



Digital comic media for civics learning with Pancasila Student Profile for grade II elementary school students

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ABSTRACT

Pancasila Education is a subject with a noble purpose, namely, to provide the attitude and insight of the state in every society by understanding the values of Pancasila. But in reality, students' interest in Pancasila Education still tends to be low. Based on interviews and observations made, it was found that Pancasila Education learning in elementary schools was less interesting, and the use of learning media was less optimized. One of the efforts to attract students' interest is using learning media. The research was also motivated by the lack of learning media that supports the strengthening of the character of the Pancasila Student Profile. Comic media is deemed appropriate for use in Pancasila Education subjects because it makes the material more interesting and helps in understanding abstract concepts through real objects. The purpose of this study is to determine the development process, validity, effectiveness, and practicality of digital comics on the material of rules in school Pancasila Education subjects grade II SD. This type of research is development research with the Borg and Gall model. The study was conducted in class II of SDN Kebonsari on 04 January in the even semester of the 2023/2024 school year. Product validation results resulted in a score of 81.4 (very feasible). The effectiveness test results showed a relative effectiveness score of 42.3% (moderate effectiveness). The practicality test revealed a score of 79.7% (practical). Based on these results, the digital comic learning media developed is valid, effective, and useful for use in learning.

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INTRODUCTION

Pancasila Education is a subject that aims to develop state attitudes and insights in every community by understanding the values of Pancasila (Fitri et al., 2023). TheThe



subject of Pancasila Education aims to form good citizens, which means citizens who do good things, know, are aware, and carry out their obligations and rights as citizens (Hutama, 2019). Based on the importance and noble goals of the Pancasila Education subject, it should be a subject that is prioritized and optimized in the learning process at school. Nur Aisah et al. (2022) stated that, „students' interest in Pancasila Education still tends to be low. According to Ramadhan et al. (2023), teaching Pancasila values is still not optimized in its presentation.

Based on the results of interviews conducted on September 04, 2023, with grade II educators at SDN Kebonsari 04 Jember, it was found that educators found it challenging to be able to teach Pancasila Education interestingly. Educators consider that learning media in Pancasila Education is challenging to make enjoyable. This aligns with the results of interviews with grade II students, who feel less interested in Pancasila Education material. Some students also like learning media with engaging visuals and stories to support learning. It is known that grade II students are still not allowed to carry *cellphones*, so the trial use of digital comic media is done by borrowing *cell phones* from grade VI students.

The results of classroom observations also show that the use of learning media is still not optimized. The use of media is limited to the pictures in the textbook. Students' behavior in the classroom shows a lack of interest in participating in learning. Some students chat along with their classmates. The lack of interest of students in Pancasila Education will impact learning objectives that are difficult to achieve. Students' learning outcomes also cannot be maximized (Nur Aisah et al., 2022).

Learners need some stimuli that can make them interested in learning Pancasila Education. One of the efforts to attract students' interest is using learning media. According to Mahmudi, Utama, and Wardoyo (2021), using learning media can encourage students' interest in learning. Media can also make learning interactive and engaging (Marisa et al., 2015). Lately, there are often various variations of technology-based learning media.

Learning media must be developed by specific competencies to achieve learning objectives (Finali et al., 2020). According to Hernawan et al (2021), the selection of learning media must pay attention to the physical characteristics of the press, learning objectives, and students' cognitive level. Learners at the elementary level, especially those in the lower grades, will find it easier to learn something they can see directly. According to Deviana & Kusumaningtyas (2019), based on the analysis of students, it is found that students at the elementary level are at the concrete operational stage, which learn holistically, comprehensively, and contextually. Learners at that time experience adaptation to the environment both motorically, cognitively, socially, emotionally, mentally, and spiritually (Ulandari et al., 2020). Comic media is considered appropriate for use in Pancasila Education subjects because it makes the material more interesting and helps understand abstract concepts through real objects (Hanifah et al., 2023). Images in comics can help to visualize the narrative and material presented (Halawa, 2021).

According to (2015) to Agustiningih, comic media can provide a fun experience for students in learning. Superman et al. (2020) stated that comics could affect students' learning outcomes. Students' desire to read increased when comics were used as learning media (Muhaimin et al., 2023). The results of research from Solihah et al. (2022) concluded that digital comics are feasible, effective, and practical for learning.

The development of information technology also has an impact on the world of education. The use of learning media has also shifted from physical to digital (Putra and

Sentia, 2023). Comics, when printed physically, are relatively expensive, so it is recommended that comics as learning media be developed in digital form (Fauziah, Winahyu & Untari, 2023). According to Wibowo (2019), digital comics are accessed digitally. Comics have been present in various digital media in the form of blogs and comic-specific platforms, such as *Webtoon* and *Mangaplus*. Based on recommendations from Fitriyanti et al. (2023), the development of comics as learning media needs to be carried out on a variety of topics or materials that are more diverse. According to Ngazizah & Laetitia (2022), the development of further comic media is also expected to bring up and strengthen the character of Pancasila students in students. Many characters need to be formed in students during school (Alvi Nanda Choirina et al., 2023).

The independent curriculum implements character building through the Pancasila Student Profile Strengthening Project. According to Aulia et al., (2023), teachers can still implement project-based learning in subject activities (extracurricular). This is because character values must be instilled in students through the learning and acculturation process at school. The value of Pancasila is contained in the subject of Pancasila Education in the independent curriculum. According to Cahyanto 2022, et al., a varied and innovative tool is needed in character cultivation efforts so that students are not bored and results can be optimized. Digital comic media is considered appropriate for accommodating these needs.

The development of digital comics on Pancasila Education subjects has been carried out by Hanifah et al. (2023), with material on obligations, rights, and responsibilities in grade VI SD. Another relevant research was conducted by Fitri et al. (2023) on the material of Pancasila values in grade IV SD. Other research on comic media with character values was conducted by Mukhlisina et al. (2024), with the results of validation on media experts and material experts in the valid category. The results of students' questionnaire responses are also in the interesting category.

The three findings have one thing in common: developing digital comic learning media in elementary Pancasila Education material, with positive results. Digital comics are valid, effective, and practical to use in learning. The difference between the previous relevant research and the current research is in the material. The material raised in this study refers to the latest curriculum, namely the independent curriculum. According to suggestions from Pertiwi et al. (2023), in implementing an independent curriculum, diverse learning media are needed using the latest technology. The digital comic material developed focuses on the rules in the school subject of Pancasila Education class II SD. The Learning Outcomes to be achieved are students can recognize and tell examples of obeying and disobeying rules at school and show behavior in obeying the rules at school (Kemendikbudristek BSKAP, 2022). Another difference is the content of the Pancasila learner profile character,, a characteristic of the independent curriculum.

The need to develop digital comic learning media is to be an attractive learning media option on Pancasila Education material, which will have implications for learning outcomes for grade II students of SDN Kebonsari 04 Jember. The learning media developed must be declared valid, effective, and practical first. This research is essential because there is still a lack of learning media that contains the profile of Pancasila students. The novelty of the digital comic learning media that has been developed lies in the product design and the link to the character value of the Pancasila student profile according to the independent curriculum.

Based on the background and previous research presented, a study was conducted to develop digital comic learning media with character profiles of Pancasila students on

the material of rules in school Pancasila Education subjects for grade II elementary school students to know the development process, validity, effectiveness, and practicality. The benefits of conducting research for students are expected to increase learning motivation with engaging learning media. For educators this research is expected to encourage educators to always explore creativity in developing learning media that attract students' learning interests. For researchers, this research is expected to increase knowledge and insight into developing learning media products. For other researchers, this research is expected to be used as a source of reading to develop further learning media products.

METHODS

Research and development (*Research and Development*) is the type of research conducted. Masyhud (2021) states that the purpose of research and development is to test the effectiveness and feasibility of an educational product. The digital comic product developed uses the material of rules in the school subject of Pancasila Education class II SD independent curriculum. The research design used is the Borg *and* Gall research design (Masyhud, 2021). with the following stages. (1) preliminary research; (2) planning and development; (3) development of initial product design; (4) product design validation; (5) initial product revision; (6) trial use; (7) revision of development products; (8) product effectiveness trials; (9) final and mass products; (10) product dissemination and implementation. The research steps that are implemented are only up to the 8th stage because it has been able to answer the research objectives, namely knowing the validity, effectiveness, and practicality of the products developed.

The research will be conducted at SDN Kebonsari on 04 Jember with class II A, as many as 27 students, and II B, as many as 27 students who have been declared homogeneity test based on the UTS value of Pancasila Education. The homogeneity test was conducted with SPSS version 25. The results of the homogeneity test can be seen in Table 1 below.

Table 1. Homogeneity Test Results

Test score for Pancasila Education	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig. (2-tailed)
	Equal variances assumed	2.467	0.122	-5.153	53
Equal variances not assumed			-5.147	52.529	0

The results show a *t-count* value of -5.153, then confirmed with a *t-table* with a significance level of 0.05 and *df* (*degrees of freedom*) 53, which is 1.674, so it is known that $(-5.153 < 1.674)$, it can be concluded that the condition of the two classes before the research is the same or homogeneous.

Based on the lottery results, class II A was determined as the control class and class II B as the experimental class. The research will be conducted in the even semester of the 2023/2024 school year. Data was collected through interviews, observations, questionnaires, tests, and documentation. This study uses data analysis techniques in the form of qualitative descriptive and quantitative descriptive analysis. Qualitative descriptive data analysis is an effort to systematically search and organize records of observations, interviews, and so on and then present them in the form of sentences and categories related to the object of research (Masyhud, 2021). Qualitative descriptive data analysis in this study was used when processing data from interviews with educators and students, classroom observations, and the results of reviews and suggestions from

learning media validators. Quantitative descriptive data analysis is a data analysis technique aimed at numerical data (Masyhud, 2021). Quantitative descriptive data analysis is used when processing validator questionnaire score data and students' *post*-test scores to test effectiveness and practicality questionnaires. The data analysis technique in the validity test uses the *Valpro* formula.

$$\text{Valpro} = \frac{\text{Srt}}{\text{Smt}} \times 100$$

Source: (Masyhud, 2021)

Description:

Valpro = product validity

Srt = actual score achieved

Smt = maximum score achieved The *t-test* in this study will be carried out with the help of SPSS version 25.

If the product is declared effective, proceed with the ER test using the following formula.

$$ER = \frac{MX_1 - MX_2}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\%$$

Source: (Masyhud, 2021)

Description:

ER = the relative effectiveness of the experimental group treatment compared to the control group treatment

MX_1 = average experimental class score

MX_2 = average control class score

Analysis of learner response data was carried out using the *following Sapd* formula.

$$\text{SAPD} = \left(\frac{\text{St}}{\text{Smt}} \times 100 \right)$$

Source: (Masyhud, 2021)

Description:

SAPD = Student questionnaire score

St = Score achieved

Smt = Maximum achievable score

RESULTS AND DISCUSSION

This research develops learning media in the form of digital comics, which is motivated by learning Pancasila Education, which is less interesting, and the use of media is less optimized in class II SDN Kebonsari 04 Jember. Solutions can be taken from these problems, namely the development of learning media (Muhaimin et al., 2023). Learning media is anything that can be used as an intermediary in delivering learning messages and can increase students' willingness to learn so that learning objectives can be achieved effectively and efficiently (Mahmudi et al., 2021; Marisa et al., 2015; Nuryanah et al., 2021).

The learning media developed in this study is digital comic learning media. Digital comics are comics whose creation process and the resulting work are in the form of data, accessed digitally, and function in conveying messages or scientific information (Solihah et al., 2022; Waisakanitri et al., 2023; Wibowo, 2019). The digital comic developed will focus on the material of rules in the school subject of Pancasila Education class II SD independent curriculum. The product also emphasizes the content of the Pancasila student profile in it. The product can be used in learning if declared valid, effective, and practical. The research procedure used, namely the Borg *and* Gall model development research

(Masyhud, 2021), with 10 stages. The stages implemented are only up to the 8th stage because they have been able to answer the research objectives.

The first stage is preliminary research conducted by interview and observation in class II SDN Kebonsari 04 Jember. The data obtained from preliminary research shows that Pancasila Education learning is less interesting, and media use is less optimized. Analysis of the availability of facilities and infrastructure for the trial of digital comic press is also considered adequate by borrowing the cellphones of grade VI students with the permission of their homeroom teacher.

The second stage, planning and development, is carried out by assessing the material and making a story script. According to Ati et al. (2021), writing a comic script starts with formulating the learning objectives that will be contained in the comic, selecting characters, formulating a synopsis, formulating a comic format, and making an initial design.

Comic script writing begins with the formulation of learning outcomes. The learning outcomes used are in unit 2 subunit 2 of the Pancasila Education subject for grade II SD. The learning objectives are that students can recognize and tell examples of obeying and disobeying rules at school and show behavior to follow the rules at school (Kemendikbudristek BSKAP, 2022). The next step is the formulation of characters in comics. The formulation of characters is done before making the storyline. This is because this character will carry the storyline in the comic. Character development is made in terms of character and role, as well as in terms of appearance, to strengthen characterization (Musnur & Faiz, 2019). The main character in the story is Julius an arrogant character who likes to break school rules. Julius is shown as a black-haired boy with a cheerful face but looks arrogant. His clothes are not tucked in, and he does not wear a tie. *Villains* in comic stories are presented as monsters that arise from the uncomfortable feelings of students who want to destroy the school and can only be defeated by making the school comfortable again by obeying the rules at school. Other characters as supporting actors are Freya as Julius' sister, Yuno, Julius' friend, the teacher and the principal.

The next step is making a synopsis. The story in the digital comic developed will be set in a magic school. The setting, clothing, and atmosphere are narrated as in the world of magic. Problems are raised as the primary foundation in making the storyline intriguing. The conflict in comic storytelling is the emergence of monsters from the uncomfortable feelings of the school community because Julius always breaks the rules at school and invites his friends. The climax or peak point of the conflict begins with Freya, Julius' sister, who is injured by a monster attack that will make her realize and correct her mistakes by obeying the rules at school. The series of storylines is carried out with the character designs that have been built and the conflicts that have been determined (Gunawan & Sujarwo, 2022). Making dialog will be adjusted to the panel style used in the comic. Making dialog is not too long because it can reduce the aesthetics of the comic (Nurinayati et al., 2018; Nuryanah et al., 2021; Wibowo, 2019). The use of sound effects also needs to be considered to strengthen the scene. The second step after the story script is determining the comic format. The digital comic developed is a Japanese-style comic strip with 2-4 panels per sheet (Nurinayati et al., 2018). Comics will come with a *cartoon style* with original color *tones* and tend to be warm (Wibowo, 2019). The colors used are dominated by purple, orange, yellow, red, and blue.

The third step of the planning and development stage is making comic systematics composed of *covers*, instructions for use, CP, learning objectives, comic stories, and

question pages. The fourth step, namely, making a *storyboard*, will be shown in Figure 1 below.



Figure 1. Comic Storyboard

The third stage of developing the initial product design was carried out with the stages in Table 2 below.

Table 2. Initial Product Design Development

Development Stage	Results
Character Design Creation	
Rough Sketching	
Panel Creation	
Coloring Process	

Development Stage	Results
	
<i>Background Addition</i>	
Addition of Narration and Dialogue Text	
Addition of CP, learning objectives, and instructions for use	
<i>Barcode Generation</i>	

The fourth stage, namely the product design validation stage, was carried out by validating the product with media experts, materials, and practitioners, as shown in Table 3 below.

Table 3. Validation Result Score

Statement Number	Validator Score			Average
	Media	Material	Practitioner	
1	5	4	4	4,3
2	5	4	3	4
3	5	2	5	4

Statement Number	Validator Score			Average
	Media	Material	Practitioner	
4	4	5	4	4,3
5	3	5	5	4,3
6	5	3	4	4
7	1	2	5	2,7
8	1	4	4	3
9	3	4	5	4
10	1	4	5	3,3
11	1	4	4	3
12	5	5	5	5
13	3	4	5	4
14	5	5	5	5
15	5	5	4	4,7
16	4	5	4	4,3
17	5	4	5	4,7
18	5	2	4	3,7
19	2	4	5	3,7
20	5	4	4	4,3
21	2	4	5	3,7
22	5	4	5	4,7
23	5	4	5	4,7
24	5	4	4	4,3
Total	90	95	108	97,7

The results of the data were then calculated as the feasibility value using the following formula.

$$Valpro = \frac{Srt}{Smt} \times 100$$

$$Valpro = \frac{97,7}{120} \times 100$$

$$Valpro = 81,4$$

Based on these calculations, the validity test received a score of 81.4, which is a very feasible category because it is 81.00-100 (Masyhud, 2021). These results are align with the research of Nuryanah et al. (2021), who obtained an expert validation score of 91.44% in the very feasible category. Based on the results of this validation, the learning media developed is very possible to continue in the small group trial and effectiveness test. Some input from media expert validators, namely, simplifying language, improving some storylines, and improving some parts of the comic. Input from material experts, namely, adding learning objectives according to Bloom's taxonomy, summarizing dialogue, and clarifying the setting in the comic. Some of these inputs were then used as a reference in the fifth stage, namely, the revision of the initial product. The revised product was then continued in small group trials.

The sixth stage, namely, the use trial, was carried out in a small group, with a subject of 20 second-grade students of SDN Kebonsari 04 Jember. The prosecution of use was carried out by learning using the developed media and then given a questionnaire. Based on the questionnaire results, 9 statement points that got a percentage score of "yes" answers above 80% and classified as good, but the 2nd point statement that there are typos in the comic still gets a percentage below 80%. Some typos will then be corrected in the seventh stage, namely, the revision of development products.

The eighth stage, large-scale effectiveness testing, was carried out in two classes, class II B as the experimental class and class II A as the control class. Learning in both classes was carried out using the same learning model, namely, the *cooperative learning*

type jigsaw. Learning activities in the experimental class began with apperception, conveying learning objectives, and exposing students to material to be studied. In the next activity, learners were asked to access digital comics developed with cell phones. Learners are requested to read the comic carefully.

A total of 3 learners were then asked to retell the outline of the storyline in the comic. Learners who dare to retell will be given a reward from the researcher. Learners are formed into groups of 3-5 children. Learners are asked to categorize the rules at school by type, what activities are by school rules, and the benefits of implementing rules at school. Group representatives were then asked to present their work. Educators provide evaluation and rewards to learners. Learners are then asked to do the prepared learning outcomes test. The practicality response questionnaire is also given after the learning outcome test.

Learning activities in the control class were done with using learning methods and models, but with picture media. The same learning outcome test was also given to the control class after the learning process. The scores from the test will be used in the product effectiveness test. The effectiveness test results showed the following scores in Table 4 below.

Table 4. Learning Outcome Test Scores

No.	Control Class (X1) Score (Learning using text media and images in textbooks)	Experimental Class Value (X2) (Learning using the developed digital comics)
1	54	81
2	72	85,5
3	81	81
4	72	72
5	67,5	81
6	40,5	85,5
7	40,5	76,5
8	63	90
9	63	85,5
10	63	90
11	22,5	85,5
12	36	90
13	40,5	81
14	49,5	90
15	54	81
16	49,5	81
17	63	90
18	63	90
19	31,5	90
20	31,5	31,5
21	72	81
22	45	67,5
23	36	81
24	36	81
25	36	67,5
26	81	81

No.	Control Class (X1) Score (Learning using text media and images in textbooks)	Experimental Class Value (X2) (Learning using the developed digital comics)
27	54	81
Total	1417,5	2178
Average	52,50	80,67

The data from the learning outcomes test were then analyzed using the *independent sample t-test* technique with the help of the SPSS version 25 application. The results of the *t-test* analysis can be seen in Table 5 below.

Table 5. T-test Analysis Results

Learner Test Score	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	9.189	0.004	7.288	52	0
Equal variances not assumed			7.288	47.147	0

Based on the *t-test* results presented in Table 4.6, it is known that the value of t_{hitung} is 7.288. The $t_{calculated}$ result is then confirmed with the t_{table} value at the 0.05 significance level with *df* (*degrees of freedom*) 52, which is 1.675. The comparison result ($7.288 > 1.679$). Based on these results, the developed digital comic learning media is effective in learning. The next step, namely the ER test, is to determine the media's effectiveness level developed with the following formula.

$$ER = \frac{MX_2 - MX_1}{\frac{MX_1 + MX_2}{2}} \times 100\%$$

$$ER = \frac{80,67 - 52,50}{\frac{52,50 + 80,67}{2}} \times 100\%$$

$$ER = \frac{28,17}{\frac{133,17}{2}} \times 100\%$$

$$ER = \frac{28,17}{66,58} \times 100\%$$

$$ER = 42.3\%$$

Based on these results, the relative effectiveness score is 42.3% with a moderate effectiveness category because it is in the score range of 41%-60.99% in Masyhud (2021). The results of the relative effectiveness test show a percentage of 42.3% with a moderate effectiveness category because it is in the score range of 41%-60.99% in Masyhud (2021). These results align with the findings of Hanifah et al. (2023), namely that using comic media affects learning outcomes based on the *t-test*, with a relative effectiveness score of 38.47%. These results are also in line with Edgar Dale's theory (Sari, 2019) that media with reading (verbal) and viewing (visual) experiences, such as digital comics have a level of implication on learning outcomes between 10%-30%. *The cone experience* diagram can be seen in Figure 2 below.

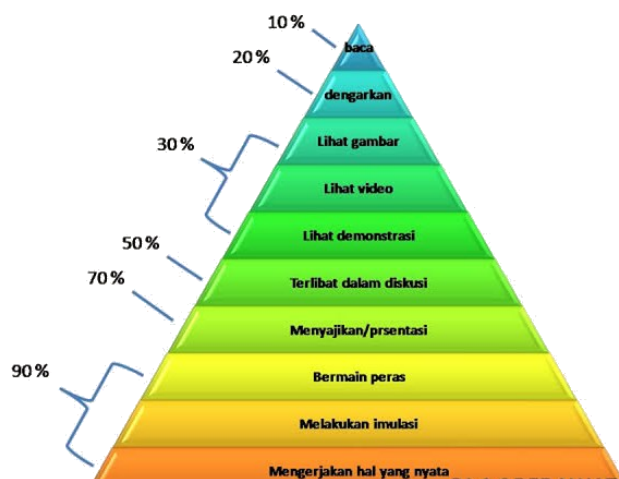


Figure 2. Edgar Dale's Cone of Experience

Source: <https://images.app.goo.gl/C1nShyi6KfDa97Ah>

Based on the relative effectiveness test, it is known that 42.3% of students' learning outcomes are influenced by the use of the developed media. In comparison, other internal and external factors may influence 57.7% of learning outcomes. Internal factors include psychological conditions, reading ability, intelligence, and the accuracy of each learner. External factors such as atmosphere and classroom layout. The practicality of the developed media is obtained from the students' response questionnaire after using the media. The results of the practicality test can be seen in Figure 3 below.

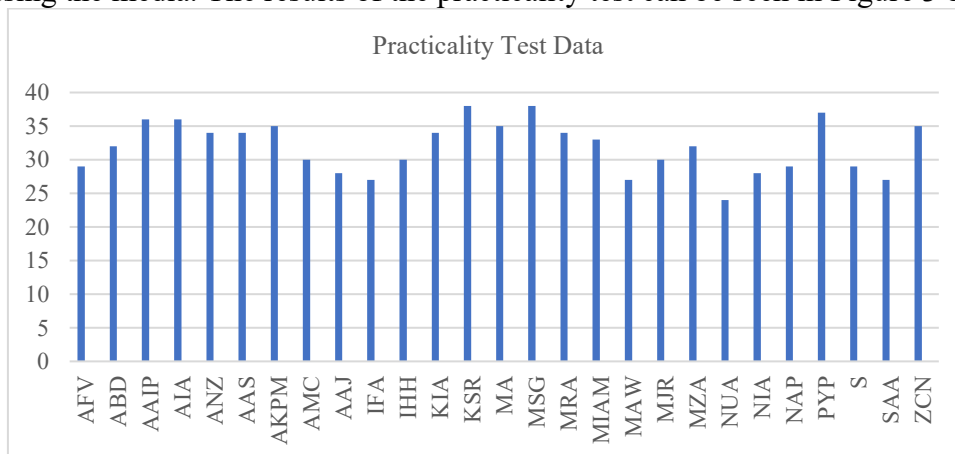


Figure 3. Results of the Learner Response Questionnaire

The practicality test is carried out using the following formula based on the results obtained:

$$SAPD = \left(\frac{St}{Smt} \right) \times 100\%$$

$$SAPD = \left(\frac{861}{880} \right) \times 100\%$$

$$SAPD = 79.7\%$$

Based on the results of these calculations, the percentage of product practicality is 79.7% with a practical category because it is in the score range of 71.00%-80.99% in Masyhud (2021). The definition of useful, based on the student response questionnaire statement items, is that the digital comic learning media developed is enjoyable, easy to use, and provides a pleasant learning experience for students. In line with Agustiningsih's (2015) s statement that comic media can provide a pleasant experience for students in learning.

The findings in this study are broadly in line with the research of Solihah et al. (2022), which states that digital comics are valid, effective, and practical to use in learning. Based on a series of tests that have been carried out, the research on the development of digital comic learning media can be declared successful. However, there are several obstacles and shortcomings.

The obstacles encountered during the research process included the fact that low-grade students were still not allowed to bring devices to school. The solution to this is that researchers borrowed cell phones from high-grade students to lend temporarily to students in class II B as the experimental class. Some of the cell phones used also did not have quotas, so researchers had to provide *hotspots* to overcome this. Another obstacle is that there are still some students in the experimental class who are not fluent in reading, so the use of comic media is considered less efficient. It cannot be optimized for these students. Some of these obstacles did not reduce students' enthusiasm during the learning process with digital comic media. Learners look interested and excited in reading digital comics. This is by the findings of Muhaimin et al. (2023), which states that the desire to read students has increased when digital comics are used as learning media.

The shortcomings in this study include, among others, the material only focusing on the material of the rules in the school subject of Pancasila Education class II SD. The effectiveness test is only measured through cognitive aspects. The digital comic products developed also cannot be optimized for low-grade students who have not or are not fluent in reading. The material is also only delivered at the end of the section so students cannot understand the core of the material if they do not read. The product has also not been finalized and mass-produced, as well as product dissemination and implementation.

CONCLUSION

The development process was carried out using the Borg *and* Gall model (in Mayshud, 2021) with the following stages. (1) preliminary research; (2) planning and development; (3) initial product design development; (4) product design validation; (5) initial product revision; (6) trial use; (7) product development revision; (8) product effectiveness trial; (9) final product and mass production; (10) product dissemination and implementation. The research steps implemented only up to the 8th stage because it has been able to answer the research objectives, namely knowing the validity, effectiveness, and practicality of the products developed.

The results of the development of digital comic learning media on the material of rules in school subjects of Pancasila Education class II SD showed that the product is valid, effective, and practical. The validity test received a score of 81.4 with a very feasible category, the effectiveness test obtained a result of 42.3% with a relatively moderate percentage of effectiveness, and the practicality test obtained a result of 79.7% with a practical category. Based on these results, it can be concluded that digital comic learning media containing Pancasila student profiles on the material of rules in school for Pancasila Education subjects in grade II SD are declared valid, effective, and practical to use in learning.

Based on the research that has been done, suggestions can be given to students. Digital comic learning media that have been developed should increase motivation and enthusiasm in learning. For educators, digital comic learning media that have been created should be used and innovated again to support engaging learning for students. For researchers, digital comic learning media that have been developed should be used as official works and registered as Intellectual Property Rights (HAKI). For other

researchers, they should follow up on the outcomes of this research by developing digital comic learning media that can be optimized for low-grade students who are not yet fluent in reading. Further development of digital comic media is recommended to improve low-grade students' reading ability and literacy interest. Effectiveness tests can also be carried out to measure to measure the cognitive domain affective, and psychomotor domains. The product can also be developed using various other materials. The product also needs to be finalized and mass-produced, as well as product dissemination and implementation so that it can be widely used. The product should also be uploaded to a website page, unique comic application, or social media to be widely used. Product trials should be conducted in schools that provide adequate devices to access digital comics.

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