using the voice recorder on the cellphone. The voice acting is done by three people so that the sound produced is different so that students will be interested in listening to the digital comics that have been made. The Camtasia 2018 application is used to insert back sound or accompaniment music to make digital comics more interesting. The material presented is about socio-cultural diversity for fifth-grade elementary school students. Some views of the digital comic media section that were developed are shown in Figure 1.



(b) Cover



(b) Character Introduction



Figure 1. Cover, character introduction, content, and ending

The validity of the digital comic media containing the value of the character of tolerance on the content of Civics on the topic of socio-cultural diversity of the community for fifth-grade elementary school students is stated to be very valid. The media assessment by material experts obtained an average score of 3.93 with very good qualifications, and the media assessment by media experts obtained an average score of 3.75. If converted according to the four-scale conversion guidelines, it is in the range of scores $X \geq 3$ with very good qualifications. More clearly, the results of media assessments by material experts and media experts are contained in Table 6 and Table 7.

Table 6. Assessment results by material expert

No.	Aspect	Average Score	Description
1	Material Structure	3,75	Very good
2	Material/Content	3,90	Very good
3	Language Usage	4,00	Very good
4	Presentation	4,00	Very good

Table 7. Assessment results by media experts

No.	Aspect	Average Score	Description
1	Text and voice clarity	4,00	Very good
2	Visual Quality	3,63	Very good
3	Character	3,83	Very good
4	Overall View	3,50	Very good

Practitioners' responses to digital comic media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students obtained an average score of 3.61. If converted according to the four-scale conversion guidelines, it is in the range of scores $X \geq 3$ with very good qualifications. More clearly, the results of practitioners' responses to digital comic media are contained in Table 8.

Table 8. Results of practitioners' responses to digital comic media

No.	Aspect	Average Score	Description
1	Material Structure	3,50	Very good
2	Material/Content	3,90	Very good
3	Language Usage	3,50	Very good
4	Presentation	3,75	Very good
5	Text and voice clarity	3,50	Very good
6	Visual Quality	3,38	Very good
7	Character	3,67	Very good
8	Overall View	3,50	Very good

Student responses to digital comics media containing the value of tolerance characters on the topic of Civics on socio-cultural diversity for fifth-grade elementary school students obtained an average score of 3.44. If

converted in the four-scale conversion guidelines, it is in the range of scores $X \geq 3$ with very good qualifications. More clearly, the results of student responses to digital comic media are contained in [Table 9](#).

Table 9. Results of student responses to digital comic media

No.	Aspect	Average score	Description
1	Material/Content	3,45	Very good
2	Language Usage	3,90	Very good
3	Presentation	3,40	Very good
4	Text and voice clarity	3,35	Very good
5	Visual Quality	3,40	Very good
6	Character	3,10	Very good
7	Overall View	3,70	Very good

Discussion

The results of the assessment of digital comic media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students by two material experts got an average score of 3.93 with very good qualifications. The developed digital comic media contains basic competencies and indicators of competency achievement following the syllabus. There are also learning objectives that follow operational verbs. The material presented is clear and follows basic competencies and indicators. The use of language also matters. If the language is easy to understand, students can easily process the information the teacher distributes ([Munthe & Naibaho, 2019](#)). The suitability of learning materials and objectives with basic competencies and indicators can increase learning success so that the learning process becomes effective and can achieve the goals to be achieved ([Arum & Yuanta, 2019](#); [Sunarto & Rohita, 2021](#)). The results of the assessment of digital comic media containing the value of the character of tolerance on the content of Civics on the topic of socio-cultural diversity of the community for fifth-grade elementary school students by two media experts obtained an average score of 3.75 with a very good qualifications. Due to the aspect of the text and sound clarity, the text used is easy to read by students. The voice is clear and accompanied by accompaniment music that is not too loud so that the narrator's voice can still be heard. Besides that, interesting visual aspects motivate students to learn ([Mawardi, G., Iriani & Daryati, 2019](#)). The results of practitioners' responses to digital comics media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students by two practitioners obtained an average score of 3.61 with very good qualifications. The results of student responses to digital comic media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity of the community for fifth-grade elementary school students by ten fifth-grade elementary school students got an average score of 3.44 with very good qualifications. This situation is because the developed media can motivate students when participating in learning. The media developed to follow the characteristics of students to accommodate students in understanding abstract material that becomes more concrete. Giving contrasting colors in accordance with the original state also has an effect because it will attract students' attention and motivate them to learn ([Andayani et al., 2020](#); [Paramita, Panjaitan, & Ariyati, 2019](#)). The use of interesting pictures also affects students. This situation can be seen when students are enthusiastic about seeing colorful ogoh-ogoh images appear in digital comics.

The digital comic media containing the value of the character of tolerance on the subject of Civics on the topic of socio-cultural diversity of the community for fifth-grade elementary school students that was developed is said to be feasible and suitable to be applied to learning, especially the content of Civics because in digital comics there is a value of the character of tolerance that can help students increase a sense of tolerance towards others. The developed digital comic media contains three aspects of tolerance: accepting, respecting, and appreciating ([Handayani, Wirabrata, & Pramunditya, 2021](#)). Acceptance can be seen when someone gives another person the opportunity to live the life they want. In the developed digital comics, several characters have different religions, but each character does not mind this, so the attitude of acceptance has been included in the comics. Respect can be seen when a person considers himself equal to others. In the development of digital comics, some characters help other characters regardless of their religion, race, ethnicity, region of origin, and culture so that an attitude of respect is included in the comic. Appreciation can be seen when someone gives appreciation and feelings of interest to the beliefs, culture, and so on that other people have without insulting or badmouthing them. In the developed digital comics, some characters appreciate the unique culture in the Bali area, so the attitude of respect is already listed in the comics. Images and audio in the media used are very helpful for students at the elementary school level in understanding the material and increasing student interest in learning. It is also in line with Piaget's theory which states that elementary school children aged 7-11 years are still in the concrete operational stage, which means that students will understand if they use concrete or real

objects in the learning process (Bujuri, 2018) The feasibility of digital comic media can also be seen from the advantages it has, namely the emergence of images and audio simultaneously in one viewing so that students will be able to distinguish between activities carried out between characters and can increase students' enthusiasm for learning (Kanti et al., 2018; Pradilasari, Gani, & Khaldun, 2019). Digital comic media can also be used in direct and online learning (Angela, Maimunah, & Roza, 2021; Sukmanasa et al., 2017). The developed digital comic media is uploaded to Youtube so that the media can be downloaded and watched repeatedly. The display presented on the media is also colorful so that it can improve students' memory (Fithry & Erwin, 2019). Using images and audio will increase students' enthusiasm and understanding of the material presented by the teacher. This study's results align with previous research, which showed that the application of digital comics learning media could increase students' desire when participate in learning activities (Sukmanasa et al., 2017). Using digital comic media in learning can increase students' knowledge about good morals (Khoerunajah et al., 2022). Other research shows that the development of digital comic media is valid and feasible to use in the learning process (Andayani et al., 2020; Megantari, Margunayasa, & Agustiana, 2021; Wahid et al., 2021). This digital comic media was developed based on the results of needs analysis, curriculum analysis, and media analysis so that this digital comic media can be used as an alternative during the learning process. Based on these circumstances, it can be believed that digital comics media containing the value of tolerance characters on the subject of Civics on the topic of socio-cultural diversity for fifth-grade elementary school students are suitable for use in the learning process so that teachers and students are easy to convey and receive learning materials. The limitation of the digital comic media containing the value of the character of tolerance in the content of Civics on the socio-cultural diversity of society for fifth-grade elementary school students is the limitations of the examples provided. The examples given are only from Bali and Jakarta. In addition, the developed media also requires an internet package to access if watching via Youtube. This research implies that students can learn with the help of digital comics, especially digital comics containing the value of tolerance characters on the subject of Civics on the topic of community social and cultural diversity.

4. CONCLUSION

Based on the assessment results from the experts, it is known that the digital comic media containing the value of the character of tolerance on the topic of Civics on the topic of socio-cultural diversity of the community is valid with very good qualifications. Thus the digital comic media developed is appropriate to be applied as a learning medium by educators and students in a more innovative, fun, and meaningful learning process.

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