

Digital Comic Learning Media Based on Entrepreneurship to Instill an Entrepreneurial Spirit in Elementary School Students

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya jiwa kewirausahaan peserta didik dan kurang optimalnya pemanfaatan media pembelajaran dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk mengembangkan rancang bangun media pembelajaran komik digital berbasis entrepreneurship, analisis validitas isi media, analisis kepraktisan media, dan analisis efektivitas media terhadap jiwa kewirausahaan siswa sekolah dasar. Penelitian ini mengadopsi model 4D dengan subjek media pembelajaran komik digital berbasis entrepreneurship dan objek penelitian meliputi validitas isi media, isi materi, respon pengguna, serta efektivitas media tersebut. Pengumpulan data dilakukan dengan metode kuesioner. Penelitian ini menggunakan empat metode untuk menganalisis data yaitu rumus Gregory untuk menganalisis validitas instrumen ahli media, ahli materi, dan kepraktisan, rumus CVR/CVI digunakan untuk menganalisis instrumen efektivitas, rumus Aiken digunakan untuk menganalisis validitas isi media, rumus mean digunakan untuk menganalisis hasil respon siswa, dan rumus uji-t berkorelasi digunakan untuk menganalisis efektivitas produk. Hasil penelitian menunjukkan bahwa, media komik digital yang dihasilkan memiliki tingkat validitas isi yang tinggi, materi media interaktif memperoleh validitas isi yang tinggi, kepraktisan media memperoleh kualifikasi sangat baik, dan secara signifikan efektif dalam menumbuhkan jiwa kewirausahaan siswa sekolah dasar. Dapat disimpulkan bahwa, inovasi media komik digital berbasis entrepreneurship, terbukti efektif menanamkan jiwa kewirausahaan siswa kelas V SD.

ABSTRACT

This research is motivated by students' low entrepreneurial spirit and the suboptimal use of learning media in educational activities. This study aims to develop a design for entrepreneurship-based digital comic learning media, analysis of media content validity, analysis of media practicality, and analysis of media effectiveness on the entrepreneurial spirit of elementary school students. This study uses a 4D model focusing on entrepreneurship-based digital comic learning media, examining content validity, material, user responses, and media effectiveness. Data collection was carried out using a questionnaire method. This study uses four methods for data analysis: the Gregory formula for media and material expert validity and practicality, the CVR/CVI formula for effectiveness, the Aiken formula for media content validity, the mean formula for student responses, and the correlated t-test for product effectiveness. The study results show that the digital comic media has high content validity, the interactive materials also score high in validity, the media is highly practical, and it significantly fosters the entrepreneurial spirit of elementary school students. It can be concluded that, innovation of digital comic media based on entrepreneurship, has proven effective in instilling the entrepreneurial spirit of fifth grade elementary school students.

1. INTRODUCTION

One of the serious challenges faced by Indonesia is the high unemployment rate that continues to increase from year to year. One of the factors of unemployment is the mismatch between the number of workers and the available jobs (Suroya & Erdkhadifa, 2023; Wibowo & Syafitri, 2023). Entrepreneurship is one of the potential solutions in creating jobs, but the lack of interest from the Indonesian population is

caused by a lack of self-confidence and fear of failure. This creates one of the biggest challenges for Indonesia, namely preparing a young generation that can compete in the global scope and the demands of the times (Pare & Sihotang, 2023; Afandi, 2014). In facing this challenge, there needs to be a joint effort from various parties to improve the skills, creativity, and independence of the younger generation, so that they can become agents of change and contribute to overcoming the problem of unemployment and strengthening the Indonesian economy in the future. To prepare the next generation to compete in the global era, it is important to introduce the concept of entrepreneurship early on, even when they are still in elementary school. Entrepreneurship education can provide students with the tools to face increasingly complex, competitive, and modern challenges and competition (Maknuni, 2021; Kholifah & Nurtanto, 2016). Entrepreneurship includes the attitude of someone who dares to take risks to start a new business on various occasions (Malawat, 2019; Hendarwan, 2018).

Aspects of the entrepreneurial spirit include a creative personality, persistence in facing challenges, self-confidence, the ability to manage risk, and the ability to see change as an opportunity (Astuti, 2021; Sukirman, 2017). Teaching entrepreneurship at an early age not only provides practical knowledge, but also helps build the attitudes and mentality needed to succeed in various fields and overcome future challenges. Introducing the concept of entrepreneurship at an early age can also help change the traditional paradigm of work, where becoming an entrepreneur is considered a viable and valued choice. Thus, entrepreneurship education plays a role not only in preparing individuals to start their own businesses, but also in developing the skills of adaptability, creativity, and innovation needed in the ever-changing and evolving world of work.

Entrepreneurship encompasses many aspects, including a creative personality, a passion for trying new things, resilience to challenges, self-confidence, the ability to manage risk, and the ability to see change as an opportunity (Suharyono, 2017; Sukirman, 2017). Instilling an entrepreneurial spirit from an early age is very important because it helps shape children into independent, creative, and critical thinking individuals. This is reinforced by research that shows that entrepreneurship education from an early age can help prepare the younger generation to not only become skilled workers, but also job creators for the surrounding community (Chandra, 2023; Hartono, 2022). Thus, it is important for education to focus on developing an entrepreneurial spirit from an early age so that children can develop their potential and contribute positively to the development of society and the economy in the future.

Although instilling an entrepreneurial spirit in elementary school students is very important, in reality elementary school students still do not have an entrepreneurial spirit in themselves. This is based on a questionnaire measuring the entrepreneurial spirit of students at an elementary school in Sawan Village, Sawan District, Bali Province. Through the results of the questionnaire given on Friday, July 21, 2023 to fifth grade students at Sawan 2 Elementary School, the following data were obtained. A total of 20 students (100%) did not know about entrepreneurship. A total of 16 students (80%) had never done entrepreneurial activities, and 4 students (20%) had done entrepreneurial activities, but only in the form of trading. A total of 17 students (85%) did not know how to determine the capital price of a product. A total of 15 students (75%) did not know how to determine the selling price. In addition, 20 students (100%) had never made an innovative product that could be sold. Through interviews conducted with students who have traded, it turns out that they only make transactions for buying and selling products that already have a selling price. Therefore, students do not yet know how to determine the capital price and selling price of the products they make themselves. Based on the results of the questionnaire, it can be concluded that the entrepreneurial spirit has not been embedded in grade V students at Sawan 2 Elementary School.

The Independent Curriculum is a response to changes in education that have emerged due to the post-pandemic crisis. Unlike the previous curriculum, the 2023 curriculum, the Independent Curriculum integrates science and social science subjects into IPAS (Natural and Social Sciences), with a focus on developing inquiry skills, self-understanding and the environment, and expanding knowledge and concepts in learning (Setyawati, 2023; Sugih, Maula, & Nurmeta, 2023). The learning system in the Merdeka Curriculum emphasizes the concept of independent learning for students, where learning resources are not limited to books and teachers, but also include learning media, the surrounding environment, the internet, and other sources.

Entrepreneurship learning at the elementary school level still includes basic things to foster an entrepreneurial spirit from an early age. Students' interest in learning can foster students' interest in the material being taught, so that instilling an entrepreneurial spirit in school students can take place effectively and be inherent in students by using several learning media that can support learning to suit the characteristics of elementary school students. One of the learning media that is very effective, innovative, and can involve the role of students in class is digital comic learning media based on entrepreneurship.

Learning media is a means of conveying messages or information in the learning process (Anshori, 2018; Istiqlal, 2018). Etymologically, media comes from the Latin "medium" which means intermediary (Hasanah, 2020; Suryana, 2020). In the context of learning, media has an important role as a supporter of

the learning process (Dewantara et al., 2021; Nur & Wathon, 2018). The function of learning media is not only as a tool to convey messages, but also as a stimulus to stimulate students' minds and motivate them to learn (Nurhidayati et al., 2023; Rahma, 2019).

Simply put, learning media is a tool that makes it easier to convey messages from teachers to students (Juhaeni et al., 2023; Rejeki et al., 2020). Digital comics are a form of illustrated story with certain characters that convey messages through electronic media, which are created using computer devices (Juneli et al., 2022; Wibowo, 2021). In the context of entrepreneurship learning, the use of digital comic learning media based on entrepreneurship is very appropriate because it creates situations that are relevant to students' daily lives and attracts their interest. Several studies also support this view. Previous studies have shown that the use of digital comic learning media is very effective in improving students' understanding and skills (Juneli et al., 2022; Kibtiyah, 2022). Several previous studies have also validated comic media by several experts and shown that comic media received good assessments and were suitable or effective for use in learning (Nuraida & Bhakti, 2022; Ranting & Wibawa, 2022; Astutik & Suprijono, 2021; Rohmanurmeta & Dewi, 2019). These studies confirm that the use of digital comics in learning has a positive impact and is worthy of being applied in an educational context.

This research is very important to do because the entrepreneurial spirit needs to be instilled since elementary school. Elementary school is a place where students get basic knowledge that will be provisions for higher education levels. Students who have an entrepreneurial spirit will be accustomed to being disciplined in doing all activities, have high creativity towards something in their environment, and are able to adapt more easily in new environments. The development of digital comics based on entrepreneurship will also help students understand the material more easily, so that students' entrepreneurial spirit can be formed optimally. This is in line with previous research on the entrepreneurial spirit. It is very important to instill an entrepreneurial spirit from an early age, this is because by having an entrepreneurial spirit, students will be trained to act and behave intelligently when facing various life challenges (Hidayat et al., 2023; Yustanti & Fadhlu, 2023). An important key factor in teaching, guiding, directing, and growing early entrepreneurship education is the school environment. Through daily school learning activities, teachers can understand the potential, character and interests of their students. Although not all students have an interest in entrepreneurship, at least the school can provide facilities and guidance to foster the right values regarding the soul that an entrepreneur must have. Digital comic learning media based on entrepreneurship includes various elements such as covers, character introductions, instructions for use, story content, story meaning, material summary, questions, and developer biodata. In addition, this digital comic is also equipped with background to create a more lively atmosphere. Publication of the results of the development of this media is available in the form of links that can be accessed via various devices such as laptops, web browsers, tablets, or smartphones with an internet connection. The advantages of this learning media lie in its ease of use and flexible accessibility.

Based on this background, this study aims to developing the design of digital comic learning media based on entrepreneurship, analyzing the validity of media content, analyzing the practicality of media, and analyzing the effectiveness of media on the entrepreneurial spirit of elementary school students. InnovationEntrepreneurship-based digital comic media is expected to instill an entrepreneurial spirit in students and provide a deeper understanding of the potential of digital comic learning media as a tool to develop entrepreneurial skills in the younger generation.

2. METHOD

This study uses a 4D development model known as the Four D Models developed by Thiagaraja. This model consists of four main steps, namely Define, Design, Development, and Disseminate. This research was conducted at SDN 2 Sawan, Sawan District, Buleleng Regency. The selection of the research location was based on the majority of students who did not yet have entrepreneurial skills and did not understand the concept, especially in grade V of Elementary School. The study lasted for three months, with the aim of producing effective learning media products and testing their effectiveness. Thus, this study aims to enrich the understanding of entrepreneurship in elementary school students and encourage the development of these skills from an early age.

This study focuses on the development of digital comic learning media that emphasizes aspects of entrepreneurship, with the intention of testing how valid and effective it is in forming an entrepreneurial spirit in 25 fifth grade students. In this process, the data collected includes qualitative and quantitative data. Qualitative data includes suggestions and comments from experts and students, while quantitative data is in the form of scores from their assessments. Quantitative scores are obtained from expert validation, student responses, and effectiveness tests, while qualitative data comes from needs analysis, student competency achievement, student characteristics, and expert input.

The data collection method was carried out using a questionnaire, so that a comprehensive picture of the validity and effectiveness of the learning media in building an entrepreneurial spirit in elementary school students was obtained. The instrument used for data collection in this study was a questionnaire. The questionnaire was used at the stage of validity testing, practicality testing, and product effectiveness testing by experts and students. The questionnaire and observation sheets used to collect data in this study were in the form of a rating scale. The instrument grid used in this study can be presented in [Table 1](#), [Table 2](#), and [Table 3](#).

Table 1. The Material Expert Instrument Grid

No	Aspect	Indicator
1	Material	<ol style="list-style-type: none"> 1. Clarity of learning materials. 2. Alignment of digital comic material with learning activity objectives. 3. Alignment of digital comic material with material. 4. Material breakdown.
2	Language	<ol style="list-style-type: none"> 1. Clarity of information. 2. Language usage. 3. Use of punctuation. 4. The sentences used are easy to understand.

Table 2. The Media Expert Instrument Grid

No	Aspect	Indicator
1	Cover Design	<ol style="list-style-type: none"> 1. Alignment of character or figures with the target of the story. 2. Alignment of the background image with the figure or characters. 3. Alignment of size, type, color of letters and position of the title.
2	Design Message Text	<ol style="list-style-type: none"> 1. The appropriateness of using text and sentence balloons. 2. Harmony of text and background color. 3. Balance between images and text.
3.	Design Message Picture	<ol style="list-style-type: none"> 1. Alignment of images with the material or text message. 2. The quality of the displayed image. 3. The suitability of the characters to the content of the story. 4. Suitability of images to student characteristics.

Table 3. The Student Practicality Test Instrument Grid

No	Aspect	Indicator
1	Serving	<ol style="list-style-type: none"> 1. The media is easy to understand. 2. Attractive media display. 3. Media motivates in learning.
2	Contents	<ol style="list-style-type: none"> 1. Clarity of instructions for using the media. 2. The material is easy to understand. 3. Quality of content.

Table 4. The Entrepreneurial Spirit Instrument Grid

No	Aspect	Indicator
1.	Self-confident	<ol style="list-style-type: none"> 1. Dare to appear in public. 2. Be confident in what you do.
2.	Task and result oriented	<ol style="list-style-type: none"> 1. Discipline. 2. Do your work seriously.
3.	Dare to take risks	<ol style="list-style-type: none"> 1. Ready to fail. 2. Dare to try new things.
4.	Leadership	<ol style="list-style-type: none"> 1. Dare to make decisions. 2. Able to communicate with many people.
5.	Originality	<ol style="list-style-type: none"> 1. Innovative. 2. Creative
6.	Future oriented	<ol style="list-style-type: none"> 1. Have motivation. 2. Setting goals.

Source: [Suryani \(2022\)](#) with modification

After the data collection process is complete, the next stage is to analyze the data. This study used four methods to analyze the data, namely the Gregory formula to analyze the validity of the media expert instrument, material expert, and practicality, the CVR/CVI formula was used to analyze the effectiveness instrument, the Aiken formula was used to analyze the validity of the media content, the mean formula was used to analyze the results of student responses, and the correlated t-test formula was used to analyze the effectiveness of the product.

3. RESULT AND DISCUSSION





Result



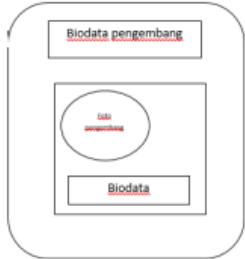
This study uses a 4D model approach consisting of four stages, namely: definition, design, development, and dissemination. The first stage, namely definition, involves four steps, including initial analysis, student analysis, task formulation, and material analysis. Initial analysis revealed low interest in entrepreneurship among elementary school students, caused by the lack of project assignments related to entrepreneurship and the minimal use of learning media that are in accordance with student characteristics. Student analysis shows that, fifth grade students tend to like illustrated stories that indicate the potential in utilizing digital comic learning media. The tasks given are related to identifying solutions to existing problems. Furthermore, material analysis focuses on Chapter 7 Topic C: My Extraordinary Region.

Learning objectives are formulated based on task and material analysis. The focus of this stage is to create products that utilize local natural resources to understand the advantages of their area. The next stage of the 4D model will involve designing, developing, and disseminating entrepreneurship-based digital comic learning media to address these challenges. Thus, the 4D model becomes a structured framework to guide the development of relevant and effective learning media.

Second stage namely the design stage carried out by creating a digital comic framework based on entrepreneurship. The structure of the digital comic consists of the beginning, content, and end. The beginning includes the cover, character introduction, and user guide. The content section contains a story related to the learning material, with a focus on entrepreneurial activities such as determining capital prices and product sales. The final section contains a moral message, a summary of the material, questions, and information about the developer. The results of the digital comic design will be presented in the form of a table containing these important elements, so that it can facilitate the process of understanding and further development. This design stage is the foundation for the next process in developing effective learning media. The design of digital comic learning media based on entrepreneurship can be presented in [Table 5](#).






Table 5. The Design and Construction of Digital Comic-Based Learning Media Entrepreneurship


Part	Design		
<p>Pre-Content</p>	<p>(Cover)</p> 	<p>(User Instructions)</p> 	<p>(Character Introduction)</p> 
<p>Contents</p>			

Part	Design
Post Contents	(Summary of Material)(Exercise) (Developer Biodata)
	
	

The third stage namely the development stage, testing is carried out by experts to assess the validity of research instruments and learning media. In addition, practicality tests are also carried out by students to assess the extent to which the media is easy to use in the learning process. After receiving input from experts and the results of practical tests, revisions were made to the media that had been developed to correct deficiencies and improve its quality. This revision aims to perfect the initial product that has been prepared. The results of the product revision process are then presented in the form of a table to provide an overview of the changes that have been made to the digital comic learning media based on entrepreneurship. The results of the product revision can be presented in Table 6.

Table 6. The Product Revision Results

No	Feedback, Suggestions, and Comments	Product Images
1.	Make the cover attractive and add the supervisor's name,	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>(Before revision)</p>  </div> <div style="text-align: center;"> <p>(After revision)</p>  </div> </div>
2.	Add learning objectives.	<p>(Before the revision there were no learning objectives)</p> <div style="text-align: center;"> <p>(After revision)</p>  </div>
3.	The font type used is Comic Sans.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>(Before revision)</p>  </div> <div style="text-align: center;"> <p>(After revision)</p>  </div> </div>
4.	Add a question.	<p>(Before revision did not contain questions)</p> <p>(After revision)</p>

No	Feedback, Suggestions, and Comments	Product Images
		

This stage produces digital comic learning media based on entrepreneurship consisting of a pre-content section including cover, learning objectives, character introduction, and usage instructions. The content section of the digital comic contains stories related to the material and is connected to entrepreneurial activities, especially in utilizing natural resources, determining capital prices and selling prices. The post-content section contains the meaning of the story, a summary of the material, questions, and developer biodata. The fourth stage namely the dissemination stage carried out by testing the effectiveness of the use of digital comic learning media based on entrepreneurship in learning. This effectiveness test uses a one-time case study design with grade V students of SDN 2 Sawan as subjects. The focus of observation is the entrepreneurial spirit. A comparison was made between the results of the entrepreneurial spirit questionnaire before and after the implementation of the learning media.

The collected data was analyzed using a correlated t-test after first fulfilling the requirements for normality and homogeneity of variance tests. Before testing, data analysis was conducted to ensure that the data was normally distributed and the variance was homogeneous. The results of the effectiveness test provide an overview of the extent to which the use of digital comic learning media based on entrepreneurship can improve the entrepreneurial spirit of elementary school students. This stage not only aims to evaluate the success of the learning media, but also to identify potential improvements in the formation of students' entrepreneurial spirit. The normality test aims to determine whether the distribution of research data is arranged normally or not. The results of the normality test for the distribution of effectiveness test data can be presented in [Table 7](#).

Table 7. The Tests of Normality

	Shapiro Wilk		
	Statistics	Df	Sig.
Pre-test	0.933	25	0.100
Post-test	0.934	25	0.105

Based on the results of the data normality test analysis using the Shapiro Wilk method assisted by IBM SPSS 22.0 for Windows software, information can be obtained regarding the distribution of students' entrepreneurial spirit values before and after the implementation of the media. The significance value of the Shapiro Wilk column for the data on students' entrepreneurial spirit values before the implementation of the media is 0.100, while for the data after the implementation of the media is 0.105. Second, the significance value shows that the distribution of students' entrepreneurial spirit values in both conditions is normal. This indicates that the data used in this study meets the normality assumption which is important for continuing further analysis using the correlated t-test. Thus, this study can be continued with an analysis to evaluate the effectiveness of digital comics based on entrepreneurship in shaping students' entrepreneurial spirit. The results of the homogeneity test of the variance of the effectiveness test data in this study can be presented in [Table 8](#).

Table 8. The Test of Homogeneity of Variances

Levene Statistics	df1	df2	Sig.
0.416	1	48	0.522

Based on the results of the homogeneity test analysis listed in [Table 8](#), the significance value obtained is 0.552. This value indicates that the significance of both columns exceeds 0.05 (at a significance

level of 5%) which indicates that the data variants are homogeneous. The correlation t-test in this study aims to assess the differences in students' entrepreneurial spirit before and after the implementation of entrepreneurship-based digital comic learning media. This provides a clear picture of the impact of the effectiveness of the media on the formation of the entrepreneurial spirit of elementary school students. The results of the t-test calculation in this study can be presented in [Table 9](#).

Table 9. t-Test Table

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Pre Test - Post Test	-35.52000	9.76866	1.95373	-39.55230	-31.48770	-18.181	24	0.000

The results of the t-test table analysis show a significance value (2-tailed) of 0.000. This figure shows that the significance value is lower than 0.05 (at a significance level of 5%) or $p < 0.05$. This means that H_0 is rejected and H_1 is accepted. Thus, there is a significant difference in the entrepreneurial spirit of fifth grade students before and after using entrepreneurship-based digital comic learning media. This finding confirms that the use of this learning media has a significant impact on developing students' entrepreneurial spirit.

Discussion

This study aims to create a new learning tool in the form of digital comics that focus on developing an entrepreneurial spirit for elementary school students. Unlike conventional learning methods, this digital comic combines visual and audio elements to create a more interesting and interactive learning experience. The story in this digital comic not only tells about entrepreneurship, but also connects to students' daily lives, and invites them to participate in the practice of making products that can be sold. The development of this digital comic is based on an in-depth analysis of the needs and characteristics of students in the field. By using this media, it is expected to help students overcome the challenges they face in understanding the concept of entrepreneurship. This digital comic is specifically designed for fifth grade students, with colorful and attractive visuals, in accordance with the preferences of elementary school students who like brightly colored things.

The digital comic learning media developed has gone through a series of feasibility, practicality, and effectiveness tests using a questionnaire as an assessment instrument. Two formulas are used to test the feasibility of the instrument, namely the Gregory formula is used to assess the feasibility of the material and media aspects, as well as to test the practicality of the media; while the CVR/CVI formula is used to assess the feasibility of the instrument in terms of effectiveness. The results of the instrument validation, both from material experts, media experts, and media practicality, showed a validity value of 1.00, which is included in the very high category. This indicates that the instrument used is very valid and can be trusted to measure the effectiveness of learning media. The Validation Cell of the effectiveness instrument using CVR showed satisfactory results, where all items had met the validity standards. The CVI calculation was carried out to assess the validity of the content of the student entrepreneurial spirit effectiveness instrument.

The results of the CVI calculation show a figure of 0.96, which means that this instrument is very appropriate for the measurement objectives that have been set. Each statement item in the entrepreneurial spirit effectiveness instrument has been in accordance with the previously set criteria. Based on the results of the validity of this instrument, it can be concluded that this instrument is suitable for use in testing the effectiveness of entrepreneurship-based digital comic learning media to instill an entrepreneurial spirit in elementary school students. Thus, the use of this digital comic learning media can be considered an effective and reliable method in increasing students' understanding and interest in entrepreneurship. The results of the feasibility and practicality test show that this media is easy to apply, so it is expected to be an effective solution to introduce the concept of entrepreneurship to elementary school students in a fun and interactive way.

Entrepreneurship-based digital comic learning media is considered very good by media and learning material experts, so it is suitable for use in the learning process. The feasibility analysis by media experts shows a validity index of 0.9167, while material experts give a validity index of 0.8854, indicating

high qualifications. This qualification is obtained because the entire content of the media, from design, fonts, spacing, to language selection, is considered to be in accordance with the standards. This digital comic has attractive visuals and a captivating storyline with interesting characters, so it can arouse students' interest in learning.

After the media validation process was carried out, the entrepreneurship-based digital comic learning media underwent a practicality test. A total of 25 fifth-grade students from SDN 2 Sawan became respondents, they were direct users of this media. The assessment results from the students showed a practicality level of 92%, with very good qualifications. This is due to the ease of use of this media in the learning process, as well as the suitability of the content of the material and design with the characteristics of fifth-grade students. This learning media also involves direct practice activities, allowing the knowledge learned to be more embedded in students' memories because they are directly involved in activities that are relevant to the material.

This learning media has high accessibility, because it can be accessed through various electronic devices such as PCs, laptops, and smartphones, making it easier for students to learn anywhere and anytime. From this analysis, it can be concluded that this entrepreneurship-based digital comic is practical to use in learning, especially for fifth grade elementary school students. This shows that this media is able to meet learning needs well and can be an effective tool in supporting the entrepreneurship learning process at that level.

After going through the validity, practicality, and adjustment testing process based on input from media experts and material experts, the entrepreneurship-based digital comic learning media developed was tested for its effectiveness on students of SDN 2 Sawan. The method used was a questionnaire, where students were asked to fill out a questionnaire before and after using this learning media. The results were then analyzed using the correlated t-test technique with the help of the SPSS application. The results of the analysis showed that there was a significant difference in the entrepreneurial spirit of fifth grade students before and after using entrepreneurship-based digital comic learning media, with a significance value (2-tailed) of 0.000, smaller than the specified significance level.

This indicates that the use of this learning media is effective in instilling an entrepreneurial spirit in students. This digital comic learning media helps students become more courageous in expressing opinions, increasing self-confidence, discipline, creativity, and critical thinking skills. Thus, students gain a meaningful and in-depth learning experience. With these advantages, digital comic learning media based on entrepreneurship can be an effective tool in developing an entrepreneurial spirit in Elementary School students, especially in grade V.

The results of this study are in line with previous findings which showed that Digital comic learning media has proven to be very effective in improving students' understanding and skills (Juneli et al., 2022; Kibtiyah, 2022). The difference between this study and previous studies is that effective entrepreneurship innovations bring out the entrepreneurial spirit of elementary school students. In addition, the development of this media is adjusted to the characteristics of fifth grade students in the target school. The results of this study provide an important contribution in strengthening the evidence that the entrepreneurship-based digital comic approach has great potential in increasing students' understanding and interest in entrepreneurship.

The innovation of entrepreneurship-based digital comics has implications for helping students understand the material more easily and supporting teachers in achieving the planned learning objectives. However, this study has limitations in terms of the scope of the material, learning content, and class level. The material presented in the entrepreneurship-based digital comic learning media is limited to the topic "My Extraordinary Region", which is the content of science for grade V students at SDN 2 Sawan. With an understanding of these limitations, future research can further develop and expand the scope of the material and its use to support entrepreneurship learning in various educational contexts.

4. CONCLUSION

It can be concluded that the innovation of digital comic learning media based on entrepreneurship has produced a digital learning media that is shared via a link, and has proven effective in instilling an entrepreneurial spirit in fifth grade elementary school students. The content of the story in the digital comic learning media based on entrepreneurship is related to indicators of an entrepreneurial spirit accompanied by practical tasks to help students collect information related to entrepreneurship. The validity index of the media and materials shows very good qualifications, with the level of achievement of student responses getting a very good predicate. The results of the correlated t-test show high significance, which means that the effectiveness of digital comic media has instilled an entrepreneurial spirit in students.

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