Development Of Digital Comic Learning Media Based on Local Wisdom in Pancasila And Citizenship Education Subjects

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ABSTRACT

Education is an attempt made to facilitate understanding, awareness, and development of knowledge, analytical skills, and effective skills through various learning media. In this research, problems existed in the form of a lack of innovation in the use of learning media and difficulty for students to understand the material. Thus, there was a need for innovative media for learning, like digital comics. However, digital comic media had drawbacks that must be improved through the development stage. Hence, this research aimed to create innovation by developing media for learning in the form of corresponding digital comics. The method used was R&D (Research and Development) with Thiagarajan's 4D model, consisting of Define, Design, Development, and Dissemination. The findings showed: "Highly Feasible" by media validators with 84.76%, "Feasible" results from material experts with 71%, and "Highly Feasible" results by practicing material experts with 92%. Furthermore, students' responses to conducted by limited trials to seventh grade students of SMP Negeri 2 Anyer obtained "Excellent" results with 85.04% and in the field test to seventh grade students of SMP Negeri 2 Anyer obtained "Excellent" results with 84.83%. Accordingly, the findings were considered significantly important to create innovation in the use of media for learning, and it is possible to deduce that digital comic learning media based on local wisdom of Pancasila and education citizenship subject.

Keywords: Digital Comics, Learning Media, Development
INTRODUCTION

Education is an endeavor undertaken to facilitate understanding, awareness, and the development of knowledge, analytical skills, and effective skills. Ujang Jamaludin et al. (2023) explains that what is meant by education is "a thoughtful and organized effort to form a conscious learning environment". Education is a thoughtful and organized effort with the aim of shaping a conscious learning environment, where individuals are actively involved in the learning process and understand the importance of the learning environment in their development. To achieve this, a variety of learning media are needed, which are generally chosen by educators with the aim of broadening understanding and strengthening students' critical abilities. Bahrudin & Afrizal (2021a) explains about education that "education has an important role in the quality of a country". Quality education can provide a strong foundation for the development of a country and affect the quality of human resources which is the main asset in achieving the progress of a country. Quality education can be realized by a professional educator. Jamaludin et al. (2023) explains about professional teachers that "a professional educator has 4 core competencies, namely pedagogic, personal, social, and professional". Thus, it can be concluded that a professional educator is expected to have four core competencies, namely pedagogic, social, personal, and professional, to have a holistic positive influence on the learning process and overall student development.

Based on interviews with a Pancasila and Citizenship Education (PPKn) teacher, as well as observations of students, it shows that learning in class VII SMP Negeri 2 Anyer only utilizes textbooks prepared by the school, this is due to the lack of existing facilities resulting in a lack of innovation in the use of learning media. And based on field observations to students that they feel interested in Pancasila and Citizenship Education (PPKn) lessons, but are less able to understand the material presented. Nurhayati et al. (2019) explained that "the subject is considered to require a method by memorizing many concepts, as a result causing a lack of enthusiasm of students and less able to understand the material". Based on the previous opinion that the lack of enthusiasm when learning the lesson is because it is considered difficult to understand complex concepts, so appropriate learning media is needed so that students are enthusiastic when learning it.

Learning media is a tool in learning to bridge students to understand learning materials. Nur’ariyani & Jamaludin (2022) explained about learning media that "the use of media in learning is expected to help provide the center of attention of students to the material". From this research, it can be concluded that media in learning brings significant benefits. The use of media in addition to being useful in increasing the effectiveness of the learning process is also useful as an increase in student understanding of what is conveyed. Learning media
refers to any type of device that is used to communicate information, concepts, or learning materials to students. This media can be audio, visual, or a combination of both, and its purpose is to increase the effectiveness of the learning process in a more interesting, interactive, and efficient way. One of the learning media is digital comic media.

Digital comics are a form of media that uses digital technology to convey stories through a combination of images, colors, and text presented in digital form. Prasetiyo & Perwiraningtyas (2017) explains that "the right combination of colors and images can attract the attention of readers, making it easier for them to understand the content of the material". The use of the right mix of colors and images in learning media can effectively attract the attention of readers and make it easier for them to understand the content of the material presented. Therefore, this is in line with the interview results which show that interest in learning is more likely to be on online media that contains an interesting mix of images and colors.

The development of digital comic learning media is carried out in order to develop digital comic products that previously had deficiencies in them, so that they need to be developed and refined through improvements from suggestions / input provided by experts and suggestions / improvements from students. Thus, digital comics are one of the innovations in learning, especially in Pancasila and Civics Education (PPKn) lessons. Bahrudin & Afrizal (2021b) explains that "these subjects relate to law, politics, and socio-culture, with the aim of forming individuals who behave well". Bahrudin (2020) explains that "The subject must be taught at all levels in Indonesia". The conclusion is that Pancasila and Citizenship Education (PPKn) is taught at all levels of education in Indonesia to provide an understanding of the values of Pancasila as the foundation of the state, as well as knowledge of the Indonesian political, legal and civic systems. This subject is intended to create national awareness and identity, and prepare students to become well-behaved citizens.

Currently, there are many studies on learning media. The importance of this research is due to the use of learning media that is less innovative, thus causing a lack of enthusiasm of students in learning. This is due to the lack of facilities and has not been able to utilize technology in learning. So the need for interesting learning media such as digital comics. Like research Najwa et al. (2022), the research was conducted with the aim of facilitating learning so that students are more interested in learning. This is shown in the differences between the research that researchers do with research Najwa et al. (2022) that the research results show that the material expert assessment is 83.75% in the "Very Decent" category, the media expert assessment is 95% in the "Very Decent" category. As for the findings of the research results, the researchers got the results of "Very Feasible" by the media validator with a percentage of 84.76%, got the results of "Feasible"
from the material expert with a percentage of 71%, and got the results of "Very Feasible" by the practicing material expert with a percentage of 92%.

Based on the problems that have been described that media innovation is needed in learning, so that the purpose of this study is the development of digital comic learning media based on local wisdom in Pancasila and Citizenship Education subjects can be an innovation in learning that is in line with needs, and based on the relevant research listed that the use of digital comic media is feasible to use.

METHODS

A Research and Development research methodology was used, the 4D model of Define, Design, Development, and Dissemination popularized by the National Science Foundation Sugiyono (2016). The research subjects involved one material expert from a lecturer in Pancasila and Citizenship Education at Primagraha University, one media expert from a lecturer in Information and Communication Technology at Sultan Ageng Tirtayasa University, and one material expert practitioner from a teacher of Pancasila and Citizenship Education (PPKn) class VII SMP Negeri 2 Anyer. The test subjects were seventh grade students of Darull Muqomah Junior High School and the product test subjects were seventh grade students of SMP Negeri 2 Anyer. The research instruments carried out were developed by researchers and data sources based on the results of validation of experts and students. The data collection process is carried out through field observations and providing feasibility assessment questionnaires to validators, as well as student response questionnaires. The data analysis carried out is curriculum analysis, needs analysis and student analysis.

RESULTS AND DISCUSSION

Development of Digital Comic Learning Media Based on Local Wisdom

The development was carried out with the stages of Thiagarajan's 4D model, namely (Define), (Design), (Development), and (Disseminate). Each stage in this model has its own description that explains the process in detail:

a. Define

The define stage, the aim is to find out the needs in making and developing learning media by asking questions to a Civics teacher and distributing questionnaires to seventh grade students. First analyze the curriculum, Fujiawati (2016) stated "The curriculum is a learning tool that students will get when carrying out education, to achieve the expected goals". The curriculum used at SMP Negeri 2 Anyer is using the 2013 Curriculum with a focus on diversity in Indonesian society, with Basic Competencies (KD)
including appreciating the diversity of ethnicity, religion, race, intergroup, and identifying this diversity in the frame of Bhinneka Tunggal Ika. Preparation of material on KD teaching media is one of the most important things. Nurdayanti et al. (2023) “Teaching materials made must be relevant where there must be a connection between the KD and the material made which can achieve learning objectives so that it can affect the learning process”.

A needs analysis is conducted to understand the needs of learners. Arthur et al. (2019) explains about needs analysis that "conducting a needs analysis on a media development will better understand the expected end goal with the knowledge of the learners”. Thus conducting a needs analysis on learning media development helps in better understanding the expected end goal, taking into account the knowledge and needs of learners in more depth.

The results of the needs analysis show that learning in class VII SMP Negeri 2 Anyer relies on textbooks from the school as the main source, with a lack of technology utilization by educators. Thus, the importance of creating innovation in learning, especially in learning media. Jamaludin & Pribadi (2023) stated "as a teacher must be able to communicate all forms in learning, especially in choosing learning tools”. It can be concluded that the ability to communicate various forms in the learning process by a teacher, especially in the selection of learning tools, because in obtaining effective and interesting learning experiences is very important for students.

In the context of local wisdom, understanding local wisdom is considered important for students, especially to appreciate and understand the local cultural heritage in Banten. Ahman et al. (2020) states that local wisdom can mean attitudes in the form of activities carried out by local communities to respond to various problems and meet their needs, knowledge, and various livelihood strategies that cover all aspects of life religion, science and technology, social organization, language and communication, and art.

Understanding local wisdom is very important, therefore providing additional material about local wisdom through digital comics is considered relevant, given students' interest in learning through illustrated stories. This is in line with the view of Effendy (2019), that "color is an important component in comics to attract attention”. It can be concluded that the color component in comics is very important for reader interest.

b. Design

In the design stage, researchers collect information and data needed to design learning media. Such as the selection of dialog related to the material, selection of format and size, selection of background in accordance with the flow of the discussion, supporting images, and character characters. dila et al. (2017) explains "the importance of presenting messages and information with
image components to be easily understood by learners”. Prasetyo & Perwiraningtyas (2017) suggests that “contrast in color and font to ensure visual clarity”. Thus, it can be concluded that in conveying messages and information to learners, it is important to include image components to facilitate understanding. In addition, emphasis on color and font contrast is crucial to ensure visual clarity, thus strengthening the effectiveness of communication in the learning process.

c. Development

The third stage, development, involves feasibility testing by experts. After getting feedback from the expert, revisions were made to fix the shortcomings and ensure the whole digital comic media became intact. This process resulted in three main parts in the developed digital comics. The following are the results of the digital comic media development that has been carried out:

**Opening Section:**

The picture above shows the opening part of the digital comic, which is in the form of a comic cover and also explains the basic competencies, indicators, and learning objectives. In Figure 1, the digital comic cover contains a large title of the material, and the placement of characters and images that match the title. In Figure 2, it explains the KD used, the corresponding indicators, and the learning objectives to be achieved.

**The core part of digital comics:**

**Part 1**
Part 1 of the comic content contains four images that contain the cover and explanation of the material in part 1. In Figure 3 illustrates the cover material for the opening of the first material about the factors that cause the diversity of Indonesian society. In picture 4, it explains the situation where there are children who wonder if there are causes of diversity in Indonesian society. In Figure 5, it explains the factors that cause diversity. And in Figure 6, explains further about the factors that cause the diversity of Indonesian society.

Part 2:
The second part of the comic content also consists of several images, namely the material cover, and an explanation of the material part 2. Figure 7 illustrates the material cover for the opening of the second material on ethnic diversity. Figure 8 shows the atmosphere before entering the class. In Figure 9, it explains the diversity of tribes in Indonesia and mentions a tribe in Banten, namely the Baduy Tribe. Figure 10 explains about the tribes on the island of Indonesia, namely Papua Island, Sumatra Island, Sulawesi Island, Nusa Tenggara and Bali regions, and Java Island. In Figure 11, it explains the local wisdom caused by the variety of tribes, namely there are various languages. One of the languages found in Banten is Javanese, Sundanese, and Javanese-Sundanese. And in Figure 12 explains the regional division of the use of the language.

**Part 3:**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Image 17. Explanation of the Local Wisdom of the Great Masjid Agung Banten</td>
<td></td>
</tr>
</tbody>
</table>

The third part of the comic content contains the cover material, then filled with an explanation of religious diversity, and contains local wisdom. In figure 13 contains the cover of religious diversity material. In pictures 14, 15, 16,
explains the diversity of Islam, Christianity, Khatolik, Budha, Hindu and Konghuchu and explains the places of worship and holy books. And in figure 17 describes regarding local wisdom in Banten, namely Masjid Agung Banten there is also an explanation of the history of the establishment Masjid Agung.

**Part 4:**

|--------------------------|-------------------------------|

Section 4 contains the cover material as well as the material in section 4. In Figure 18 there is a cover material on racial and intergroup diversity. In Figure 19 there is an atmosphere of student interaction before entering the classroom and after entering the classroom, and there is a discussion of the types of races that exist in Indonesia. Figure 20 explains the types of races that exist in Indonesia, the distribution of races in any region, and the physical characteristics of each race. And in picture 21 explains the atmosphere of the explanation of diversity between groups.

**Closing Section**

| Image 22. Summary | Image 23. Reference |
The last part of the comic consists of a closing that includes a summary and a bibliography. In Figure 22, the summary recognizes the materials discussed starting from the factors that cause the diversity of Indonesian society, ethnic diversity, local wisdom of the language used in Banten, religious diversity, local wisdom of the Banten Great Mosque, racial diversity, and intergroup diversity. Figure 23, there is a reference source.

d. Dissemination

The last stage is dissemination where digital comics that have been assessed for feasibility are then distributed to students. This dissemination stage is through the implementation of product trials which are carried out in 2 steps, namely limited trials carried out at different research schools at the same level, namely at Darull Muqomah Junior High School by producing responses to be further developed for the field test stage. This field test was conducted at SMP Negeri 2 Anyer to produce a perfect final product.

Feasibility Level of Digital Comics Based of Local Wisdom in the Subject of Pancasila Education and Citizenship

The feasibility level of learning media is evaluated by experts. (Syahmi, Ulfa, & Susilaningsih, 2022) “Product feasibility testing in a development study is carried out by experts who have expertise in their fields to assess the products developed”. This assessment involves material validators, media validators and practitioner material validators. The assessment is carried out based on the aspects of each category that has been determined. First, related to the feasibility assessment by material experts is carried out by providing an assessment on 3 aspects, namely material content; presentation; and overall appearance. Second, related to the feasibility assessment by media experts is carried out by providing an assessment of 3 aspects, namely language; presentation; and overall appearance. Third, related to the assessment of serviceability by material experts is done by giving an assessment on 3 aspects, namely material content; presentation; and language.

\[
NP = \frac{R}{SM} \times 100\% \quad (Purwanto, 2014)
\]

The following are the results of the feasibility assessment given by the expert:

Material Validation

The validity of this material is carried out by a lecturer in Pancasila and Citizenship Education at Primagraha University which is intended to determine the assessment given by the material expert validator, a research instrument is used which contains criticisms and suggestions so that digital comic learning
media based on local wisdom can be improved. Data from the material expert assessment, among others:
Unknown:
Score obtained: 71
Maximum score: 100

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score obtained</th>
<th>Max Score</th>
<th>Presentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Material content</td>
<td>18</td>
<td>50</td>
<td>76%</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation</td>
<td>14</td>
<td>20</td>
<td>70%</td>
</tr>
<tr>
<td>3.</td>
<td>Overall appearance</td>
<td>19</td>
<td>30</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>71</td>
<td>100</td>
<td>71%</td>
</tr>
</tbody>
</table>

Based on table 1 above, the feasibility data from the material expert validator was obtained in the form of a score of 71 out of a maximum score of 100 and obtained a percentage of 71% in the "Feasible" category. Through the evaluation process, each aspect of the material has been carefully assessed. In terms of material content, a score of 38 out of a maximum score of 50 was obtained, which is equivalent to a percentage of 76%, and the category is classified as "Feasible". Meanwhile, the presentation aspect obtained a score of 14 out of a maximum score of 20, resulting in a percentage of 70% with the same category, namely "Appropriate". On the other hand, the assessment of the overall appearance aspect showed a score of 19 out of a maximum score of 30, with a percentage of 63%, and was given the category "Appropriate".

**Practitioner Material Validation**

This practitioner material expert test was carried out by a teacher of Pancasila and Citizenship Education class VII SMP Negeri 2 Anyer. The practitioner material expert test aims to evaluate the material on the media and whether it is able to meet the eligibility standards of experienced practitioners. Data based on material experts, namely:
Unknown:
Score obtained: 92
Max score: 100
Table 2. Practitioner Material Expert Validation Results

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score obtained</th>
<th>Max score</th>
<th>Presentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Material content</td>
<td>51</td>
<td>55</td>
<td>92%</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation</td>
<td>23</td>
<td>25</td>
<td>92%</td>
</tr>
<tr>
<td>3.</td>
<td>Language</td>
<td>18</td>
<td>20</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>92</td>
<td>100</td>
<td>92%</td>
</tr>
</tbody>
</table>

Based on table 2 above, the feasibility data from the material expert validator was obtained in the form of a score of 92 out of a maximum score of 100 and obtained a percentage of 92% in the "Very Feasible" category. After a thorough evaluation, it was found that each aspect of the material received a very satisfactory assessment. The content aspect of the material was assessed to reach a score of 51 out of a maximum score of 55, which is equivalent to an outstanding percentage of 92%, so it was given the category "Very Feasible". Likewise, the presentation aspect, which scored 23 out of a maximum score of 25, achieved the same percentage of 92%, and the same category, "Very Appropriate". Then, in terms of overall appearance, the assessment recorded a score of 18 out of a maximum score of 20, which resulted in a percentage of 90%, and a category that is also "Very Appropriate".

Media Expert Validation

Testing by media experts was carried out by a lecturer in Information and Communication Technology at Sultan Ageng Tirtayasa University. The purpose of this media expert test is to evaluate whether the media that has been developed is able to meet the eligibility standards set. The testing procedure involves the use of research instruments that cover various aspects, including criticism and suggestions from the media expert, which will help in evaluating and efforts to improve the quality of the learning media. The following is a summary of the data obtained from the acquisition of values carried out by media experts:

Unknown:
Score obtained: 89
Maximum score: 100

Table 3. Media Expert Validation Results

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score Obtained</th>
<th>Max Score</th>
<th>Presentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language</td>
<td>33</td>
<td>40</td>
<td>82,5 %</td>
</tr>
<tr>
<td>2</td>
<td>Presentation</td>
<td>30</td>
<td>35</td>
<td>85,7 %</td>
</tr>
<tr>
<td>3</td>
<td>Overall appearance</td>
<td>26</td>
<td>30</td>
<td>86,7 %</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>92</td>
<td>100</td>
<td>84,76%</td>
</tr>
</tbody>
</table>

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Based on table 3 above, the feasibility data from the media expert validator was obtained in the form of a score of 89 out of a maximum score of 105 and obtained a percentage of 84.76% in the "Very Feasible" category. Through careful evaluation, it is known that each aspect of the material has been assessed comprehensively, namely the linguistic aspect, for example, obtained a score of 33 out of a maximum score of 40, which is equivalent to an excellent percentage of 82.5%, so it is given the category "Very Feasible". Similarly, the presentation aspect, which scored 30 out of a maximum score of 35, with a percentage of 85.7% and the same category, namely "Very Appropriate". Meanwhile, the assessment of the overall appearance aspect recorded a score of 26 out of a maximum score of 30, which resulted in a percentage of 86.7%, and was given the category "Very Feasible".

Thus it can be concluded based on the feasibility assessment by the material expert obtained a score of 71 with a percentage of 71% in the "Feasible" group, by the expert obtained a score of 71 with a percentage of 71% in the "Feasible" group, by the expert practitioner obtained a score of 92 with a percentage of 92% in the "Very Feasible" group, by the media expert scored 89 with a percentage of 84.76%. Therefore, based on the assessment of the experts, it can be concluded that digital comics can be used for learning at school.

**Student Response to Local Wisdom-Based Digital Comic Media**

The stages passed in taking student responses are carried out by taking limited trial data first and then conducting a broad field test. The trial was conducted to find out how students responded to the use of digital comic media that had been given a service assessment by experts. Sadiman (2014) explained "in a small-scale trial requires 10-20 students, while a field test requires 30 students". Related to the limited test will be carried out with 20 respondents, but when conducting field tests using Arikunto’s theory as explained by Cici & Sarwita (2022) "if the subject is less than 100, it is advisable to take the whole, and become a population study. Furthermore, if the subject is more than 100, it can be taken between 10-15% or 20-25% of the population to fulfill the sampling technique". The assessment of student responses utilized formulas including:

\[
PRS = \frac{A}{N} \times 100\%
\]

**Description:**
- **PRS**: Percent Student Response
- **A**: Number of response responses
- **N**: Total number of assessments

(Sugiyono, 2016)
The limited trial was conducted at Darull Muqomah Junior High School and the results included:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Max Score</th>
<th>Score obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Media display</td>
<td>600</td>
<td>583</td>
</tr>
<tr>
<td>2.</td>
<td>Material content</td>
<td>700</td>
<td>780</td>
</tr>
<tr>
<td>3.</td>
<td>Applicability</td>
<td>600</td>
<td>596</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>2400</td>
<td>1856</td>
</tr>
<tr>
<td></td>
<td>Presentase</td>
<td></td>
<td>85.04%</td>
</tr>
</tbody>
</table>

Based on table 4 above, the results of the limited trial that have been carried out obtained a percentage of 85.04% and entered into the "Very Good" group. This means that student responses related to digital comic learning media during the limited (small) scale trial found the results to be "Very Good". However, with a note to revise the use of font size to be developed as a product improvement for later improvement of media development at the field test stage.

After conducting a limited trial, the next field test was carried out by VII grade students of SMP Negeri 2 Anyer. The following are the results of the field test:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score Max</th>
<th>Score obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Media display</td>
<td>945</td>
<td>803</td>
</tr>
<tr>
<td>2.</td>
<td>Material content</td>
<td>1215</td>
<td>1030</td>
</tr>
<tr>
<td>3.</td>
<td>Applicability</td>
<td>945</td>
<td>801</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>3105</td>
<td>2634</td>
</tr>
<tr>
<td></td>
<td>Presentase</td>
<td></td>
<td>84.83%</td>
</tr>
</tbody>
</table>

Based on table 5 above, the results obtained in the field or broad trial in class VII SMP Negeri 2 Anyer obtained a score of 2634 with an average percentage obtained of 84.83% and included in the "Very Good" group. This means that student responses regarding the media that have been developed have "Very Good" results.

CONCLUSION

The media development carried out has the benefit of knowing how to develop digital comic media to create innovation in learning media. The development in this study used Thiagarajan's 4D model. Starting with determining the KD in accordance with the material, determining the comic writing format, making a storyboard by paying attention to the background, characters, and storyline. After going through the design stage, then through the development stage, and finally the distribution stage.
The level of feasibility obtained from the validator obtained a percentage score, namely the material expert received a feasibility score of 71% and entered the "Feasible" category, the media expert received a feasibility score of 84.76% in the "Very Feasible" category, and the practitioner material expert obtained a feasibility score of 92% and entered the "Very feasible" category.

The response of students obtained the category "Very Good". Conducting the trial stage by seventh grade students of Darull Muqomah Junior High School obtained a score of 85.04%. After that, carrying out a broad field product test on VII grade students of SMP Negeri 2 Anyer and obtaining a percentage score of 84.83%. Thus, the digital comic learning media based on local wisdom in Pancasila and Citizenship Education subjects that have been developed can be used.

Digital comic learning media developed in this study will be better if it can be developed more completely such as adding sound effects in digital comics or adding other access links added in the comic so that there is interaction with students.

REFERENCES


