

Development of Saleh's Multicultural-Based E-Comic Media in Strengthening Students' Character

by

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<p>Article History Submitted: 01 September 2024 Revised: 07 January 2025 Accepted: 21 February 2025</p> <p>Keywords: <i>E-Comic; Multicultural; Character Education</i></p>	<p>Abstract Cultural diversity and differences that are supposed to create harmony and mutual respect have turned into problems of concern, especially in education. Therefore, it is essential to formulate a policy that encourages more tolerance in education, one of the forms of which is developing suitable learning media. This study aims to develop learning media in the form of E-Komik Saleh based on multiculturalism as an effort to strengthen students' character. This study uses a research and development method by adapting the ADDIE model that includes Analysis, Design, Development, Implementation and Evaluation steps. The subjects of the study were students of SMP Negeri 7 Kota Magelang who were selected purposively. Data collection was carried out through questionnaires, interviews, observations, and tests to evaluate the effectiveness of the media developed. The results showed that E-Komik Saleh based on multiculturalism, succeeded in increasing students' understanding of multicultural values and strengthening characteristics such as the values of responsibility, discipline, independence, politeness, and tolerance. Based on the results of the pretest and posttest, strengthening students' character showed significant results on the politeness indicator (0.82) and tolerance (0.81), which were classified as effective. The responsibility indicator also recorded high results (0.76), while discipline and independence were classified as quite effective with N-Gain scores of 0.71 and 0.62, respectively. These findings indicate that E-Komik media based on multiculturalism has great potential to be applied as a learning media.</p>
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Introduction

The functions and objectives of national education are listed in Article 3 of Law No. 20 of 2003, which states that "National education serves to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to

develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." The law has an implicit meaning that education builds the nation's character. The father of national education, Ki Hajar Dewantara, defines education as an effort to develop children's character, mind, and body to achieve the perfection of life in line with nature and society (Dalyono & Lestariningsih, 2017).

Character is an individual behavior pattern and a person's moral state (Sudrajat, 2011). Character can be interpreted as the pattern of individuals' thinking and behaving in the family, school, community, and country (Marampa, 2021). Character is crucial for a quality human being (Manullang, 2013). Character can be influenced by various factors, from outside and inside of the individual. In shaping a good character, three characters components are needed: moral knowledge, awareness, and behavior (Lickona, 1996). Therefore, knowledge, awareness, and moral behavior are required in order to shape character. They act as a science that has an impact on behavior. Characteristic is the realization of positive development as individuals in the form of intellectual, emotional, social, ethical, and behavioral (Rohman, 2019).

Character education has become a significant focus of the Indonesian national curriculum, especially at the Junior High School (SMP) level, which is a critical phase in student personality development (Anugrah & Rahmat, 2024). The cultural diversity as Indonesian characteristics demands an education that focuses on academic aspects and strengthens the character of students who can live in harmony amid differences (Windayani et al., 2024). However, the conventional approach to character education could be more effective in attracting students, especially in today's digital age. With all its aspects, education in the modern era requires a system that is more innovative, creative, and able to keep up with the times (Budiman, 2017).

Indonesian society also adheres to various religions and beliefs such as Islam, Catholicism, Protestant Christianity, Hinduism, Buddhism, and Confucianism (Hoon, 2017; Mazid et al., 2021; Suri & Chandra, 2021, 2021; Susanto et al., 2020; Wardhani et al., 2018). The problem of ethnic, religious, customary, and racial differences sometimes causes polemics in the environment and schools (Sofinadya & Warsono, 2022). Cases of violence, bullying, and discrimination still occur in the community and schools. As the largest multicultural country in the world, schools in Indonesia has students from different

backgrounds (Hakim & Darojat, 2023). Diversity in education reflects a variety of viewpoints in the learning environment that have emerged from globalization and inclusive education. Students in the classroom come from various cultures, ethnicities, languages, worldviews, economic backgrounds, and abilities (Matuk et al., 2021). Cultural diversity and differences that are supposed to create harmony and mutual respect have turned into problems of concern, especially in education (Kasanah et al., 2024).

Multicultural education is also called education for people of color (Banks, 1994). It means that humans with various dimensions focus on the meaning of human colors. Engagement between the environment and education makes the scope more organized. The sense attached to the conscience indicates the direction of behavior. One of them is the sense of equality, openness, and tolerance. Virtually unlimited tolerance in a limited public space arises from spontaneous consensus between cultural communities (B. Parekh, 2008; B. C. Parekh, 2002). An understanding of educational policies and strategies in a multicultural society should include subjects such as tolerance, ethnocultural and religious differences, the dangers of discrimination, conflict resolution and mediation, human rights, democracy, plurality, multiculturalism, universal humanity, and other related topics (Suri & Chandra, 2021). Living harmoniously in a multicultural society requires a high level of tolerance (Isnani & Rezania, 2023).

Cultural diversity and differences that are supposed to create harmony and mutual respect have turned into problems of concern, especially in education (Kasanah et al., 2024). Therefore, it is essential to formulate a policy that encourages more tolerance in education. The education policy should concern curriculum, materials, tools, and teaching media. In addition, the direction in learning is needed to improve it. One of the biggest challenges in character education in the digital age is the impact of social media and online content (Sagala et al., 2024). Instructional materials are essential to the learning process (Banks & Banks, 2020). In addition to teaching materials, there is a need for innovation from media sources. Media is a tool for delivering material, making it easy for students to understand and explore the material (Mazid & Suharno, 2019). E-Comic media is one of the exciting forms of media for junior high school students. The comic is part of the media in the curriculum to support teachers' goals in increasing classroom engagement, equity, and diversity (Diamond, 2012; Matuk et al., 2021).

The use of educational media in teaching is indispensable to fostering 21st-century skills (Boyle et al., 2014; Istiq'Faroh et al., 2020). Comics are a medium in which text and visuals are fully integrated (Golding & Verrier, 2021). E-comic or electronic e - e-comic or digital e-comic is a form of visual communication that can convey information in a popular and easy-to-understand way (Elmer et al., 2018). With its interactive and visual format, E-comic can attract students' interest while effectively conveying educational messages (Radeswandri et al., 2021).

McCloud said that comics became a prominent supporter of education. Literacy and comic book innovation will stimulate understanding. Therefore, comics provide a sense of reading. Moreover, comic creators make helpful material for learning that can be used in education (McCloud, 2006). The digital era uses technology-based learning media that is efficient, innovative, and practical. Using digital comics can motivate students and improve their creativity and writing skills (Istiq'Faroh et al., 2020). Thus, E-Comic media can support active learning and students' understanding.

E Saleh e-comic is one of the names that is full of meaning from a value. The value contained in the Sa Tidar philosophy is the message "Sapa Salah Seleh," which means whoever is guilty will be caught. The letter "Sa" is written on the Sapa Salah Seleh inscription on Bukit Tidar, Magelang (Mazid et al., 2020). Saleh e-comic is the name of a media adapted from the Javanese philosophy "Sapa Salah Seleh," shortened to Saleh, which comes from the local culture of Bukit Tidar. Several articles related to comics written by researchers (Apostolou & Linardatos, 2023; Berger et al., 2023; Golding & Verrier, 2021; Isnani & Rezania, 2023; Istiq'Faroh et al., 2020; Kasanah et al., 2024; Matuk et al., 2021; Mazid et al., 2024; Radeswandri et al., 2021). Various research results from several articles that have been written have several different subjects and objects from the discussion or theme of multicultural-based E-Comics. However, the researcher here focuses on raising how to implement multicultural-based E-Comics. A case study review at SMP Magelang.

The development of Saleh's multicultural-based E-comic media is designed to answer the challenges of the development of the digital era. Nowadays, teachers and students are required to be more creative and innovative in learning and teaching. By providing E-Comic learning media that are more interesting and relevant for junior high school students. This e-comic not only presents an interesting story but also contains strong moral messages related to multicultural values such as tolerance, empathy, and cooperation. This study focuses on

the development of Saleh's e-comic media in strengthening students' characters at SMP N Magelang, which is a school with a diverse cultural background. In addition, the meaning of Saleh's Comic is a form of honesty integrity which is the philosophical meaning of Magelang residents. The meaning is on Tidar Hill or what is called Pakuning Tanah Jawa

Method

This study uses the Research and Development (R&D) method (Borg & Gall, n.d.) which aims to produce a product in the form of a multicultural-based E-Comic Saleh learning media and test its effectiveness in strengthening students' characters. The development model used in this study is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Branch, 2009). The stages carried out: First, Analysis. Needs analysis to identify problems in character learning in schools, especially related to multicultural values. Data was obtained through interviews with teachers, observation of the learning process, and analysis of curriculum documents. Second, Design.

Designing the concept of E-Comic Saleh, including determining the storyline, illustrations, and integrating multicultural values such as tolerance, cooperation, and respect for differences. A storyboard was prepared to visualize the initial design of the comic. Third, Development. Development: E-Comic Saleh was designed using graphic design and multimedia software. The initial product was validated by material experts, media experts, linguists, cultural experts, and teachers to ensure the feasibility of the content, design, and language. Revisions were made based on input from the validator. Fourth, Implementation.

The validated E-Comic was tested on students of SMP Negeri 7 Kota Magelang. The trial was carried out in a limited trial. During the implementation, observations were made to see students' responses to the media used. Fifth, Evaluation Evaluation was carried out to assess the effectiveness of Saleh's E-Comic in strengthening students' character. Data were collected through pre-tests and post-tests using attitude questionnaire instruments. The results of the pre-test and post-test were analyzed using statistical tests to measure the increase in understanding and internalization of multicultural values in students. Research Subjects. The subjects of the study were 38 students of SMP Negeri 7 Kota Magelang who were selected purposively.

In addition, Pancasila and Citizenship Education (PPKn) subject teachers were also involved as participants to provide evaluations of the product. Research Instruments The instruments used include student needs questionnaires, interview guides, expert validation

sheets, observation sheets, and pre-test and post-test questions. Data Analysis Techniques. The conceptual description of the development of Saleh's multicultural-based E-Comic media in strengthening students. The analysis in this stage uses descriptive statistics with the following assessment format.

Table 1. Ideal Assessment Score Conversion

No	No Score range (i)	Value	Category
1	$X > \bar{x} + 1,80 S_{Bi}$	A	Very High
2	$\bar{x} + 0,60 S_{Bi} < X \leq \bar{x} + 1,80 S_{Bi}$	B	Tall
3	$\bar{x} - 0,60 S_{Bi} < X \leq \bar{x} + 0,60 S_{Bi}$	C	Currently
4	$\bar{x} - 1,80 S_{Bi} < X \leq \bar{x} - 0,60 S_{Bi}$	D	Low
5	$X \leq \bar{x} - 1,80 S_{Bi}$	E	Very Low

Description:

M_i = Ideal Mean = $(1/2)$ (ideal highest score + ideal lowest score)

S_{Bi} = ideal standard deviation = $(1/2)$ $(1/3)$ (ideal highest score – ideal lowest score)

Ideal highest score = Σ criteria items x highest score

Ideal lowest score = Σ criteria items x lowest score




This method is designed to ensure that Saleh's E-Comic is not only valid and practical, but also effective in helping students understand and apply multicultural values as part of their character.

Result and Discussion

The research results begin with an explanation of the first stage, namely preliminary research, which includes preliminary research results, information gathering, and planning. Preliminary research includes literature studies, analysis of existing learning media, and interviews with students and teachers to identify needs. This stage is followed by planning in the form of compiling research instruments. The second stage is the development of the initial product, which includes the creation of the initial product and validation by material, language, culture, and media experts. The product is declared feasible if the average assessment in terms of material and media is in the "Good" category. The validation results show that the product obtained a final average score in the "Good" category, so it is declared ready to be tested.

Some input from material, language, culture and media experts include: (1) some materials need to be linked to characters, (2) the use of punctuation needs to be improved, (3) cultural materials need to be linked to Magelang culture, (4) the title needs to be made shorter and more interesting, (5) the cover color is suggested to be brighter and more interesting, (6) the typical Saleh values of Magelang need to be displayed, (7) the names of the author and illustrator must be included, (8) information on themes and learning needs to be added to the book, and (9) images need to be made more consistent. The following is an image of the revised E-Comic media product based on input and expert validation suggestions before and after the revision and improvements as follows.

Figure 1. Comic Revision

Before Revision	After Revision
 <p>Description: Clothing and communication language must use typical Magelangan Javanese.</p>	 <p>Description: The clothing and communication language are in accordance with the Javanese style typical of Magelangan.</p>
	

The following presents the results of expert validity tests on the comic media that was developed, including validity values for each aspect assessed by the experts in the table below.

Table 2. Expert Validity Test Results

Validators	Aspect Score								
	1	2	3	4	5	6	7	8	9
1	3,83	3,77	3,83	4	3,75	4	3,83	4	4
2	3,83	3,77	3,83	4	4	4	4	4	4
3	4	3,88	3,66	3,8	3,75	4	3,83	4	4
4	3,83	3,66	3,83	4	4	3,5	4	4	4
5	3,5	3,66	4	4	4	4	4	4	4
V	0,93	0,92	0,94	0,99	0,97	0,97	0,98	1	1
Information	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

The developed comic media is declared valid based on the validity test, with a calculated V value greater than the V table (0.87) at a significance level of 5% for all aspects. The assessment includes the appearance, anatomy of the comic, design and color, feasibility and accuracy of the material, up-to-dateness, use of language, character values, and integration of local Magelang culture. The results of this validity indicate that comic media is suitable for use as a learning tool to strengthen students' character.

At the implementation stage, it was carried out in one school, namely SMP Negeri 7 Kota Magelang. In each school, two classes were selected as experimental and control classes. Both classes were given a pretest and posttest to see the effectiveness of using media in strengthening students' character. The N (Normalized) Gain test is a test that plays a role in determining the amount of reinforcement between before and after being given certain treatments. This test shows the amount of character reinforcement. The following is presented in the form of a table below.

Tabel 3. Uji N (*Normalized*) Gain

Indicator	Post-test Score	Pre-Test Score	Maximum Score	N-Gain	Category	N-Gain Persen	Information
Responsibility	417	236	475	0,76	High	76%	Effective
Discipline	405	232	475	0,71	High	71%	Quite Effective
Independence	377	220	475	0,62	Medium	62%	Quite Effective
Politeness	426	196	475	0,82	High	82%	Effective
Tolerance	425	208	475	0,81	High	81%	Effective

Moral Responsibility Indicator, the posttest score reached 417, while the pretest score was only 236, with a maximum score of 475. The N-Gain of 0.76 shows a high increase, with an effectiveness category reaching 76%. This indicates that the implementation of learning or media used is effective in increasing students' moral responsibility. In the Discipline indicator, the posttest score was 405, compared to the lower pretest score of 232. The N-Gain of 0.71 shows a high increase, with a fairly effective category at an effectiveness level of 71%. This shows that although there has been a significant increase, there is still room for further strengthening. For the Independent indicator, although there was an increase from a pretest score of 220 to a posttest of 377, the N-Gain of 0.62 shows a moderate increase, with a fairly effective level of effectiveness at 62%. This indicates that despite developments, independent learning still requires a more intensive approach.

Politeness Indicator, there was the most significant increase, with a posttest score of 426 and a pretest of only 196. N-Gain of 0.82 is in the high category with an effectiveness of 82%, indicating that efforts to improve politeness are very effective in boosting student learning outcomes. Overall, the implementation of learning through the media or methods used showed quite positive results on all indicators, with varying increases depending on the indicators measured. Referring to the results of the N-Gain calculations presented, the five characters indicators experienced an increase between Medium and High. The details include: 1) Responsibility, Discipline, Politeness, and Tolerance Indicators experienced a High increase, and 2) Independence Indicators experienced a Medium increase. So from these results it can be concluded that the Comic Media developed in the first school is effective in strengthening students' character. After the implementation, it was found that the Comic Media developed was effective in strengthening students' character.

Character education is lifelong education, as a process of development towards a complete human being (Astriya, 2023). Character is an important aspect in human development, because good character produces positive energy that encourages moral behavior. Morals include three main aspects: moral awareness (understanding values, thinking, and decision making), moral feelings (conscience, empathy, self-control, and humility), and moral behavior (competence, willingness, and habits) (Lickona, 1996). Character education consists of three main elements: knowing the good, loving the good, and doing the good. Character education has the same goals as moral or moral education. (Lickona & Juma Abdu Wamaungu, 2012). Education plays an important role in character formation through conceptual and operational stages, which include planning, implementation, and implementation of learning.

Innovative media such as Multicultural-based Saleh E-Comics support the development of student skills, strengthen knowledge, and transfer character values by respecting cultural diversity and locality. The five dimensions of multicultural education proposed by Banks are: (a) content integration, (b) knowledge construction process, (c) prejudice reduction, (d) pedagogy of equality; and (e) empowerment of school culture and social structure. I will briefly explain each of these dimensions (Banks, 1994, 1995; Banks & Banks, 2020). One of them is Saleh's Multicultural-based E-Comic Media can improve students' creativity, skills, knowledge and attitudes. The values of human life that Kohlberg believes to be universal values for all humans are: law and rules, conscience, personal roles of affection, authority, civil rights, contracts, trust, and justice exchange, punishment, the value of life, property rights and values, and truth (Mainuddin et al., 2023; Wahidah & Maemonah, 2020).

Good character includes knowledge of goodness, commitment to doing good, and good actions. Good character involves knowledge (cognitives), attitudes (attitudes), motivations (motivations), behaviors (behaviors), and skills (skills). Lickona also explains that character is related to moral understanding (moral knowing), moral feelings (moral feeling), and moral behavior (moral behavior) (Lickona & Juma Abdu Wamaungo, 2012). Therefore, in the segmentation of the implementation of learning using e-comic media based on multicultural saleh is highly recommended for students in character building. While the multicultural basis is the level of theoretical and practical values as respect for local culture that needs to be preserved. The implied message is that multiculturalism that prioritizes tolerance for differences is able to create a space of awareness to instill character in students.

Multicultural education is an educational approach that utilizes the diversity of society, such as ethnicity, culture, language, religion, and others. The goal is to increase students' awareness to be humanist, pluralist, and democratic (Mania, 2010). The freedom expected is the freedom to play a role in the culture of society, to choose, and to develop certain cultural aspects without violating the boundaries of language and individual history. (Kymlicka, 1995; Triadafilopoulos, 1997). The realm of learning freedom here remains based on applicable rules (norms) but there is flexibility in terms of content integration in the form of e-comic media as part of the learning media to strengthen students' character. With a multicultural-based approach, Saleh's E-Comic Media is able to become a learning tool that is not only interesting, but also effective in instilling character values in students. The integration of local values and diversity in this media is expected to form students who are aware of the importance of responsibility, independence, discipline, politeness, and tolerance in community life. Therefore, Saleh's Multicultural-based E-Comic Media can be an innovative

solution in efforts to strengthen students' character in an increasingly complex and global era.

Conclusion

The development of Saleh's multicultural-based E-Comic Media is an innovative step that supports learning with high educational value. This media integrates local values and cultural diversity, allowing students to understand the importance of tolerance, empathy, and cooperation. With this approach, Saleh's E-Comic effectively instills students' character by integrating local values and cultural diversity, so that students can understand and internalize values such as responsibility, independence, discipline, politeness, and tolerance in everyday life. Based on the results of the pretest and posttest, strengthening students' character showed significant results on the politeness indicator (0.82) and tolerance (0.81), which were classified as effective. The responsibility indicator also recorded high results (0.76), while discipline and independence were classified as quite effective with N-Gain scores of 0.71 and 0.62, respectively.

Overall, these results indicate that the use of learning media is effective in strengthening students' character. This media is also an innovative solution in overcoming the challenges of education in the modern era, by fostering awareness of diversity and developing social skills. Along with the development of technology, Saleh's multicultural-based E-Comics act as an effective tool to instill universal values in the formation of students' character.

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