

**DEVELOPMENT OF DIGITAL COMICS MEDIA BASED ON I-SPRING ON
PANCASILA VALUES MATERIAL FOR GRADE IV SDN 2 KUTOANYAR,
TULUNGAGUNG REGENCY**

Ratna Ayu Ambarwati*

*Universitas Nusantara PGRI Kediri, Indonesia

rattnayu7@gmail.com

Wahyudi

Universitas Nusantara PGRI Kediri, Indonesia

wahyudi@unpkdr.ac.id

Bagus Amirul Mukmin

Universitas Nusantara PGRI Kediri, Indonesia

bagusamirul@gmail.com

Received 27 July 2024, Accepted 14 December 2024, Published 24 December 2024

Abstract

This study aims to develop and test the validity, practicality, and effectiveness of I-Spring-based Digital Comic Media on Pancasila Education subjects in class IV SDN 2 Kutoanyar. By using the ADDIE development model which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation, this research begins with problem identification through observations and interviews at the school. The material was developed using Microsoft PowerPoint application and converted into an interactive multimedia format with i-Spring. Media validation was carried out by material experts and media experts, giving 88% and 92% marks respectively, which accumulated to 90%, indicating that the media was very valid. Implementation involved limited trials and extensive trials involving students and teachers, showing excellent practicality with an accumulative score of 93.5% from student and teacher responses, indicating the media was very practical and did not require revision. The effectiveness test through evaluation questions (Post Test) showed positive results, with the average score of students reaching 90.4%, exceeding the Minimum Completeness Criteria (KKM) of ≥ 75 , which means that this media is

very effective in increasing students' understanding and enthusiasm for Pancasila values material. Thus, I-Spring-based Digital Comic Media can be recommended as a valid, practical, and effective learning media to be applied in Civics education in elementary schools.

Keywords: Digital Comic Media for PPKn Learning Development Model ADDIE.

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji kevalidan, kepraktisan, serta keefektifan Media Komik Digital Berbasis I-Spring pada mata pelajaran Pendidikan Pancasila di kelas IV SDN 2 Kutoanyar. Dengan menggunakan model pengembangan ADDIE yang terdiri dari lima tahapan utama: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi, penelitian ini diawali dengan identifikasi masalah melalui observasi dan wawancara di sekolah tersebut. Materi dikembangkan menggunakan aplikasi Microsoft PowerPoint dan diubah menjadi format multimedia interaktif dengan i-Spring. Validasi media dilakukan oleh ahli materi dan ahli media, masing-masing memberikan nilai 88% dan 92%, yang mengakumulasi menjadi 90%, menandakan media sangat valid. Implementasi melibatkan uji coba terbatas dan uji coba luas dengan melibatkan siswa dan guru, menunjukkan kepraktisan yang sangat baik dengan skor akumulatif 93,5% dari respon siswa dan guru, mengindikasikan media sangat praktis dan tidak memerlukan revisi. Uji keefektifan melalui soal evaluasi (Post Test) menunjukkan hasil yang positif, dengan nilai rata-rata siswa mencapai 90,4%, melebihi Kriteria Ketuntasan Minimal (KKM) sebesar ≥ 75 , yang berarti media ini sangat efektif dalam meningkatkan pemahaman dan antusiasme siswa terhadap materi nilai Pancasila. Dengan demikian, Media Komik Digital Berbasis I-Spring dapat direkomendasikan sebagai media pembelajaran yang valid, praktis, dan efektif untuk diterapkan dalam pendidikan PPKn di sekolah dasar.

Kata Kunci: Media Komik Digital Pembelajaran PPKn Model Pengembangan

ADDIE

INTRODUCTION

Education requires a conducive learning environment so that students can actively develop their abilities and gain religious, spiritual, self-discipline, character, intelligence, noble ethics, and skills needed for personal, community, national, and state development. Learning is an interaction between students and educators using learning resources in a learning environment. Ideally, learning involves active interaction between teachers and students, encouraging participation, using methods and strategies that are appropriate to students' needs, and providing space for critical, creative, and independent thinking. Civic Education (PPKn) in elementary schools aims to shape the character of the nation based on Pancasila, the constitution, and community norms. Observations at SDN 2 Kutoanyar showed that students were less interested in PPKn lessons due to monotonous teaching methods and the lack of use of interesting learning media. Learning media, such as I-Spring-based multimedia comics, can increase students' learning motivation with interesting and interactive visualizations, facilitate understanding of complex concepts, and encourage active student participation. The results of the study showed that comic media were effective in increasing students' character values in thematic integrated learning.

METHODS

This study uses a research and development (R&D) method with the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, researchers identify problems and student needs through observation and interviews at SDN 2 Kutoanyar. The Design stage involves designing materials and applications using Microsoft PowerPoint which are then converted into interactive multimedia formats with i-Spring. Furthermore, the Development stage realizes the design into an Android-based learning media product, followed by validation by material and media experts. Implementation tests the application on research subjects to obtain feedback, and the Evaluation stage assesses the effectiveness of the product, making revisions if necessary to ensure the learning media meets the expected objectives.

RESULTS AND DISCUSSION

The results of a preliminary study in grade IV of SDN 2 Kutoanyar showed the need for a solution to the identified learning problems, which were then responded to by developing I-Spring-Based Digital Comic Media for Pancasila Values material. This media is intended for grade IV students at SDN 2 Kutoanyar, Tulungagung Regency and must be validated by material and media experts to ensure its validity. Before entering the initial design stage, a needs and performance analysis was conducted. The needs analysis, which involved observation, interviews

with teachers, and questionnaires and comprehension tests for students, aimed to determine the competencies that students needed to learn to improve learning outcomes. The initial analysis focused on problems in the classroom, while the needs analysis evaluated specific needs for the product to be developed. In addition, a performance analysis was conducted to clarify whether a solution in the form of a learning device was needed to address the existing problems.

Limited Model Testing

The results of the expert validation test of the I-Spring-Based Digital Comic Media showed that this media was very valid for use without revision, with material experts giving a score of 88% and media experts giving a score of 92%. A limited trial conducted on 10 fourth-grade students of SDN 2 Kutoanyar also showed positive results, with a teacher practicality score reaching 92% and student practicality of 90%, indicating that this media is very practical. The post-test conducted after using this media also showed high effectiveness, with an average student score reaching 87.5%, which is above the Minimum Completion Criteria (KKM) of ≥ 75 . Based on these results, the I-Spring-Based Digital Comic Media has proven to be valid, practical, and effective for use in PPKn learning in fourth-grade students of SDN 2 Kutoanyar.

Expanded Model Testing

The results of the extensive trial of the I-Spring-Based Digital Comic Media show that this media is very practical and effective for use in PPKn learning in fourth-grade students of SDN 2 Kutoanyar. Involving 24 students, the results of the student practicality questionnaire obtained a score of 95%, while the teacher's response obtained a score of 92%, which when accumulated becomes 93.5%, indicating that this media is very practical without the need for revision. The effectiveness test also showed positive results, with the average student score reaching 90.4%, which is above the Minimum Completion Criteria (KKM) of ≥ 75 . Thus, I-Spring-Based Digital Comic Media can be recommended as an effective and practical learning media to increase students' enthusiasm and understanding of Pancasila value material.

Model Validation

The results of the validation test on I-Spring-Based Digital Comic Media show that this media is very valid, practical, and effective for use in PPKn learning for grade IV SDN Kutoanyar. Validation was carried out in two stages, namely by material experts and media experts. The material expert, Mr. Frans Aditia Wiguna, M.Pd., gave a score of 88%, while the media expert, Mr. Jatmiko, S.Pd., M.Pd., gave a score of 92%, so that the average validity reached 90%. The practicality test showed very good results with an average score of 92.5% from students and 92% from teachers, indicating that this media is very practical to use. The effectiveness test, based on the results of the post-test, showed an average score of 90.4%, exceeding the Minimum Completion Criteria (KKM), indicating that this media is very effective.

Thus, the I-Spring-Based Digital Comic Media is very valid, practical, and effective to use in improving learning of Pancasila values material.

Discussion of Research Results

The development of I-Spring-based Digital Comic Media for PPKn subjects in grade IV of SDN 2 Kutoanyar follows various stages including material collection, design, validation by material and media experts, and practicality and effectiveness trials. This media is in digital form using a PowerPoint application with hyperlinks that are converted into the I-Spring application, allowing access via electronic devices. Its advantages include an attractive appearance, story characters who deliver the material, quiz questions that hone students' thinking skills, and accessibility via various devices, both at home and at school. Its innovation lies in the delivery of material through interactive stories and quizzes that improve students' cognitive abilities. However, the drawbacks are the need for software and internet networks. The implementation of the model is supported by increased curiosity, cognitive knowledge, critical thinking skills, enthusiasm for learning, understanding of the material, and student learning outcomes, as well as ease for teachers in teaching. Obstacles faced include the need for revisions from validators and learning devices to meet the desired standards.

CONCLUSION

Research and development of I-Spring-Based Digital Comic Media on Pancasila Education subjects using the ADDIE model has produced products that meet the standards of validity, practicality, and effectiveness. The validation test showed a validity value of material experts of 88% and media experts of 92%, with an accumulation of 90% categorizing it as very valid. Student and teacher responses to the practicality of the media reached an accumulative score of 93.5%, indicating that this media is very practical and ready to use without revision. The effectiveness test through evaluation questions (Post Test) showed a result of 90.4%, indicating that this media is very effective and successful in conveying Pancasila value material to fourth grade students of SDN 2 Kutoanyar.

REFERENCES

- Amelia, P., & Purwaningsih, H. (2021). Desain Komik Digital Cerita Rakyat Desa Arjowilangun. *Brikolase: Jurnal Kajian Teori, Praktik Dan Wacana Seni Budaya Rupa*, 13(2). <https://doi.org/10.33153/brikolase.v13i2.3829>
- Apriliani, M. A., Maksum, A., Wardhani, P. A., Yuniar, S., & Setyowati, S. (2021). Pengembangan media pembelajaran PPKn SD berbasis Powtoon untuk mengembangkan karakter tanggung jawab. *Jurnal Ilmiah Pendidikan Dasar*, 8(2). <https://doi.org/10.30659/pendas.8.2.129-145>
- Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U. (2023). Konsep Dasar

Media Pembelajaran. 1(1), 282–294.

- Ernawati, Y., Rufii, & Waluyo, D. A. (2020). Komik Digital Ekonomi Untuk Generasi Milenial. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 8(2).
- Handayani, S. (2023). Integrasi Metode Pembelajaran Sociodrama dan Media Komik Bergambar dalam Pembelajaran Menulis Teks Sesorah Sesuai Unggah-Ungguh Bahasa Jawa. *Jurnal Pendidikan Indonesia*, 4(1). <https://doi.org/10.36418/japendi.v4i1.1535> Herni,
- Rahmawati, N., & Wiyatmo, Y. (2021). Pengembangan media pembelajaran interaktif berbasis software ispring suite 9 untuk meningkatkan minat belajar dan bemandirian Belajar peserta didik kelas X pada mata pelajaran fisika. *Jurnal Pendidikan Fisika*, 8(2).
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Sumantri, M. S., & Rachmadtullah, R. (2016). The effect of learning media and self regulation to elementary students' history learning outcome. *Advanced Science Letters*, 22(12), 4104–4108. <https://doi.org/10.1166/asl.2016.8140>
- Tambunan, H., & Napitupulu, E. (2016). Effectiveness of Interactive Multimedia Based Learning Model in Engineering Mechanics. *International Education Studies*, 9(10), 155–162. <https://doi.org/10.5539/ies.v9n10p155>
- Vaughan, T. (2011). *Multimedia Making it work ;8th Edition*. New York: McGraw-Hill.
- Wahyuni, I. (2018). Pemilihan Media Pembelajaran. *Jurnal Pendidikan*, 1(1).