

e-Comic Media Based on Multicultural Education in Elementary Social Studies Learning Material of Nation Diversity

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e-Comic Media Based on Multicultural Education in Elementary Social Studies Learning Material of Nation Diversity

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Abstract

This research aims to develop and assess whether multicultural education-based e-comic media is feasible to use as a support for social studies learning material on the cultural diversity of the Indonesian Nation and is able to provide understanding to students regarding the importance of cultural, religious and racial tolerance in everyday life and always be grateful to be able to enjoy God's gifts by living in a multicultural country. This research uses the R&D method with the ADDIE model. However, this research only reached the development stage using quantitative descriptive and qualitative descriptive data analysis techniques. The results of the feasibility test of this multicultural education-based e-comic media reached a percentage of 91.6 percent for the material and illustration aspects. The language aspect was 83.3 percent and the media display was 100 percent. The average score of all aspects is 91.5 percent. So it can be said that multicultural education-based e-comics media is suitable for use with minor revisions.

Keywords: e-comic; elementary social studies; multicultural

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Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menilai apakah media e-comic berbasis pendidikan multikultural layak untuk digunakan sebagai penunjang pada pembelajaran IPS materi keragaman budaya Bangsa Indonesia dan mampu memberikan pemahaman kepada peserta didik terkait pentingnya toleransi budaya, agama dan ras dalam kehidupan sehari-hari serta senantiasa bersyukur dapat menikmati karunia Tuhan dengan hidup di negara yang multikultural. Penelitian ini menggunakan metode R&D dengan model ADDIE. Namun, penelitian ini hanya sampai tahap pengembangan saja dengan menggunakan teknik analisis data deskriptif kuantitatif dan deskriptif kualitatif. Hasil dari uji kelayakan media e-comic berbasis pendidikan multikultural ini mencapai persentase 91,6 persen untuk aspek materi dan ilustrasi. Aspek bahasa sebanyak 83,3 persen dan tampilan media sebanyak 100 persen. Skor rata-rata dari keseluruhan aspek ialah 91,5 persen. Sehingga dapat dikatakan media e-comics berbasis pendidikan multikultural layak untuk digunakan dengan sedikit revisi.

Kata kunci: komik elektronik; ilmu pendidikan sosial; multikultural

Introduction

Multicultural education responds to the increasing diversity of school populations and the demand for equal rights for all groups. It is a teaching approach based on values that promotes cultural pluralism in a diverse society (Aquadro, 1990). Education

personnel play a crucial role in instilling life values and shaping national character (Sipuan et al., 2022). Multicultural education also represents an educational reform movement aimed at restructuring educational institutions to ensure equal opportunities for all racial, ethnic, linguistic, and cultural groups in academic pursuits (Özturgut, 2011). Its presence is vital as it fosters life-long learning efforts amidst student differences (Suyitno & Suryarini, 2023). Through promoting mutual trust, understanding, and respect, multicultural education equips students with an appreciation of diversity and nurtures a sense of (Nur Latifah et al., 2021).

The content in Social Studies subjects contains gaps that align with the principles of multicultural education. Social studies subjects hold a crucial position based on the aspects they cover (Rahmawati, 2020). Hence, it is essential for this social studies subject to be maximized effectively as a means of integrating multicultural values, thereby fostering multicultural-based learning. Specifically, this multicultural education can be integrated through the cultural diversity material in class V. In this segment, students are tasked with recognizing cultural diversity, local wisdom, history (including prominent figures and periodization) in their province and linking it with contemporary life contexts (Pendidikan et al., 2022).

The rich diversity of Indonesia is a unique advantage for the children of the Indonesian nation, and it may not necessarily be found in other countries. Besides being an advantage, this diversity also poses a challenge for Indonesian society (Hidayati Azkiya et al., 2022). The entire Indonesian community must uphold the values of tolerance to live peacefully with each other (Cahyaningtyas et al., 2022). Unfortunately, in reality, intolerant attitudes often occur, especially in the context of religion. While religious tolerance is the foundation of a democratic constitutional state, in this way, the awareness of religion itself undergoes a learning process (Habermas, 2003).

Intolerance also exists at the elementary school level, occurring naturally, whether consciously or unconsciously. For instance, in a simple case I encountered among elementary school students, one student with dark skin was referred to as 'Papua' by other students. Additionally, there are other cases indicating intolerant actions based on ethnicity, religion, and race. This is a significant issue considering Indonesia's multicultural background.

Living peacefully in a multicultural society requires a high level of tolerance. Tolerance should be instilled in children as early as possible (Fadilah, 2021; Wiratman et al., 2018). Children should grow with a high sense of tolerance, capable of applying it in their daily lives to create a peaceful existence. There are various strategies that parents and educators can develop to instill tolerance in children. However, it is essential to consider the appropriateness to their needs. The strategies used should be meaningful and easily accepted by children, such as using e-comics. Digital comics can be a tool that significantly influences the learning process (Purwatesna Senjaya et al., 2022). This medium is suitable for implementing multicultural education for elementary school students, especially in teaching social studies on the diversity of Indonesian culture. It would enhance the understanding of multicultural education among elementary school students, promoting tolerance towards race, ethnicity, religion, and culture.

When applied as a teaching medium, comic-based learning makes it easier for teachers to convey lesson materials, supporting students' understanding of the content (Subroto, et al., 2020). The use of comic media can also boost students' literacy interest and learning motivation, making education more meaningful and less monotonous or boring (Yusiana & Prasetya, 2022). The development of comic media provides an engaging learning strategy, and its application can lead to an increased interest in reading among students (Sativa & Sari, 2023). The advantage of using comic media in learning lies in its visually appealing nature due to its colorful presentation, making the material easier for students to comprehend in real-world contexts (Astuti et al., 2021).

Educational comics based on multicultural education are expected to have a significant impact on the behavior and learning outcomes of students in terms of tolerance. Components of multicultural education include diversity in ethnicity, culture, customs, and differences in religion, race, and culture. To successfully implement multicultural education, all designed variables must be interconnected. This includes media, content relevance, alignment with the curriculum, teachers and students, as well as the support of all parties involved, such as school principals (Nur Latifah et al., 2021).

Previous research focused on the development of e-comic media for Social Studies in elementary schools successfully created a validated e-comic suitable for application in elementary school Social Studies subjects (Fadilah, 2021). However, the research has not been tested in the implementation phase. In the development of educational media, success can be claimed only when it has been tested with students and proven to improve their learning outcomes. The e-comic in question focused on history and did not specifically address multicultural education.

Regarding the development of e-comic media for Social Studies, it successfully created a validated e-comic suitable for application in elementary school Social Studies subjects (Fadilah, 2021). However, the research has not been tested in the implementation phase. In the development of educational media, success can be claimed only when it has been tested with students and proven to improve their learning outcomes. The e-comic in question focused on history and did not specifically address multicultural education. In this article, the author develops e-comic media based on multicultural education, consisting of several units focused on the theme of cultural diversity in the Indonesian nation. Some of these units include the meaning of diversity in Indonesia; Tolerance attitudes that should be practiced in schools; Diversity of traditional foods; and Tolerance attitudes in the field of religion.

In this study, the researcher intends to develop media in the form of e-comics based on multicultural education to be applied in Social Studies teaching materials on cultural diversity. This research aims to instill tolerance attitudes in children so that they can live peacefully amidst diversity. Additionally, it seeks to evaluate whether e-comic media based on multicultural education is suitable for use as a support tool in Social Studies teaching materials on the cultural diversity of the Indonesian nation. The benefits expected from this research include the development of e-comic-based multicultural education media to support the delivery of Social Studies education on the diversity of the nation. Furthermore, after implementation, it is hoped to provide

understanding to students regarding the importance of cultural, religious, and racial tolerance in daily life, always grateful for the blessing of living in a multicultural country.

Methods

In this research, the Research and Development (R&D) methodology was employed to develop a media or e-comic using the ADDIE model. The researcher opted for the ADDIE development model due to its procedural alignment with the Research and Development (R&D) stages, offering a straightforward approach that is well-suited for the effective development of a product. The ADDIE model is a concept focused on innovative, participant-centered, authentic, and inspirational product development. It comprises five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The explanation of the ADDIE stages in the creation of e-comic media can be observed in Figure 1 and Table 1.

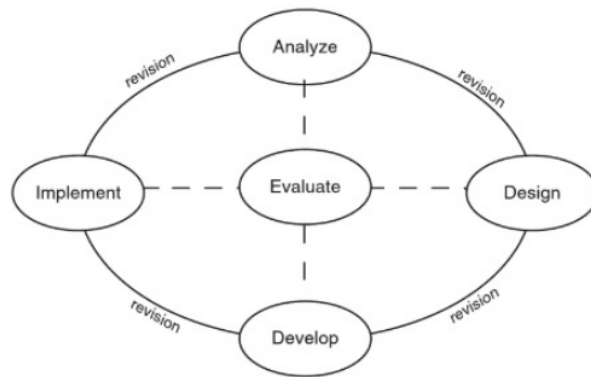


Figure 1 Flow of ADDIE Method (Branch, 2009)

Table 1 Analysis, design and development plan

	Concept	Procedure	Result
Analysis	Analyze the material that is needed to be applied to students	At this stage the researchers made observations and found that there was one of the students who had black skin color and other students called him 'Papua'. In addition, there are also several other cases that show intolerant acts of ethnicity, religion and race. Secondly, researchers analyzed the core competencies and CP, elementary grade V social studies subjects in accordance with the independent	Researchers found CP that can be associated with the theme of multicultural education, namely, the material of the nation's cultural diversity.

		curriculum. In the decree of KEMENDIKBUD.	
Design	Designing e-comic based on multicultural education	Researchers design images, characters, storylines in the form of storyboards tailored to the needs of the results of the previous stage analysis.	The e-comic is titled "Let's Gentle Tolerance!" and consists of 4 units and 4 main characters.
Development		Researchers make or realize the design design into e-comic as a whole. Then, after the e-comic is finished, it will then be tested for validation by validators, namely PGSD UMSIDA lecturers who are material experts and fifth grade teachers.	Starting from making the canvas, making panels, finding sources of illustration components, designing and combining illustrations, and if necessary redrawing illustrations. After the media is finished, it will be validated by material experts, media experts, and linguists.

Instrument

The data collection instruments for this study will include interviews with teachers as secondary data, student response questionnaires, and validity expert test assessments as primary data. The research will utilize both descriptive quantitative and descriptive qualitative data analysis techniques. Quantitative descriptive method will be used to process expert data, while qualitative descriptive method will will process learner response data. The study will involve 5 fifth grade students from Bulusidokare public elementary school as subjects. Additionally, validation experts will include 2 lecturers from Muhammadiyah University of Sidoarjo and a teacher from Bulusidokare public elementary school.

Table 2 Feasibility test assessment instrument

No.	Aspects assessed	Rating Scale			
		1	2	3	4
I	Content 1. The content used is in accordance with the conditions of diversity in Indonesia 2. Units applied in accordance with diversity in Indonesia				
II	Illustration 1. The illustrations used in e-comics can reflect the actual situation 2. The e-comics media can help learners to imagine				
III	Language 1. Sentences on the media are clear and easy for learners to understand 2. Writing is in accordance with refined spelling				

IV Media Quality and Display

1. Media appearance attracts learners' attention
2. The characters used seem close to the learners
3. Selection of color composition
4. Dialog can be read easily

Data Analysis

The data for this study were collected using a custom-made instrument that would be distributed to teachers and experts. For data analysis after conducting validation tests and student responses using a Likert scale of 1-4 can be seen in Table 3. While the interpretation of feasibility and validity scores can be seen in Table 4.

Table 3 Likert scale

Likert scale	Score
Very good	4
Good	3
Fair	2
Insufficient	1

The formula for calculating the ideal percentage (Arikunto, 2021):

$$\rho = \frac{s}{n} \times 100\%$$

ρ = Ideal Percentage

s = Score obtained

n = Total maximum score

Table 4 Interpretation of Feasibility and Validity Scores (Anesia et al., 2018)

Percentage	Criteria
0 - 20 %	Very weak
20 - 40 %	Weak
40 - 60 %	Fair
60 - 80 %	Feasible
80 - 100 %	Very decent

The method used in the development of research data is carried out by means of interviews and observations. Interviews were conducted to analyze and understand the needs of the material or materials to be made on e-comic media to cover these needs and observations were made by observing the learning process. The instrument in this study used an expert validation sheet.

Result

In this research, the researcher developed an educationally based multicultural e-comic. As a result of this development study, an educationally based multicultural e-comic has been created. Using the ADDIE development model, the research only progressed to the development stage, and subsequently, the copyright was obtained.

Analysis

The researcher collected and analyzed the needs of the e-comic media in the analysis stage by examining the core competencies and CP (Critical Points) of Grade V

elementary school students in the subject of Social Studies according to the national curriculum. The decision letter from the Ministry of Education and Culture states that the CP for Grade V in Social Studies phase C includes students being able to analyze, present analysis results, respect, preserve, and maintain cultural diversity within the framework of Bhineka Tunggal Ika in their surroundings. They should also be familiar with their region in the context of districts/cities and provinces as an integral part of the Indonesian territory. Additionally, they are expected to build togetherness, unity, and contribute to creating a comfortable environment in school and the surrounding area.

Design

The researcher determined the title and theme of the comic, collected references, specified the content, composed narratives and dialogues, structured the comic framework, designed the e-writing comic format, and created the e-display of the comic or panel.

The research proceeded to the stage of developing the e-comic material after the researcher determined the content. The script and e-comic material were composed using MS Word. The source material was adjusted to the CP determined in the analysis stage, incorporating various references and adapting the language to be easily understood by students. The e-comic was divided into four units, each explaining the meaning of diversity in Indonesia, the tolerance attitudes that should be practiced in school, the diversity of traditional foods, and the tolerance attitudes in the field of religion. The content was packaged with a schoolchildren theme and used everyday language to be more relatable to students. The division of themes in each unit can be seen in Table 5.

Table 5 Units and themes

Units	Themes
1	The meaning of diversity in Indonesia
2	Tolerance attitudes that must be practiced at school
3	Diversity of traditional food
4	Attitude of tolerance in the field of religion

The tools and applications used to create e-comics are computers, laptops, Cintiq Pro 13 pens, Clip Studio Paint Ex and Adobe Photoshop applications.

Development

The e-comic is developed based on the design that has been compiled during the planning stage. Starting from canvas making, panel making, sourcing illustration components, designing and combining illustrations, and if necessary redrawing illustrations. After the media is completed, it will be validated by 3 validators who are assessed as media experts, material experts, and linguists. The results of comic media development can be seen in Figure 2 and Figure 3.



Figure 2 Initial design



Figure 3 Final E-comic Unit 1 Example

Validity

The validation test is a process of assessing the developed product which will be evaluated by 3 main validators, namely, 2 lecturers from Muhammadiyah University and 1 fifth grade teacher from Bulusidokare public elementary school. The questionnaire with 5 aspects, namely material aspects, illustration aspects, language aspects, and media display aspects and feasibility. The purpose of this validation is to see whether e-comics are suitable for research purposes. The results of the validation test can be seen in Table 6.

Table 6 Validation Test Results

Aspect	Percentage	Criteria
Material	91,5 %	Very feasible
Illustration	91,5 %	Very feasible
Language	83,3 %	Very feasible
Media Display	100%	Very worthy
Total	91,5 %	Very feasible

Media revisions were made based on input and suggestions from validators after the product was assessed by validators in each aspect. Then, the e-comic was changed into a flipbook form so that it was more impressive to the real comic form. Figure 4 displays the e-comic after changes have been made so that in use it can be opened and closed like turning paper in a real book.



Gambar 4 Final E-comic Setelah Direvisi

Diskusi

Based on the analysis of the development of multicultural education-based e-comic media for elementary school Social Studies on the topic of national diversity, it was found that the media is suitable for implementation, with a feasibility rate of 91.5%. This e-comic includes information about the diversity present in Indonesia, accompanied by relevant and relatable supporting illustrations, along with a narrative that serves as an explanation of the content. Illustrations play a crucial role in clarifying the content by providing concrete and clear visual representations. Additionally, this e-comic media exhibits good design quality, containing detailed content and using language that is easily understandable, facilitating students' comprehension of the material. The varied and appealing illustrations align with the characteristics of the students, making the media effective in capturing their attention and engaging them in independent learning (Fadilah, 2021). Previous research has also indicated that the use of digital comics can enhance students' understanding, transforming less captivating material into more engaging content and boosting enthusiasm for learning (Purwatesna Senjaya et al., 2022).

Further findings from similar studies reveal that 95% of students liked the products developed by the researchers (Sativa & Sari, 2023). This is consistent with other research showing that e-comic teaching materials based on mobile learning achieved a high level of feasibility, with an average percentage of 93.78%. Trials involving teacher and student responses also demonstrated positive results, with final scores reaching 92% and 94.57%, respectively. Therefore, it can be concluded that e-comic teaching materials based on mobile learning are highly suitable for implementation in the classroom.

These findings receive support from theories emphasizing the importance of using engaging and interactive media in education. The theory of diversity representation in educational media states that visualizations reflecting cultural diversity can enhance the appeal and engagement of students (Kustandi & Darmawan, 2020). Therefore, the use of illustrations and narratives in the e-comic reflecting the cultural diversity of Indonesia aligns with these principles. Additionally, the Visual Learning Theory suggests that humans tend to better understand and remember information presented visually (Supardi, 2017). By using illustrations and e-writing in the e-comic, this media not only provides information visually but also aids in delivering messages more effectively and facilitating students' understanding of the study material. The Motivation in Learning Theory indicates that the attraction and interest of students in learning material can enhance their motivation to learn (Lidia Susanti, 2020). By having a culturally based and engaging e-comic, it is expected to create a learning environment that motivates students and encourages them to actively participate in the learning process.

The application of these theories in the development of the e-comic explains why this media is considered feasible and effective for implementation in elementary school Social Studies. By combining multicultural approaches and modern learning theories, this e-comic not only provides comprehensive information about cultural diversity but also motivates students to actively engage in the learning process.

Conclusion

The three validators' evaluations were based on conducted research. These evaluations provided criticisms and suggestions, which were used to improve the e-comics. Meeting assessment criteria for competencies, learning objectives, and material presentation, as well as having suitable imagery, resulted in a 91.6% rating for material and illustration aspects. Language scored 83.3%, while media display achieved 100%. The overall average score across all aspects was 91.5%. Therefore, it can be concluded that the e-comics media, based on multicultural education, is suitable for use with minor revisions.

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