International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Development Of Interactive Digital Comic Media Containing Pancasila Values To Improve Democratic Attitudes In Students' Pancasila Education Learning Class V Sdn 101738 Diski

Hendra Rahayu
Universitas Negeri Medan, Indonesia
Daulat Saragi
Universitas Negeri Medan, Indonesia
Yusnadi
Universitas Negeri Medan, Indonesia
Surya Dharma
Universitas Negeri Medan, Indonesia
Hapni Laila Siregar
Universitas Negeri Medan, Indonesia
Sriadhi
Universitas Negeri Medan, Indonesia

Corresponding Author: hendrabanjar14@gmail.com

Abstract

Study This due to the low background attitude democratic student school basis caused by the method Pancasila Education learning which is still conventional, dominated lectures and books text, and not enough utilize appropriate interactive digital media with characteristics digital native generation. Research This aim For developing interactive digital comic media loaded mark valid, practical and effective deliberation, tolerance and mutual cooperation in increase attitude democratic student Class V of SD Negeri 101738 Diski. Research This is study research and development with the ADDIE model which includes stage analysis, design, development, implementation, and evaluation. Subject study is 25 students selected class V through purposive sampling technique. Instrument study covering sheet validation expert, questionnaire attitude democratic, and sheets observation. Research results show that interactive digital comic media get level validity by 93.33% with very valid category, level practicality by 86.6% with very practical

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

category based on teacher and student responses, as well as effective in grow attitude democratic students shown with average score increase from 39.72 in the pretest to 86.83 in the posttest with N-Gain value 0.78 category height and t-test which shows improvement significant. Research conclusion This is an interactive digital comic media The Adventures of Little Garuda: Democracy in School proven valid, practical and effective so that worthy used as innovation Pancasila Education learning for strengthen character democratic student school basic. Implementation results study This can done by the teacher with integrate media into in learning, school can make it as source digital learning support Profile Pancasila students and researchers furthermore can developing media on other materials as well trial in schools with characteristics different.

Keywords: Interactive Digital Comics; Pancasila Values; Attitudes Democratic; Pancasila Education; Elementary School.

INTRODUCTION

The 21st century brings challenge significant for the world of education along rapid development digital technology and its rapid growth current globalization. The current generation is known as digital natives grow in familiar environment with gadgets and social media since age early. Presence digital technology opens up opportunity more learning interactive and innovative, but potential reduce effectiveness method learning less conventional adaptive to characteristics participant educate. UNESCO report (2021) confirms that education in the global era must integrate mastery knowledge, skills 21st century, as well as internalization values humanity and nationality. This in line with Independent Curriculum which emphasizes learning based competence, character, and digital literacy (Kemendikbudristek, 2022). With Thus, the goal education No only print smart students in a way intellectuals, but also individuals who have integrity and have awareness strong nationality (Zainuddin, 2020).

In In the Indonesian context, Pancasila Education functions as instrument main formation character nation. However, the reality on the ground Still show Lots problem. Method teacher learning is still dominant lectures and centered on books text, so that student become passive (Yuliana, 2023). As a result, the values democracy like deliberation, tolerance, and mutual cooperation only understood in a way cognitive, no realized in practice daily life. The results of observations at SDN 101738 found that Lots student difficulty accept difference opinion, behavior individualistic, and less involved active in Work group. Some student more familiar with culture popular from social media rather than the values of mutual cooperation and deliberation. This

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

indicates the need effort more carry on For grow awareness and participation democratic student since early.

Condition This This is exacerbated by the limited availability of learning media. Based on data from the Deli Serdang Regency Education Office (2024), of 928 elementary schools, only 682 have libraries and 76 which have science laboratory, so that more from 200 schools lack facility Study basic. The lack of facility makes the teacher dependent on the board writing and methods lecture, so that difficult present interactive and contextual learning. Research show that visual learning media, including digital comics, play a role significant in increase understanding students (Andang) Dewi et al., 2024). Özdemir (2022) and Chen and Lee (2021) found that visual storytelling is capable increase participation students and literacy democracy.

Problem This the more relevant with character Generation Z who are used to with visual and multimedia technology. Elementary school children grow in visual culture, where stories pictorial and interactive media more interesting attention compared to text long. Learning conventional often cause boredom and lack effective implant mark democracy. Based on observation at SDN 101738 Diski, Pancasila Education learning is still dominated method lecture, while utilization of interactive digital media not optimal. Participation active student in discussion and deliberation Still low, so that internalization mark democracy nature cognitive and not yet come true in a way behavior. Research This offer interactive digital comics as alternative learning media with emphasis on internalization values democracy in a way contextual through channel a close story with life student.

Digital comics have superiority combine visual narrative with close -up illustration with life students. Research Ramdhani et al. (2022) showed that digital comics are increasing literacy citizenship elementary school students. At the level local, Harahap (2023) found improvement interest Study by 35% after implementation digital illustration, while Sitorus (2023) noted that digital comics are capable internalize mark character through channel story simple. Interactive digital comics allows student interact with material in a way meaningful, facilitating construction more knowledge in-depth and relevant with theory Bruner's (1966) cognitive theory which emphasizes importance visual representation in understand draft abstract.

Although study has show potential digital comics in increase motivation learning, still A little research that examines its influence to attitude democratic student school basic. In fact, the need will innovation Pancasila Education learning is very urgent remember low participation student in deliberation class and lack of tolerance between friends. Development interactive digital comics loaded mark deliberation, tolerance, and mutual cooperation become need urge

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

For answer two problem main: low results studying Pancasila Education and its weaknesses attitude democratic students. Research This focused on development interactive digital comics For increase ability accept difference opinion and participation in discussion with students Class V SDN 101738 Diski.

Based on description mentioned, learning Pancasila Education in schools base Still face gap between objective normative and practical conventional learning as well as not enough contextual. Low internalization mark deliberation, tolerance, and mutual cooperation show the need for learning media innovative and capable bridge values, experience, and participation active students. Research Fadhilah and Saputra (2023) emphasized that that digital comics based on mutual cooperation can increase empathy collective and spirit solidarity students, meanwhile Rohimah and Pratama (2023) found that digital comic based deliberation increase ability think critical students. Therefore that is, the development of interactive digital comic media loaded Pancasila values are seen strategic For strengthen attitude democratic student school base in a way systematic and measurable (Hartati & Respati, 2024).

Learning at SDN 101738 Diski Still face problematic seriously, where the method lectures and books text dominate the learning process, while utilization of interactive digital media not optimal. Conditions This cause low participation student in discussion and deliberation class, and weakness internalization mark democracy that tends to nature cognitive and not yet come true in behavior daily life. Research gap seen from Still limited studies that are special developing interactive digital comic media For grow attitude democratic student school basic, because part big study previously focused on improving results Study cognitive solely. Urgency study this is very urgent remember character student as digital native generation that requires visual and interactive media, as well as threat erosion the values of Pancasila as a result influence global culture and social media. Research This aim developing interactive digital comic media that is valid, practical and effective in increase attitude democratic student through integration mark deliberation, tolerance, and mutual cooperation, so that give contribution real for strengthening character democracy in schools base.

METHOD

Study This is research and development (Research and Development) which aims For produce product in the form of interactive digital comic media loaded the values of Pancasila and test its feasibility and effectiveness in Pancasila Education learning in schools basis (Sugiyono, 2023). The R&D approach was chosen Because study No only test - oriented theory, but also

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

produces solution practical in the form of learning media that can used in a way directly at school. Election approach This based on characteristics problems found in Pancasila Education learning in schools basis, where the method learning Still dominated by the approach conventional memorization - oriented concept, so that Not yet optimally develop attitude democratic students (Yuliana, 2023). Therefore that, research This demand existence innovation learning that is not only nature conceptual, but also applicable and contextual through development of interactive digital comic media loaded mark deliberation, tolerance, and mutual cooperation (Zainuddin, 2024).

Development model used in study This is the ADDIE model consisting of over five stages main elements, namely Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The ADDIE model was chosen Because own systematic and enabling structure existence evaluation as well as revisions on each stages development (Branch, 2009). In study In this case, the ADDIE model is used as framework base For developing interactive digital comic media as well as test validity through evaluation expert, practicality through response users, and effectiveness through test results learning and attitude democratic students (Mayer, 2022). Stage analysis done For identify need development of learning media through observation of the Pancasila Education learning process in class V, interview with teachers, and analysis document curriculum as well as device learning. Focus analysis covers gap between ideal and factual learning, characteristics students, as well as limitations of the learning media used (Kemendikbudristek, 2022).

Stage design aim For compile media and instrument design study with activity compile objective learning, determining indicator results learning and attitude democratic, composing channel story comics, designing element interactivity, as well as designing visual display of media (Borg & Gall, 2003). At this stage this is also compiled instrument validation expert, questionnaire practicality, test results learning, and questionnaires attitude democratic. Design aim For translate results analysis need to in form structured and aligned learning media design with achievements Pancasila Education learning for grade V (Ministry of Education, Culture, Research, and Technology, 2022). Stage development is a manufacturing process products and validation which includes development of interactive digital comic media in accordance design, validation by experts materials, media experts, and practitioners education, as well as analysis results validation and revision product based on expert advice (Wahono, 2006). Product initial results through the validation process aim For evaluate suitability content material with curriculum, accuracy integration Pancasila values, clarity presentation materials, as well as media suitability of side design and usability in learning (Mayer, 2022).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Stage implementation is a trial products in the field in a way limited with carry out learning using interactive digital comic media, observation implementation learning, and practical data collection through teacher and student responses (Sugiyono, 2023). For test effectiveness used One Group Pretest-Posttest Design, namely the pretest before use of media, treatment in the form of media use, and posttest after media use. Collected data covering attitude democratic students and results learning Pancasila Education. Implementation done with implementing interactive digital comic media that has been revised in Pancasila Education learning in class V SDN 101738 Diski in a way limited For obtaining empirical data about implementation media use, response students, as well as dynamics learning that occurs (Harahap, 2023). Stage evaluation aim evaluate quality product in a way comprehensive through evaluation validity based on results evaluation expert, practicality based on teacher and student responses, as well as effectiveness based on improvement results Study and attitude democratic (Sugiyono, 2023).

Study This held at SDN 101738 Diski located in Deli Serdang Regency, North Sumatra Province, in the even semester year 2025/2026 academic year. Election location based on considerations academic, pedagogical, and practical, where the school has apply Independent Curriculum on subjects Pancasila Education lessons and have means supporters digital learning (Ministry of Education, Culture, Research, and Technology, 2022). Population in study This is all over student class V SDN 101738 which consists of 25 students, with sample determined use purposive sampling technique that determines all over student class V as test subjects (Sugiyono, 2023). Variables study consists of on variables free in the form of interactive digital comic media loaded mark deliberation, tolerance, and mutual cooperation, as well as variables bound in the form of attitude democratic students and results learning Pancasila Education (Zainuddin, 2024). The instruments used covering sheet validation expert, questionnaire attitude democratic, test results study, sheet observation and interviews limited (Wahono, 2006). Data analysis was carried out in a way descriptive quantitative For validity and practicality, as well as statistics inferential through the N-Gain test and t-test for media effectiveness in increase attitude democratic students (Sugiyono, 2023).

RESULTS AND DISCUSSION

Result

Study development This succeed produce interactive digital comic media entitled The Adventures of Little Garuda: Democracy in Schools designed For grow attitude democratic student Class V of SD Negeri 101738 Diski through integration mark deliberation, tolerance, and mutual

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

cooperation in Pancasila Education learning. Media development is carried out in a way systematic through five stages of the ADDIE model, namely analysis, design, development, implementation, and evaluation, so that produce products that meet valid, practical, and effective criteria (Branch, 2009).

At the stage analysis, found that Pancasila Education learning in schools the Still dominated by methods lectures and use book text, while utilization of interactive digital media not optimal, which causes participation active student in discussion and deliberation class Still low as well as internalization mark democracy tend nature cognitive and not yet come true in a way behavior (Yuliana, 2023). Based on findings said, interactive digital comic media developed with integrate values democracy to in channel stories, activities interactive and reflective contextual learning with life daily students (Zainuddin, 2024). The media developed load material Democracy in Schools which includes understanding democracy, its importance democracy in the environment school, deliberation in taking decision, appreciate difference opinion, attitude tolerance, mutual cooperation and work the same, and implementation attitude democratic in life daily (Ministry of Education, Culture, Research and Technology, 2022).

Validation results show that interactive digital comic media get level very high validity from experts. Validation expert material get percentage by 92% with very valid category, which shows that media content has in accordance with achievements Pancasila Education learning and being able to support formation attitude democratic Students (Ministry of Education, Culture, Research, and Technology, 2022). Material experts state that the media has load substance relevant Pancasila values with formation attitude democratic students, for example behavior in story in accordance with life daily students, as well as material customized with ability think concrete and operational student school basis (Wahono, 2006).

Validation media experts obtain percentage by 95% with very valid category, which indicates that attractive media display, use appropriate colors, easy navigation, as well feature interactive become the advantages of the media developed (Mayer, 2022). Media experts assess that aspect engineering device software, typography, effectiveness, content material and quality media techniques have fulfil criteria very good feasibility (Wahono, 2006). Validation expert Language get percentage by 93% with very valid category, which shows that language used easy understandable, communicative, and appropriate with development student school basic (Wahono, 2006). Linguist evaluate that aspect use language, accuracy language, and suitability with development participant educate has fulfilled very well (Fatkhiya, 2020). In Overall, the average media validity reached 93.33% with very valid category, which means the media has fulfil

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

aspect suitability materials, media design, interactivity, and use appropriate language with characteristics student school basis (Sugiyono, 2023).

Implementation results show that interactive digital comic media own level excellent practicality based on teacher and student responses. Teacher responses obtained percentage by 87.2% with very practical category, which shows that the media is easy usable, attractive, and capable help delivery material democracy in a way more contextual and fun (Harahap, 2023). The teacher stated that the media helps explain draft democracy in a way more concrete Because student can see in a way direct implementation values democracy through stories and behavior figure (Sitorus, 2023). Response student get percentage by 86% with very practical category, which indicates that student feel like using media because interesting story, colorful pictures, and presentation easy material understood (Ramdhani et al., 2022). Students show high enthusiasm during the learning process, more active discuss, dare convey opinion, and show interest to material presented (Andang Dewi et al., 2024). In general Overall, the average media practicality reached 86.6% with very practical category, which means the media is easy used both by teachers and student as well as capable create atmosphere more learning active, interesting, and fun (Sitorus, 2023).

Evaluation results effectiveness show that interactive digital comic media proven effective in grow attitude democratic students. Based on results questionnaire attitude democratically given to 25 students, the average score attitude democratic student increase from 39.72 at the time of the pretest with category not enough to 86.83 at the time of the posttest with very good category, so happen improvement of 47.11 points which shows existence very significant changes in attitudes democratic student after media use (Sugiyono, 2023). During the pretest, some big student Still is in the category not enough with minimum score of 28 and score maximum 54, while during the posttest the majority student has reach very good category with minimum score of 81.4 and score maximum 93.2 (Zainuddin, 2024).

Improvement the happens all over indicator attitude democratic which includes deliberation, tolerance, and mutual cooperation. In the indicators deliberation, students become more brave convey opinion, active in discussion, and able to accept decision together. On the indicator tolerance, students show behavior value difference opinions and attitudes polite to friends. In the mutual cooperation indicator, students become more caring, responsible answer, and be able to Work The same in group (Rohimah & Pratama, 2023). N-Gain analysis obtained mark of 0.78 with category high, which shows that use of interactive digital comic media give high increase to attitude democratic students (Hake, 1999).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Hypothesis testing using the t test shows that t - value by 16.46 more big than the t- table at the level significance of 5% is 1.705, so H_o is rejected and H_a is accepted, which means there is significant improvement after use of interactive digital comic media in the learning process (Sugiyono, 2023). Test results the prove that the interactive digital comic media that was developed effective used in learning and being able to give influence positive to improvement attitude democratic students. Based on all over stages research and development using the ADDIE model, can concluded that interactive digital comic media The Adventures of Little Garuda: Democracy in School succeed developed and meets valid, practical, and effective criteria (Branch, 2009). The media developed capable become innovative alternative learning media for Pancasila Education as well as effective in grow attitude democratic student school basis (Hartati & Respati, 2024).

DISCUSSION

Very high level of media validity with an average of 93.33% showing that interactive digital comic media The Adventures of Little Garuda: Democracy in School has fulfil standard eligibility from aspect content, design learning, media display, interactivity, and language. From the aspect of material, the validator states that media content has in accordance with Achievements Pancasila Education Learning Phase C, in particular material democracy in schools, and integrating mark deliberation, tolerance, and mutual cooperation through context life everyday close with experience student school basic (Ministry of Education, Culture, Research and Technology, 2022). The height score validity from media aspects show that use illustrations, colors, layout, navigation, audio, and features interactive has designed in accordance with characteristics development participant educate school base, where the visual display is attractive capable increase focus and engagement student during the learning process (Mayer, 2022).

This matter in line with Cognitive Multimedia Theory explains that participant educate will more easy understand information when material served through combination text and images in a way integrated, so that information can processed through visual and verbal channels simultaneously and improve effectiveness learning (Mayer, 2022). From the aspect of linguistics, media acquisition very valid category because use communicative, simple and appropriate language with level development cognitive student school basis, where the use of dialogue between characters in story help student understand draft democracy in a way more concrete and easy understood (Wahono, 2006).

The height level practicality of the media with an average of 86.6% shows that the media

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

does not only worthy in a way theoretical, but also easy implemented in situation actual learning. The teacher stated that the media helps explain draft democracy in a way more concrete Because student can see in a way direct implementation values democracy through stories and behavior figures (Harahap, 2023). Students also show high enthusiasm during the learning process, more active discuss, dare convey opinion, and show interest to the material presented (Ramdhani et al., 2022).

Findings This in line with study about utilization of interactive digital media that finds improvement interest Study student after implementation digital illustration (Harahap, 2023). The practicality of the media is also supported by media design that makes it easy navigation and interactivity, so that student can access every part learning in a way easy and interesting (Sitorus, 2023). Teachers and students give response positive to media use during learning ongoing, which shows that the media developed own level very high practicality and worth used as a learning medium for Pancasila Education for grow attitude democratic students (Hartati & Respati, 2024).

The effectiveness of media in grow attitude democratic student can explained through a number of theory relevant learning. First, Cognitive Multimedia Theory explain that learning will ongoing more effective if information served through a combination of words, images, and visual elements that interact with each other supports (Mayer, 2022). In the developed media, the concept democracy No only explained through text, but also visualized through illustrations, dialogue, colors, plot story, and activity interactive designed in accordance characteristics student school basic, so that help student understand draft democracy in a way more concrete and learning process become more meaningful (Mayer, 2022). Second, Theory Study Social explain that individual get knowledge, skills, and behavior through the observation process to existing models in the environment surrounding (Bandura, 1986).

In the interactive digital comic media that was developed, the characters in story display various behavior democratic like deliberating, respecting other people's opinions, accepting decision together, and Work The same in finish problem, which becomes a model observed by students during the learning process (Rohimah & Pratama, 2023). Third, Theory Constructivism state that knowledge built in a way active by participants educate through experience meaningful learning, where interactive digital comic media give chance to student For involved in a way active in the learning process through activity reading, observing illustration, discussion, answering questions, and do reflection to events that occur in story (Bruner, 1966).

Improvement attitude democratic on indicators deliberation seen from increasing courage student in convey opinions, provide suggestions, and accept decision together (Rohimah &

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Pratama, 2023). Before use of media, some big student tend passive in activity discussion and less believe self For put forward opinion, but after follow learning using interactive digital comic media, students show more participation active in activity deliberation and capable value results decision group (Andang Dewi et al., 2024).

On the indicator tolerance, students show change marked behavior with increasing ability value difference opinion, accept diversity view friends, and communicate in a way polite during the learning process, which shows that the media was successful help student understand importance attitude each other honor as part from life democratic (Fadhilah & Saputra, 2023). In the mutual cooperation indicator, students show improvement ability Work same, mutual helpful, responsible answer to task groups, and participate active in activity together, which shows that mark togetherness displayed in story capable give influence positive to behavior social students (Hartati & Respati, 2024).

Novelty study This lies in the development of interactive digital comic media which is special designed For grow attitude democratic, not only increase results Study cognitive, with integrate three mark main democracy that is deliberation, tolerance, and mutual cooperation in channel stories, activities interactive, evaluation, and reflection learning (Fadhilah & Saputra, 2023). Different with study previously placed digital comics as a visual support medium, research This develop interactive digital comics designed in a way systematic and meaningful Pancasila values for internalize attitude democratic as well as increase results students learn Pancasila Education school basic (Andang Dewi et al., 2024). Findings This strengthen various study previous which shows that digital comic media is capable increase involvement students, motivation learning and understanding values character, but study This own different characteristics Because focused on development attitude democratic through integration the values of Pancasila in general systematic (Ramdhani et al., 2022).

CONCLUSION

Interactive digital comic media The Adventures of Little Garuda: Democracy in School succeed developed through the ADDIE model and fulfill three criteria main study development, namely valid, practical, and effective. Media obtains level validity as big as 93.33% of expert material, media experts, and experts Language with very valid category, which shows that the media has fulfil aspect suitability material, design learning, media display, interactivity, and language. The level of media practicality reached 86.6% based on teacher and student responses with very practical category, which shows that the media is easy usable, attractive, and capable

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

create atmosphere more learning active and fun. Media is proven effective in grow attitude democratic students shown with average score increase attitude democratic from 39.72 at the pretest to 86.83 at the posttest, with N-Gain value of 0.78 category height and hypothesis testing that shows improvement significant. Increase happens all over indicator attitude democratic which includes deliberation, tolerance, and mutual cooperation, so that the media is suitable used as alternative innovation Pancasila Education learning for strengthen character democratic participant educated at school base.

Research result This can implemented by teachers as a learning medium alternative in convey Pancasila Education materials, in particular about democracy in schools, with method integrate interactive digital comics to in activity learning that involves discussion, reflection, and simulation values democracy. School can utilize this media as one of the source digital learning that supports strengthening Profile Pancasila students, especially in the dimension mutual cooperation, global diversity, and reasoning critical, and push creation culture more schools democratic through habituation attitude deliberation and appreciation to differences. Researchers furthermore can developing media for other Pancasila Education materials, adapting to in application Android based, adding element gamification For increase involvement students, as well as test try media at school with different characteristics For know generalization results study.

REFERENCES

Torch Dewi, P., Putri, R., & Sari, M. (2024). Digital comics containing Pancasila values in Pancasila Education learning at school basic. *Journal of Citizenship Education,* 14(2), 112–125. https://doi.org/10.23887/jpk.v14i2.45678

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Prentice Hall.

Borg, W.R., & Gall, M.D. (2003). Educational research: An introduction (7th ed.). Allyn & Bacon.

Branch, R. M. (2009). Instructional design: The ADDIE approach. Springer. https://doi.org/10.1007/978-0-387-09506-6

Bruner, J. S. (1966). Toward a theory of instruction. Harvard University Press.

Chen, Y., & Lee, J. (2021). Digital storytelling and civic engagement in elementary education. Journal of Educational Media, 46(3), 275–289. https://doi.org/10.1080/17439884.2021.1922458

Fadhilah, N., & Saputra, A. (2023). Digital comics based on mutual cooperation for increase

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

empathy social student school Basic. Journal of Elementary Education, 8(2), 101–114. https://doi.org/10.21009/jpd.v8i2.34567

Fatkhiya, D. (2020). Development of digital comic media based on mark character in social studies learning. Journal Educational Innovation, 7(1), 15–28. https://doi.org/10.24036/jip.v7i1.23456

Hake, R.R. (1999). Analyzing change/gain scores. American Educational Research Association, 1(1), 1–4.

Harahap, A. (2023). Utilization of interactive digital media in Pancasila Education learning in schools base Deli Serdang Regency. Indonesian Journal of Elementary Education, 5(1), 45–58. https://doi.org/10.23887/jpdi.v5i1.45678

Hartati, S., & Respati, D. (2024). Implementation digital comics in a project-based learning model for strengthen attitude not quite enough responsibility and work The same students. Journal of Character Education, 14(2), 89–102. https://doi.org/10.21831/jpk.v14i2.56789

Ministry of Education, Culture, Research, and Technology. (2022). Independent Curriculum: Policy and Implementation. Ministry of Education, Culture, Research, and Technology.

Mayer, R.E. (2022). Multimedia learning (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108894333

Özdemir, M. (2022). Visual storytelling and democratic education. International Journal of Social Education, 37(2), 118–132.

Ramdhani, A., Putra, D., & Sari, L. (2022). Interactive digital comics in increase literacy citizenship elementary school students. Journal Educational Technology, 24(1), 15–29. https://doi.org/10.21009/jtp.v24i1.23700

Rohimah, S., & Pratama, RA (2023). Digital comics as a medium for internalization mark Deliberation and Tolerance. Journal of Character Education, 13(1), 23–38. https://doi.org/10.21831/jpk.v13i1.56789

Sitorus, M. (2023). Digital comics in internalization mark character in students school basic. Journal Innovation in Elementary Education, 7(1), 67–80. https://doi.org/10.24036/jipd.v7i1.34567

Sugiyono. (2023). Methods study education (approach) quantitative, qualitative, and R&D). Alphabet.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO Publishing. https://doi.org/10.54675/ASRB5522

Wahono, RS (2006). Aspects and criteria assessment of learning media. Journal Educational

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Technology, 8(1), 1–15.

Yuliana, R. (2023). Challenges Pancasila Education learning in the digital era. Indonesian Journal of Elementary Education, 5(2), 134–145. https://doi.org/10.23887/jpdi.v5i2.56789

Zainuddin, M. (2020). Civic education and strengthening character nation. Journal of Civic Education, 4(1), 1–12. https://doi.org/10.24036/jce.v4i1.23456

Zainuddin, M. (2024). Literacy digital citizenship in Pancasila Education Learning. Journal of Citizenship Education, 14(2), 85–99. https://doi.org/10.23887/jpk.v14i2.56789

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License