



Development of Digital Comic Media on Pancasila Values Material to Improve Civic Disposition of Grade

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Abstract

This study aims to design digital learning media using digital comics that are expected to increase students' civic disposition towards Pancasila values. The approach applied is research and development with the ADDIE model as the methodology. The research subjects involved 36 fourth grade students of SDN Kauman. Data collection techniques were applied using observation, interviews and questionnaires. The research instruments were observation sheets, interviews, material and media expert validation, teacher and student response questionnaires and civic disposition questionnaires for pre and post tests. Data analysis was done through T-test and paired sample t-test. The results indicated that the product was rated very feasible by the media experts 96% and 96% by the material experts. the practicality score value of the teacher's response reached 71% and 81% students including the "good" category. The paired sample t-test showed the average pre-test score was 77.3 while the average post-test score increased to 83.5 reflecting a significant increase. The paired sample t-test shows a significant difference between the pre-test and post-test scores, proving that the digital learning media developed is feasible, practical and effective in increasing civic position in Pancasila education learning.

Keywords : Digital Comic Media, Pancasila Education, Civic Dispositin

INTRODUCTION

Pancasila education at the elementary school level has a very important role in shaping the character and noble values of Indonesia's young generation. Pancasila education focuses on shaping the character of students to become responsible citizens who have morals and ethics in accordance with these values (Kurnia, 2023). Pancasila education plays a role in instilling civic knowledge, skills, and attitudes, as well as teaching the importance of social and political participation based on Pancasila values (Santoso, Gunawan, Lezkha Yuzniati Raisya, Salsabilah Azzahra, 2023).

Pancasila education has three main components in civic learning, namely civic knowledge, civic skills, and civic disposition, which play an important role in shaping citizens who actively participate in social and state life (Rizwan, 2024). This research

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focuses on civic disposition, which is an important foundation for civic knowledge and skills. This attitude is formed from daily experiences and greatly influences the level of student participation in social and state life (Febryanti, 2019). However, recent studies have shown a decline in the quality of civic attitudes among students, such as a weakening sense of nationalism and tolerance. Therefore, this study will examine the potential of learning media in improving students' civic attitudes (Parwati, Y., Saylendra, N. P., & Nugraha, 2023)

Learning media has great potential in shaping students' civic attitudes. By utilizing a variety of appropriate media, we can stimulate students to develop values such as nationalism, tolerance and responsibility. This research will examine how learning media can be an effective tool in overcoming the current decline in the quality of citizenship attitudes, as found by (Parwati, Y., Saylendra, N. P., & Nugraha, 2023).

Based on the results of interviews with grade 4 teachers at SDN Kauman Jepara, it is known that teachers have tried to apply various learning media such as educational videos and Learner Worksheets (LKPD) based on matching pictures to increase student involvement in the learning process. Although the learning media used is quite varied, classroom observations show that some students still tend to be passive when learning takes place. Some students lack high motivation to learn, find it difficult to understand material related to Pancasila values, and show low attitudes or characters in the civic disposition aspect, such as lack of responsibility, cooperation, and tolerance towards classmates.

Civic disposition is an important aspect in shaping students' character as responsible, active citizens who uphold democratic values and Pancasila. However, observations at SD Kauman showed significant challenges in developing this disposition among Grade 4 students. 65% of students were active in class discussions and answering questions, while the other 35% tended to be passive or preferred to remain silent. This inactivity was reflected in low participation in collaborative activities, such as group discussions, where only a minority showed initiative to cooperate or help friends. Based on teacher records at Kauman Jepara Elementary School, more than 40% of students face obstacles in understanding the values of Pancasila. This difficulty is reflected in the results of daily assessments, where most students obtain scores that do not meet the Minimum Completion Criteria (KKM) standards. The main obstacle students face is in explaining the basic concepts of Pancasila, such as social justice and unity, as well as providing concrete examples or understanding the meaning of these values.

This problem is related to the indicators of civic disposition, namely: 1) Civic Awareness and Democracy: Students' understanding of democratic values, such as tolerance, social responsibility, and awareness of rights and obligations as citizens. In observations, passive students often lack understanding of the importance of

involvement in discussions or democracy-based activities (Hidayah, N., 2022). 2) Collaboration and Social Solidarity: Students' ability to work together, respect differences, and help friends who are struggling. Decreased collaboration in group activities indicates students' low social skills in working together effectively (Kurniawan, R., 2023) 3) Commitment to Pancasila Values: Internalization of values such as social justice, humanity, and mutual cooperation. The assessment results show that students have not fully internalized these values, which has an impact on their low understanding of Pancasila (Cahyono, Y., 2021).

Previous research has shown that interactive learning media can help improve students' civic disposition significantly. In this context, digital comics are proposed as an interesting solution. Digital comics media offer creative narratives and interesting illustrations, making it easier for students to absorb abstract concepts such as Pancasila values. Research shows that the use of technology-based media, such as digital comics, can increase students' learning motivation and understanding of the material being taught. In addition, digital comics can help students develop civic disposition in a way that is more applicable, interesting, and relevant to their daily lives, so as to build state awareness, collaboration skills, and commitment to Pancasila values more effectively (Cahyono, Y., 2021) (Sari, A. D. I., 2023b). This approach is in line with efforts to develop technology-based character education that can be practically applied in the classroom, providing relevant solutions to the challenges faced by students in learning Pancasila values in the digital era.

Digital comics are media that not only offer interesting visualizations, but are also equipped with interactive features that provide a more enjoyable and in-depth learning experience for students. By using digital comics, students can learn through visual narratives that are easy to understand, while exploring abstract concepts contained in Pancasila values in a more real and concrete way (Eva, R. P. V. B., Sumantri, M. S., & Winarsih, 2020).

Digital comics have great potential in facilitating a better understanding of Pancasila values, as well as encouraging students to apply these values in everyday life. This digital comic is designed by considering the learning characteristics of elementary school students, using simple language and visualizations that are easy to understand. In addition, this digital comic will be equipped with interactive features, such as animations and quizzes, to increase student involvement in the learning process (Ni Kadek Ayu Nanda Wulandari, Ni Nyoman Ganing, 2023). By using digital comics, students can learn through visual narratives that are easy to understand, while exploring abstract concepts contained in Pancasila values in a more real and concrete way (Eva, R. P. V. B., Sumantri, M. S., & Winarsih, 2020).

The advantages of this digital comic are in the form of a digital format and can be accessed using an electronic device, in addition to the storyline, it can also display

videos that are relevant to the content of Pancasila values, which can help students understand learning material (Fitri, A. S., Aeni, A. N., & Nugraha, 2023). This digital comic media has a number of advantages that make it different from previous research. This media comes in an interactive digital format, so it does not require the use of paper and can be accessed via digital devices, both for distance and face-to-face learning. In addition, this media is equipped with wordwall-based question exercises, which not only help students test their understanding but also make learning more interactive and learner-centered. The narrative in the comic is designed to be relevant to the context of students' lives, such as cooperation in groups, and respect for differences, making it easier for students to connect the values of Pancasila with their daily lives. Not only that, this media also supports teachers to be more technologically literate by providing digital-based learning tools that are in accordance with the demands of the Merdeka Curriculum.

The development of digital comic media based on Pancasila values is expected to be an innovative solution to improve students' civic disposition. This digital comic will be tested on grade 4 students at SDN Kauman Therefore, this research has the following objectives: 1) to develop attractive digital comic media, 2) to test the feasibility, validity and practicality of digital comic media in delivering Pancasila Education materials, and 3) to assess the effectiveness of digital comics in improving students' civic disposition. Thus, this research is expected to provide concrete recommendations for the development of teaching materials for Pancasila Education that are more interesting and effective, and contribute to the development of the Merdeka curriculum.

METHOD

This research uses the Research and Development (R&D) method, which in the field of education requires researchers to produce efficient products or services (Yuliani, W., & Banjarnahor, 2021). This product was developed to produce digital comics. The development model used is the ADDIE model, which was developed by Branch in the book (Batubara, 2020). The ADDIE model has five stages in the development of a product, namely: 1) Analyze, 2) Design (Planning), 3) Development (Development), 4) Implement (Implementation), and 5) Evaluate (Evaluation). This research produces a digital comic learning media developed to improve civic disposition or civic attitudes. The development flow diagram is presented in the following figure to provide a clear picture of the development process carried out:

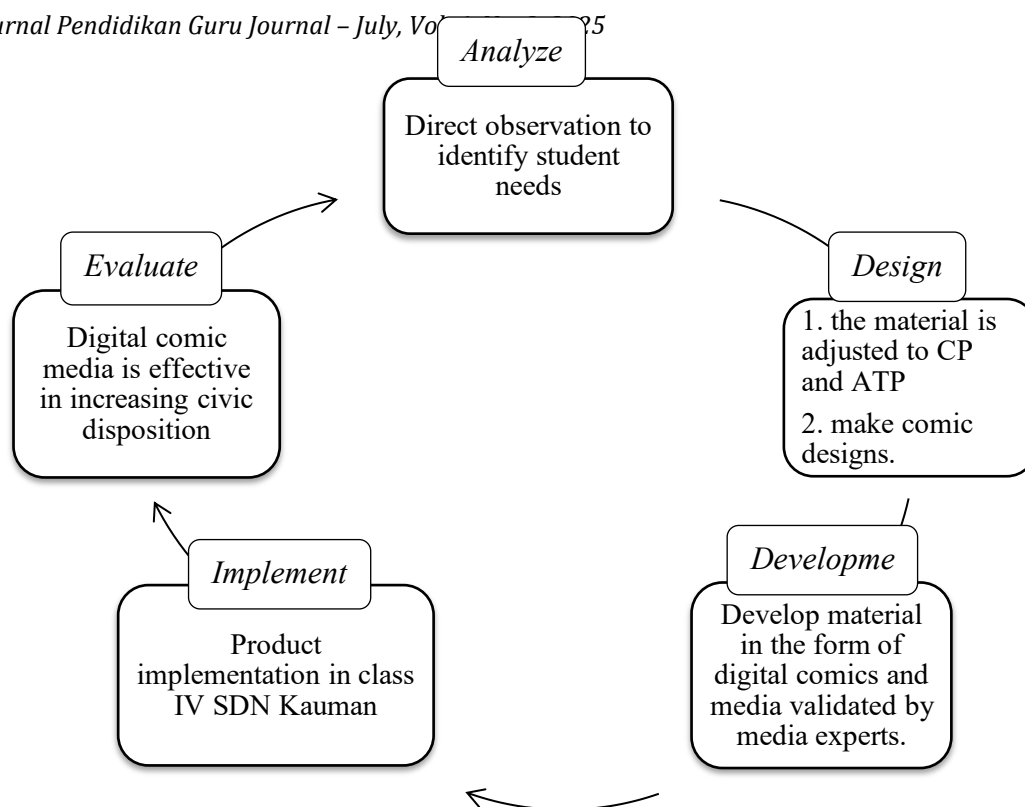


Figure 1.ADDIE Model Development Flow Chart

In this research, the use of validation instruments is a very important aspect in ensuring the quality of the learning media developed, especially digital comic media that will be used to improve students' civic disposition. This validation instrument serves to collect data regarding the feasibility of learning media, both in terms of content, design, and relevance to the expected learning objectives. The validation instrument is a validation sheet used to collect data that is valid or not the learning media to be developed (Chasanah, L. R. Y., & Erita, 2023). In this study, the validation instrument played an important role in assessing the feasibility of the digital comic media developed. There are several instruments used, namely:

- 1) Expert Validation Sheet: this instrument was used to obtain input from material and media experts regarding the content, appearance, language, and interactivity of the media. Validation is done using a Likert scale with intervals of 1-5.
- 2) Teacher and Student Response Questionnaire: This questionnaire was used to evaluate teacher and student responses to digital comic media. The aspects assessed include ease of use, attractiveness, relevance of material, and the benefits of media in learning.
- 3) Media Feasibility, Validity, and Practicality Test: The media feasibility test was conducted by calculating the average score (mean) of the experts' validation results. The data was compared with the criteria determined in the following table:

Table 1. Media Feasibility Validation Criteria

Percentage (%)	Product Validity	Product Practicality
81%-100%	Very Valid	Very Practical
61%-80%	Valid	Practical
41%-60%	Moderately Valid	Fairly Practical
21%-40%	Not Valid	Not Practical
0%-20%	Very invalid	Very not practical

The validity test results aim to ensure the media conveys the material appropriately, while the practicality test measures the extent to which the media can be applied effectively.

Table 2: Criteria for Validity and Practicality

Average Score	Score Percentage	Criteria
>4,2	81%-100%	Very feasible (no revision)
>3,4-4,2	61%-80%	Feasible (no revision)
>2,6-3,4	41%-60%	Reasonably feasible (partial revision)
>1,8-2,6	21%-40%	Not feasible (revision)
≤1,8	0%-20%	Not feasible (total revision)

The data analysis technique in this study involved several systematic steps to ensure the validity of the results. First, a normality test was conducted on the pre-test and post-test data using the Kolmogorov-Smirnov or Shapiro-Wilk test. This test aims to ensure that the data is normally distributed, which is an important prerequisite for further analysis using paired t-test.

The analysis was conducted using paired t-test to compare the average pre-test and post-test scores of the same sample group. In this analysis, the hypotheses tested were as follows: H_0 (Null Hypothesis) states that there is no significant difference between the pre-test and post-test scores, while H_1 (Alternative Hypothesis) states that there is a significant difference between the pre-test and post-test scores. The decision regarding

the hypothesis is made based on the probability value (p-value), where H_0 is rejected if $p < 0.05$.

If the analysis shows a significant difference, it can be concluded that the digital comic learning media is effective in improving students' civic disposition. The effectiveness of this media is not only seen from the increase in scores, but also from the increase in student engagement and motivation in the learning process. Thus, this study not only focuses on the difference between pre-test and post-test scores, but also provides empirical evidence regarding the effectiveness of learning media in the context of student character development, which is very important to form Pancasila students who have good civic disposition.

Student responses to the media were analyzed using a Likert scale using intervals of 1-4. The percentage results were calculated using the formula:

$$P = f.N \times 100\%$$

Description:

P = Percentage number

f = Number of frequencies of certain responses

N = Total respondents

Table 3. Student Response Criteria

Skor Presentase	Kriteria
81%-100%	Very good
61%-80%	Good
41%-60%	Fair good
21%-40%	Poor good
0%-20%	Not good

The research method describes the research location, scope or object, main materials and instruments, place, data collection techniques, operational definitions, research variables, and analysis techniques.

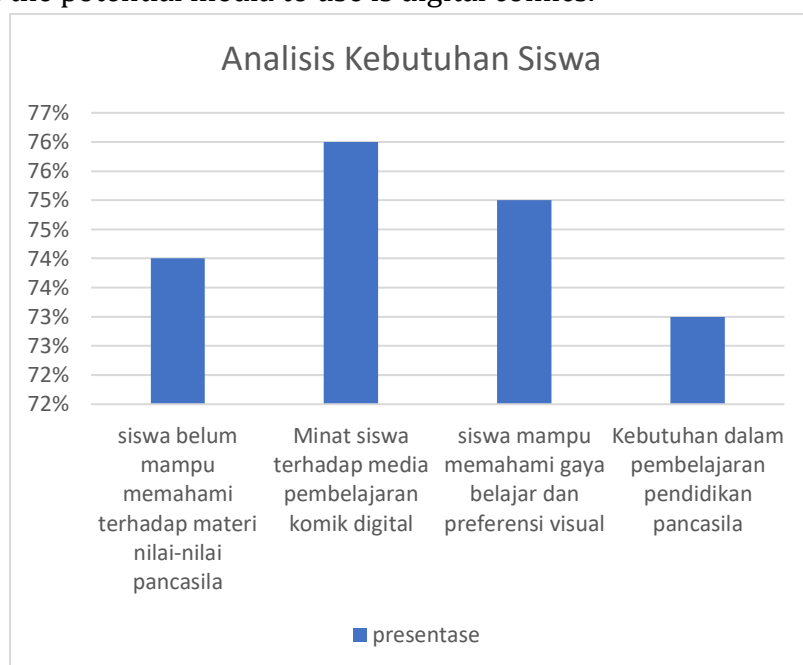
RESULTS AND DISCUSSION

Research findings

This development research was carried out through several stages, namely needs analysis, product specification design, product development, implementation, and evaluation. The evaluation stage is carried out by testing the feasibility, validity and practicality of the product by users.

Analysis

At the analysis stage, researchers made direct observations in the field to identify student learning needs, with data collected through questionnaires filled out by students as respondents. The results of the analysis show that students have not been able to apply the values of Pancasila in everyday life, so learning media is needed that can help them understand and internalize these values in a contextual and fun way. Learning media is expected to link the values of Pancasila with real situations, so that students not only understand in theory, but are also able to apply them in real actions. One of the potential media to use is digital comics.



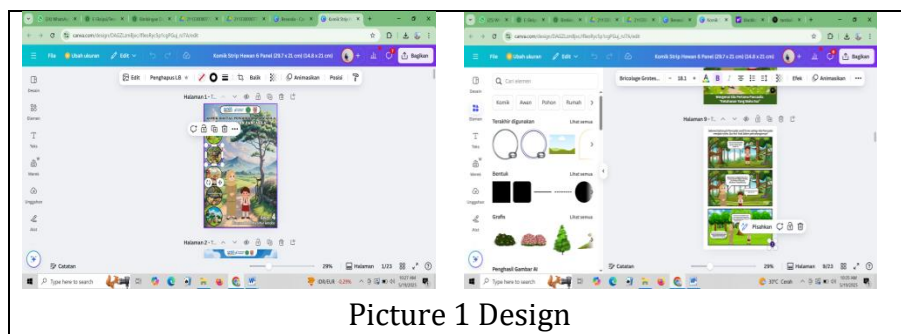
Design

The initial data analysis and collection stage has been conducted before proceeding to the design stage, which focuses on designing solutions to the identified learning problems. These solutions were developed in the form of a hypothetical model, which became the basis for product design and reference for the next stage of development. The design is directed at developing learning media in the form of digital comics that raise the material of Pancasila values. This comic is designed with a narrative and visual approach that is attractive to grade IV elementary school students. In addition to functioning as a means of delivering material, this comic also aims to shape students' civic disposition by instilling values such as responsibility, social care, deliberation, and tolerance through storylines and characters that are close to everyday life.

In the design process, the comic content is organized based on the applicable Learning Outcomes and Learning Objectives (ATP). The visual design was developed to match the content, storyline, and illustrations to support the improvement of students' civic disposition. This digital comic presents simulations and case studies that represent the application of Pancasila values in the school and community environment, with

strong visual appeal and narrative and emotional message delivery. Hopefully, students can more easily understand the meaning of these values in everyday life.

Each episode comes with an interactive quiz through the Wordwall platform to test students' understanding of the values in the story, encourage critical thinking skills, and make this digital comic an educational entertainment medium as well as a fun and effective means of evaluation. The process of creating this comic design was carried out using Canva, a graphic design platform that allows researchers to easily create attractive and professional visuals. By utilizing Canva's features, researchers can integrate visual elements that support the narrative, so that the final result is not only informative but also attractive to students.



Picture 1 Design

Development

After the design stage is complete, the digital comic product has a mature conceptual design, including material content, storyline, visual illustrations, and interactive strategies. The research then proceeds to the development stage, where the design is realized into digital comic products that are ready for validation assessments and effectiveness trials in improving the civic disposition of grade IV elementary school students. The development process includes preparing a story script that contains Pancasila values, creating visual illustrations to attract students' attention, and adding interactive quizzes based on the Wordwall platform to test students' understanding.

The digital comic is designed so that students can simply read and understand the content that has been compiled, without the need to create their own comics. Each episode is equipped with a quiz to test understanding of Pancasila values conveyed through the adventure theme. The comic consists of five episodes, each with a theme related to the five precepts of Pancasila: Adventure in the Sacred Forest (first precept), Adventure in the Peaceful Village (second precept), Adventure in the City of Unity (third precept), Adventure in the Deliberative Village (fourth precept), and Adventure in the Prosperous City (fifth precept). This stage aims to produce an initial rototype of digital comic media that can improve students' civic disposition.



Figure 2. Digital Comic Development

Implement

In the validation stage, there were ten aspects assessed by media experts and material experts, including the suitability and depth of the material, image quality, and information delivery. The first validator, Mr. Muhaimin, S.Pd.I., M.Pd., gave a score of 56% with notes of improvement on the character and comic components. After revision, the second validator, Mr. Muhammad Alie Muzakki, S.Pd., M.Pd., gave a score of 96% with notes on the removal of peacock images. Validation from the material expert, Mrs. Farah Ika Ermila, S.Pd.SD, also scored 96%, with suggestions to use more natural dialog sentences. Based on this score, the product was declared very feasible to use. Furthermore, the digital comic media was tested at SDN Kauman with 36 grade IV students, and after the group learning process, the media was approved for use in learning.



The findings from this questionnaire will be used to assess the practicality of the media. The following table shows the results of the teacher response questionnaire.

Table 4. Results of teacher response questionnaire

Aspects	Teacher response results
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Learning media needs	20
Readiness of teachers and school infrastructure	15
Effectiveness of digital comic media	18
The impact of learning media on civic position (citizenship attitude)	18
Total	71

Based on user assessment, teachers gave a positive response to the use of digital comics, which was proven to improve students' civic disposition during learning. This finding is in line with previous research which shows that comic media can improve students' civic character, such as responsibility and discipline (Hidayat, H., Mulyani, H., Nurhasanah, S. D., Khairunnisa, W., & Sholihah, 2020). Other research also indicates that interactive comics are effective in improving students' understanding of the material, which contributes to improving civic disposition (Kusuma et al., 2021). In addition, the use of e-comics in Civics learning strengthens student character and supports the development of better civic attitudes (Sari, A. D. I. 2023)

Table 5. Student response

Aspects	Score Average Percentage of Student Response	Criteria
Student interest	81	Very good
Understanding of the material	84	Very good
Interest in digital comics	81	Very good
Civic disposition	82	Very good

Based on the response results from 36 students of class IV SDN Kauman showed high interest in the material of Pancasila values, with an average score of 81% which is classified as very good. Students' understanding of the material is also good, reaching 84%. The use of digital comics as learning media received a positive response with a score of 81%, and the civic disposition aspect showed a positive civic attitude with a score of 82%. This finding shows that students are not only interested in the material, but also able to understand and apply it in everyday life through interesting media, and show character in accordance with the values of Pancasila. Observations during learning indicate high student enthusiasm for digital comics, which are packaged in the form of interesting adventure stories. Many students felt happy and found it easier to

understand the material, and admitted that this was their first experience using digital comic media, which increased their enthusiasm and curiosity.

Evaluate

At the research stage, the effectiveness of digital comic media in improving the civic disposition of elementary school students was evaluated. This evaluation uses a Likert scale-based questionnaire that students fill out after learning, aiming to identify changes in students' perceptions and abilities before and after using the media. The evaluation results, which were obtained from ten assessment indicators by comparing pre-test and post-test scores, were normalized into percentages against the maximum score of 175 to provide a more proportional picture of achievement. In general, the results show an increase in scores on most indicators after the use of digital comic media, supporting the hypothesis that the media has a positive and significant impact on improving students' civic disposition as well as strengthening the understanding of civic values and students' active involvement in learning.

Table 6. pre test and post test of SDN Kauman Jepara

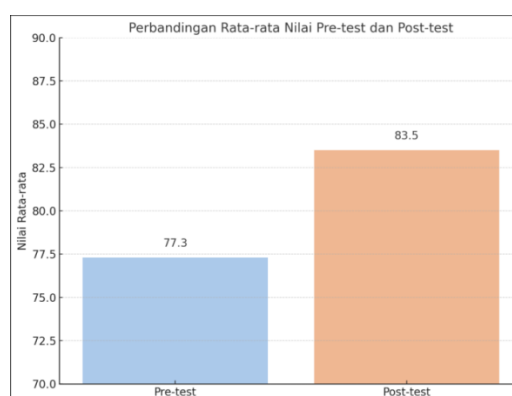
No .	Indicator	Presentas e pre test	Presenta se post test	Skor pre test	Skor post test
1	I understand the value of mutual cooperation and the importance of working with friends	81%	85%	142	149
2	I believe the values of justice and unity are important in everyday life.	72%	81%	126	141
3	I always try to do my assignments seriously and on time.	77%	86%	135	150
4	I am responsible for keeping the school environment clean and tidy.	88%	83%	154	145
5	I feel it is important to help friends who are in trouble	75%	86%	132	150
6	I like to maintain good relationships with all my friends without discriminating.	77%	81%	134	142
7	I like to discuss and listen to my friends' opinions when there is a problem together.	77%	81%	135	142

8	I try to reach good decisions with friends through deliberation.	68%	82%	119	143
9	I respect friends who are different from me in religion, ethnicity, or culture..	81%	87%	141	152
10	I try to be patient and accept differences from my friends in class.	77%	84%	135	147
Total Score		-	-	1353	1461
Average Percentage		77%	83%		
Criteria		Good	Very Good		

Analysis Results

The analysis showed no significant difference between the pre-test and post-test results based on the ANOVA test, with an F value of 1.44 and $p = 0.350$. The assumption tests conducted, including the homogeneity of variance test (Levene's Test) and the normality test (Shapiro-Wilk), showed that these assumptions were met, with $p = 0.460$ and $p = 0.194$. The Shapiro-Wilk normality test results showed a W value of 0.922 and a p-value of 0.332, indicating that the pre-test and post-test data were normally distributed ($p > 0.05$), so the t-test used was valid. This indicates that the data used in the analysis is eligible for further testing.

A paired samples T-test showed a significant difference between the pre-test and post-test scores, with a t-statistic of -4.25 and $p = 0.002$. The mean difference between the two tests was -6.27, with a 95% confidence interval between -9.57 and -2.98, and an effect size (Cohen's d) of -1.28, indicating a large effect. Descriptive data showed the mean pre-test score was 77.3, while the mean post-test score increased to 83.5, reflecting a significant improvement after the intervention.



The bar chart above presents a comparison of the average pre-test and post-test scores to assess the effectiveness of a learning intervention. It can be seen that the

average pre-test score of 77.3 increased to 83.5 in the post-test, indicating an increase in learning outcomes after the intervention was given. This improvement is not only visually apparent, but also supported by the statistical test results that show a significant difference between the two tests. The paired sample t-test yielded a t-value of -4.25 with a p-value of 0.002, indicating that the difference was statistically significant ($p < 0.05$). In addition, the large effect size (Cohen's $d = -1.28$) indicates that the intervention had a strong impact on improving learning outcomes. Thus, this diagram makes it clear that the intervention was successful in significantly improving participants' abilities, both quantitatively and statistically.

The process of developing digital comic media is carried out systematically and purposefully to meet student learning needs, especially in improving civic disposition. This research produces a product in the form of digital comic-based learning media that contains material on Pancasila values. With the hope of being an innovative and effective alternative in delivering material, this digital comic is designed to attract elementary school students' interest in learning through visual presentations that are in accordance with their developmental characteristics. This is expected to facilitate a more optimal understanding and internalization of Pancasila values.

The importance of learning media in Pancasila education has been proven by (wahid, F.S., Mutaqin,A, & Yasin, 2021) research, which shows that digital comic-based learning media can increase student engagement and facilitate understanding of Pancasila values. In addition, the results of research by (Sari, A. D. I. 2023) entitled 'The Role of Visual Media in Learning Pancasila Values' revealed that visual media, including comics, help students understand and internalize Pancasila values better.

The effectiveness of comic media in improving learning outcomes has also been proven through a meta-analysis by (Candrayani, A. N., Ambarwati, Y. D., & Wibisono, 2024) which confirms that the use of comic media can significantly improve student learning outcomes in Pancasila education. Setiawan, R.'s (2021) study titled 'The Impact of Comic Media Use on Student Learning Outcomes' shows that students who use comic media achieve better learning outcomes compared to those using conventional methods. Research by (Fitri, A. S., Aeni, A. N., & Nugraha, 2023) also found that digital comics can improve students' learning outcomes on Pancasila values material, with an average product validation of 96.2% and student response of 90.3%.

In addition, (Ambarwati, R. A., Wahyudi, W., & Mukmin, 2023) demonstrated the effectiveness of i-Spring-based digital comics in improving student understanding, with a post-test score of 90.4%. (Maharani, N., Lestari, S., & Suyanti, 2023) also developed a project-based e-comic focused on strengthening the Pancasila learner profile, with a validity of 96% and a student response rate of 90%. These findings support the effectiveness of digital comics as a learning medium for improving students' civic disposition through Pancasila-related content.

The development of civic disposition through learning media is also a focus of research. (wahid, F.S., Mutaqin, A., & Yasin, 2021) show that digital comic-based learning media supports the strengthening of the Pancasila student profile through the development of students' civic disposition. (Hidayat, H., Mulyani, H., Nurhasanah, S. D., Khairunnisa, W., & Sholihah, 2020). in the article 'Developing Students' Civic Disposition Through Project-Based Learning' found that learning involving projects can enhance students' social awareness and civic disposition. Additionally, Rahmawati, L.'s (2022) research titled 'The Role of Character Education in Building Students' Civic Disposition' shows that character education integrated with Pancasila values can strengthen students' civic disposition from an early age.

Digital comic-based learning media not only increases student engagement and learning outcomes, but also contributes to the development of civic disposition, which is important for shaping the character of Pancasila students. Relevant studies support the importance of using this media in the context of elementary school education.

CONCLUSION

This study concludes that the stages of developing digital comic-based learning media have been systematically implemented and have successfully improved students' civic disposition towards Pancasila values. This media meets the criteria for effectiveness as an educational tool, supported by validation results from subject matter experts and media experts indicating the criterion of "Highly Effective." The implementation of this media has proven effective, with a significant improvement in civic disposition, as evidenced by statistical analysis revealing a significant difference between pre-test and post-test scores. Students and teachers also showed positive responses to this media, with an average practicality score of 71 for teachers and 82 for students. Thus, digital comic-based learning media is not only feasible to implement but also effective as a solution for improving the civic disposition of fourth-grade students at SDN Kauman.

The conclusion contains a brief summary of the results of the research and discussion, as well as contains suggestions for users, readers and authors from the resulting research results.

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