

Research Article

Development of Digital Comic Media IPAS Based on LVEP to Enhance Global Diversity Character in Grade V Elementary School

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Abstract

This study aims to create a digital comic medium utilizing the Living Values Education Program (LVEP) to foster global diversity character in fifth-grade elementary students. The objective is to nurture students' potential in personality, morals, skills, and spiritual aspects. Introduced by Indonesia's Minister of Education and Culture, Nadiem Makarim, in April 2021, the "Merdeka Belajar" Curriculum (Kumer) focuses on character education through the Pancasila Student Profile (P3) and encourages student autonomy in learning. The research employs the 4D development model: definition, design, development, and dissemination. Validation by media and material experts showed positive feedback and acceptance by teachers and students, affirming the medium's effectiveness in promoting global diversity character. This medium is expected to contribute to innovative learning methods and support the improvement of character education quality in Indonesia. Further development and implementation are anticipated to enhance efforts in fostering global diversity character among students.

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Introduction

The 21st century is marked by the fourth industrial revolution, impacting globalization in terms of technology, thought, and lifestyle (Mintawati, 2022). Globalization presents challenges across various aspects, including education (Subitmele, 2023). Education aims to develop students' potential in personality, morals, skills, and spirituality (Pristiwanti et al., 2022), and to create a competent and nationally aware society (Sujana, 2019).

The Merdeka Belajar Curriculum (Kumer), introduced by Nadiem Makarim in April 2021, emphasizes character education and student autonomy, replacing the Strengthening Character Education (PPK) with the Pancasila Student Profile (P3). P3 includes faith, piety, noble character, creativity, cooperation, critical thinking, independence, and global diversity (Rusnaini et al., 2021). Global diversity teaches students to maintain cultural identity and remain open-minded towards other cultures (Kementrian Pendidikan dan Kebudayaan, 2020). Key elements include cultural appreciation and intercultural communication skills (Sukriyatun, 2022).

Research shows that integrating the Living Values Education Program (LVEP) into thematic learning positively impacts anti-radicalism (Apriani et al., 2019) and strengthens student nationalism (Sari & Apriani, 2020), including for the alpha Research shows that integrating the Living Values Education Program (LVEP) into thematic learning positively impacts anti-radicalism (Apriani et al., 2019) and strengthens student nationalism (Sari & Apriani, 2020), including for the alpha This study aims to assess the feasibility of digital comic media based on LVEP in education, titled "Development of LVEP-Based Digital Comics for Enhancing Global Diversity Character in Fifth Grade Elementary Students".

Methodology

In this study, Research and Development (R&D) methodologies were employed. The R&D method involves systematic research and the development of specific products within a given field, ultimately yielding products with demonstrable success (Saputro, 2017). Moreover, Salim and Haidir (2019) assert that R&D is a potent strategy for enhancing practical applications. It refers to a comprehensive series of processes aimed at either developing new products or refining existing ones to achieve improved performance and utility.

The development model utilized in this study is commonly referred to as the Thiagarajan model or the 4D model. The rationale for employing the 4D model in this research is due to its provision of detailed explanations regarding the necessary actions at each stage of the product development process. This model is particularly well-suited for developing instructional tools. This aligns with the objective of this study, which is to develop learning media in the form of LVEP-based IPAS ecomics.

The stages of the 4D model are:

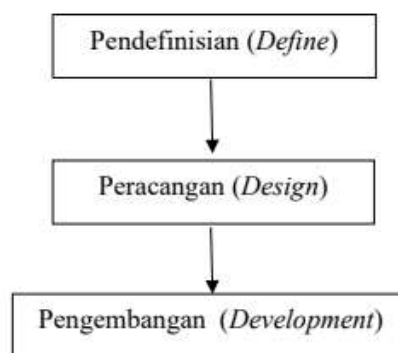


Figure 1. Modified 4D Development Model

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The 4D Model, applied in the development of LVEP-based IPAS e-comics, encompasses four key phases: Define, Design, Develop, and Disseminate. In the Define phase, product development requirements are identified and established, involving steps such as curriculum analysis, understanding the personal characteristics of students, material identification, and formulating objectives (Mulyatiningsih, 2020).

The Design phase entails creating a structured plan for the product, which is validated by experts to ensure its appropriateness. The Develop phase involves expert evaluation and real-world testing of the product design. The Disseminate phase, although not fully implemented in this study, includes validation testing, packaging, and adaptation. This model provides a detailed, step-by-step guide for developing educational media, thereby aiding researchers in the effective creation of LVEP-based IPAS e-comics. The focus of this research was to determine the feasibility and student response to the developed media, hence stopping short of full dissemination.

Result

The product developed in this study is a digital social science comic based on LVEP to enhance the global diversity character of fifth-grade elementary school students. The development model used is one type of development model from research and development, namely the 4D model modified in three stages: Define, Design, and Development.

Discussion

Following the development of LVEP-based digital IPAS comics aimed at enhancing the global diversity character traits of fifth-grade students, the product underwent a comprehensive validation process. This process involved evaluations by subject matter experts, media experts, teachers, and students to determine its feasibility and effectiveness. The 4D development model, encompassing Define, Design, Develop, and Disseminate stages, was employed. However, this study was limited to the Develop stage after necessary validations and revisions.

Media experts evaluated the comics on presentation and graphic quality, resulting in average scores of 3.3 and 3.7, respectively, culminating in an overall score of 3.5, categorized as "good." Similarly, subject matter experts assessed content and language feasibility, yielding average scores of 3.2 and 4.1, respectively, with an overall score of 3.6, also categorized as "good."

Teacher responses were gathered through a questionnaire covering content, language, presentation, and graphic feasibility. The average scores for these aspects were 4.5, 4.6, 4.5, and 5, respectively, with an overall score of 4.6, categorizing the response as "very good."

Table 1. Table Name

Evaluated Aspect	Total Score	Average Score	Criteria
Content Feasibility	45	4.5	Very Good
Language Feasibility	37	4.6	Very Good
Presentation Feasibility	41	4.5	Very Good
Graphic Feasibility	25	5	Very Good
Total Score	148	18.6	
Average Score	4.6	4.6	Very Good

Student responses were collected using a 12-item questionnaire, resulting in an average score of 90.3%, indicating a "positive" response. According to the guidelines for converting quantitative data to qualitative data, the LVEP-based digital IPAS comics received positive feedback from students, demonstrating its potential as an effective learning medium.

The development of digital comic media for IPAS based on LVEP contains practical methods and value activities that support the process of instilling values that are adjusted to the curriculum used (Apriani, 2021). Learning activities carried out in LVEP include activities to understand reflection points, imagination activities, relaxation exercises, artistic expression, self-development activities, social skills, and encouraging students to improve their own creativity and talents (Apriani and Sari, 2024). The insertion of LVEP values in IPAS digital comics can help students understand and practice life values that can improve the character of global diversity. The character of global diversity is one of the characters of P3 (Pancasila Student Profile).

The development and validation of the IPAS-based LVEP digital comic for enhancing global diversity character among 5th-grade elementary students have shown promising results across various assessment criteria. The validation process involved experts from different domains, including content, language, presentation, and graphics, each evaluating the suitability of the comic in its respective aspect. The content of the comic was deemed excellent, with a high average score of 4.6, reflecting its strong alignment with educational objectives and the curriculum's diversity goals. The high scores obtained in language suitability (4.6), presentation suitability (4.5), and graphic suitability (5.0) underscore the effectiveness of the comic in engaging and educational delivery. These results align with previous studies emphasizing the positive impact of digital comics in educational settings, particularly in promoting values and cultural diversity (Jannah & Reinita, 2023; Fitri et al., 2023).

Moreover, the positive feedback from teachers and students further supports the utility of the IPAS-based LVEP digital comic as an effective educational tool. Teachers rated the comic highly across various aspects, particularly praising its content richness and graphical appeal. Students, on the other hand, responded positively, with over 90.3% expressing satisfaction and engagement with the comic, as indicated by their response scores.

The implications of these findings suggest that integrating digital comics like IPAS-based LVEP into educational practices can enhance students' understanding of global diversity and foster positive character development. Future studies could explore longitudinal effects and compare different formats and contents to further optimize educational outcomes using digital media.

Conclusion and Recommendation

The study "Development of LVE-Based Digital IPAS Comics for Enhancing Global Diversity Characters in Fifth Grade Students at SD" concludes that the digital comic media, developed using the 4D model (define, design, develop, disseminate), was validated and revised based on expert feedback. Media experts rated it 3.5 on average, indicating good quality, while subject matter experts rated it 3.6, also indicating good quality. Feedback from fifth-grade teachers at SD N Kasihan averaged 4.6, indicating high suitability as a

teaching aid. Fifth-grade students at the same school responded positively, with a 90.3% approval rate, underscoring the accessibility and effectiveness of the LVE-based digital IPAS comics as a learning tool. These findings highlight the efficacy of the comics in enhancing global diversity characters among fifth-grade students, supporting their educational development comprehensively.

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