

## DEVELOPMENT OF COMIC MEDIA BASED ON PANCASILA STUDENT PROFILES ON THE DIMENSIONS OF FAITH, PIETY, AND NOBLE CHARACTER IN ELEMENTARY SCHOOL

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### Abstract

This research aims to develop comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character. The development model used is the ADDIE model, namely *analysis, design, and development*. This research is development research using qualitative and quantitative approaches and the ADDIE model. The data used in this research comes from expert suggestions and comments in qualitative analysis, while in quantitative analysis, scores obtained from experts and students are used. This research was conducted at SDN 169 Pekanbaru, with a focus on implementing the Pancasila student profile of the dimensions of faith, piety, and noble character as part of the independent learning curriculum. The data sources in this research are teachers, students, validators, material experts, language experts, and design experts. Data collection was carried out through interviews with the principal of SDN 169 Pekanbaru, observations of student character, and analysis of documents related to the implementation of the independent learning curriculum and the profile of Pancasila students at the school. Qualitative data analysis techniques were carried out using the thematic analysis method. Meanwhile, for quantitative data analysis using descriptive statistical methods, this research produces comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character. The development of this comic media involves the use of Figma and Microsoft Word applications, from creating script sketches and adding color to adding effects to comic scenes. The validity of comic media was declared very valid without revision based on the validation results of material experts, language experts, and design experts, with an overall validity percentage reaching 98.21%. Student responses to this comic media were also positive, with an average of 91.03%. Thus, this comic media is suitable for use as a Pancasila-based character learning tool in elementary schools.

### Keywords

Media, comics, profiles, students, Pancasila



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## INTRODUCTION

The development of comic media based on the Pancasila student profile on the dimensions of faith, piety, and noble character at the elementary school level is an innovative step to improve character education at SDN 169 Pekanbaru. The results of interviews with school principals revealed several hot phenomena related to the curriculum, student character, and teacher skills. Even though the students' character is considered quite good, there are deficiencies in terms of discipline, sense of responsibility, honesty, and respect. In response, schools have adopted the Pancasila Student Profile program initiated by the Ministry of Education. This program has dimensions that target children's character, including honesty, concern for the environment, and discipline in congregational prayer. Teachers strive to instill these values through intracurricular and extracurricular learning, using media such as videos, picture cards, and pictures. Although there have been efforts to develop educational comic media, especially regarding bullying, there is no comic media based on Pancasila student profiles (Aminah et al., 2022).

The results of interviews with teachers and observations showed that the students' character was not optimal, as seen by forgetting to bring prayer tools, dishonesty in assignments, lack of awareness of protecting the environment, and inactivity in discussions. The new independent learning curriculum is being implemented in class I and class IV, while the Pancasila student profile with six dimensions is being implemented in all classes. However, there is no specific support for implementing the Pancasila student profile. In this context, this article will further discuss the development of comic media based on the Pancasila student profile dimensions of faith, piety, and noble character at SDN 169 Pekanbaru. The availability of learning material literature will be reviewed, as the difficulties in creating comics that suit the readability level of elementary school children and the challenges in presenting abstract concepts such as faith, piety, and noble character in a visual form that can be understood by children. Evaluation of the suitability of comics with learning objectives will also be a focus for assessing effectiveness in shaping students' understanding and behavior regarding the desired Pancasila values.

The availability of learning material literature regarding the profile of Pancasila students, as well as references for developing comic content at SDN 169 Pekanbaru, are key factors in designing an approach that suits the developmental characteristics of elementary school-age children. In this context, schools need to ensure access to books or articles that discuss Pancasila values, character education, and content development for elementary school children. Teachers and school

administrators can access literature about the developmental characteristics of elementary school-age children relating to cognitive, emotional, and social aspects (Sumantri, 2014). These references will help in adapting the delivery of Pancasila values to suit the understanding and absorption of elementary school students. Online learning resources can also be an alternative, including electronic learning platforms, educational content repositories, and educational journals that focus on children's characters (Rizki, 2021).

By understanding the literature and references, teachers can develop comic content that is not only educational but also entertaining, according to the needs and interests of elementary school children (Jannah & Ramadan, 2023). This can increase the appeal of comics as an effective learning medium at SDN 169 Pekanbaru. Creating comics that can be understood and enjoyed by elementary school (SD) children at SDN 169, Pekanbaru faces a number of challenges. It is important to pay attention to age-appropriate readability levels, present content that is appropriate for cognitive and emotional development, and create engaging visuals to maintain young readers' interest. Apart from that, abstract concepts such as faith, piety, and noble character need to be expressed simply without sacrificing the substance of these values. The diversity of characters and representation in comics, as well as consistency with local values and Pekanbaru culture, are important aspects that can make the messages conveyed more relevant and accepted by children and the school community. By understanding these challenges, comic development can be focused on creating learning tools that support character education curricula, stimulate children's imaginations, and promote positive values in a fun and educational way.

Evaluation of the suitability of comics with learning objectives at SDN 169 Pekanbaru includes critical aspects to ensure their effectiveness in shaping students' understanding and behavior related to Pancasila values. The assessment involves a number of factors, including the extent to which comics can clearly and accessibly communicate abstract concepts such as faith, piety, and noble character. Apart from that, the evaluation also assesses whether the comic reaches the target readability level for elementary school students and whether the moral message and values of Pancasila are reflected appropriately in the content.

Magdalena et al. (2020) revealed that evaluating the suitability of comics also involves students' responses to the learning media. By conducting surveys or interviews with students, the extent to which comics can motivate, inspire, and truly influence their understanding and behavior regarding Pancasila values can be measured (Sa'diyah, 2018). Apart from that, involving teachers in

evaluations is also important to evaluate the extent to which comics support learning objectives and whether they can be integrated effectively into the curriculum (Nurrita 2018).

By combining qualitative and quantitative evaluations, a comprehensive picture can be produced about the extent to which comics based on Pancasila student profiles can achieve the desired learning objectives at SDN 169 Pekanbaru. This is in line with Kahfi's (2022) opinion that the Pancasila student profile has implications for creating individual student resilience. The Pancasila Student Profile has the main goal of maintaining the noble values and morals of the nation, readiness to become a world citizen, realizing social justice, and achieving 21st Century competence. In our daily spirit and attitude in the community or profession, we must have a Pancasila student profile. The students defined here are superior human resources who are lifelong students who have global competence and behave in accordance with Pancasila values. The values of Pancasila are not just to be understood, but what is very meaningful and useful is how to practice them in everyday life, whether in the family, community, learning unit or where we work and try. This begins with the realization of individual resilience, which will then shape family resilience, community resilience, regional resilience, and national resilience (Rahmi et al., 2022).

Research with the title *Digest-Friendly Books Based on Human Security for Strengthening the Profile of Pancasila Students in Elementary Schools* has obtained the result that book development can be explicitly identified through BSKAP No.030/P/2022 Concerning Book Grading Guidelines, although there has not been a comprehensive discussion (Aryanto et al., 2023). The research entitled "Penguatan Profil Pelajar Pancasila Melalui Pembelajaran Bahasa Indonesia Materi Teks Cerita Pendek" shows the results that students and teachers are very good at strengthening the Pancasila student profile (Najati, 2023). The research entitled *Internalizing the Pancasila Student Profile for Elementary Schools through a Children's Literature Approach* shows the results that the Pancasila student profile, which is part of the independent curriculum, is easier to internalize because the main function of children's literature is to shape the attitudes of elementary school students. Students can become aware of the Pancasila student profile points through the content in children's literature (Hidayat et al., 2023). Research with the title "Implementasi Project Based Learning Sebagai Penguatan Profil Pelajar Pancasila Anak Usia 5-6 Tahun Di TK ABA VI Manggala" shows the results that through the implementation of Project Learning as Strengthening the Profile of Pancasila Students can provide learning that involves students in learning activities in the form of problem-solving and providing opportunities and motivation for students to be able to develop all aspects of

their development through project learning activities that have been carried out with the project-based learning stages (Ramadhani, 2023). Finally, another research entitled “Pengembangan Diology Water Cycle Dalam Memperkuat Profil Pelajar Pancasila Di Sekolah Dasar” shows that *the diology water cycle media product* is suitable for application in science learning in class V of elementary school. The implications of this research can help students and teachers in overcoming science learning problems, especially in the water cycle material in class V elementary schools (Widiyono et al., 2022). Other research shows that comic media is able to contribute new understanding to the role of comics, especially comics with religious elements, in teaching about religion through Religious Education subjects in compulsory secondary schools in England (Hancock, 2023).

Based on the summary of the five previous studies, several lacunae or gaps can be identified, which form the basis for new research entitled "Development of Comic Media Based on the Pancasila Student Profile Dimensions of Faith, Piety, Noble Character at Elementary School Level." First, previous research has not explicitly discussed the application of comic media in strengthening the profile of Pancasila students. Most research tends to use conventional approaches such as digestible books, children's literature, and project-based learning. Second, there is still a need to explore the extent to which comic media can overcome the level of difficulty in students' understanding of abstract concepts such as faith, piety, and noble character. Third, the majority of previous research focused on the dimensions of faith, piety, and noble character from the profile of Pancasila students, while this research can broaden the scope by integrating other dimensions to become more holistic. Fourth, previous research has paid attention to the character development of elementary school children, but the new research is expected to provide a new perspective by focusing on understanding and applying Pancasila values through comic media. By filling this gap, it is hoped that this research can make a significant contribution to the understanding of the character of elementary school children and the use of comic media as an effective means of strengthening the profile of Pancasila students.

This research aims to determine the process of developing comic media based on Pancasila student profiles in the dimensions of faith, piety, and noble character. Then, to find out the validity of the comic media profile of Pancasila students in the dimensions of faith, piety, and noble character. Then, find out students' responses to the comic media that has been developed.

It is hoped that comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character can contribute to the field of learning media, especially at the elementary

school level. Apart from that, it is an educational medium for students to broaden their horizons and knowledge regarding Pancasila students, specifically the dimensions of faith, piety, and noble character. Not only are students broadening their horizons, but they are also expected to be able to apply character that fits the dimensions of faith, piety, and noble character in their daily lives.

## METHOD

This research uses a qualitative and quantitative approach (Sukardi, 2010). This type of research is development research using the ADDIE model (Rustandi, 2021). According to Setiadi & Yuwita (2020), the ADDIE model consists of *Analysis, Design, Development, Implementation, and Evaluation*. However, in this research, researchers only took the first stage and the third stage. According to Srikandika (Saputra & Noviyanti, 2022), the ADDIE model has easy and simple research steps and a systematic structure. This model can be used in various kinds of product development and can be applied to a curriculum that teaches three competencies, namely knowledge, skills, and attitudes.

This research begins at the analysis stage, namely identifying the needs of teachers and students and identifying the learning environment. Then, the design stage *starts* with making the script, making comic sketches, making lettering, coloring, adding effects, and providing text balloons. After the comic is finished, the next stage is the development stage, namely validating the product to experts (Munandar et al., 2021). The experts used are material experts, language experts, and design experts. This is in line with Fitriyeni's opinion (2023) that a product must pass validation from material, language, and media or design experts. After the product is declared valid without revision, it continues with student responses, namely, asking for student responses regarding the comic media that has been developed. This aims to ensure that the comic media developed is suitable for students as the main users of this comic media. The data analysis technique used is qualitative, originating from expert suggestions and comments, then quantitatively from scores obtained from experts and students. The formula used is:

$$P = \frac{S}{N} \times 100\%$$

Information:

P = percentage score

s = total score from the data collector

N = maximum score (Habiby, 2017)

From the feasibility percentage value obtained, the researcher will then determine the product validity criteria with the details in Table 1 as follows:

**Table 1.** Product Validity Criteria

No	Score	Information
1.	84%- 100%	Very valid
2.	64%- 83.9%	Valid
3.	52%- 63.9%	Fairly Valid
4.	36%- 52.9%	Less Valid
5.	≤ 35.9 %	Invalid

Source: Ramadhani et al., (2022)

Furthermore, for student responses, the criteria can be seen in Table 2 as follows:

**Table 2.** Student Response Criteria

No.	Score Interval (%)	Category
1.	81-100	Very good
2.	61-80	Good
3.	41-60	Enough
4.	21-40	Not enough
5.	0-20	Very less

Source: Lisa & Susilowibowo (2016)

## FINDINGS AND DISCUSSION

### Findings

The product resulting from this research and development is comic media based on Pancasila student profiles in the dimensions of faith, piety, and noble character. This product was designed by researchers with the aim that it can be used as an alternative learning medium by teachers in providing education regarding Pancasila students, especially the dimensions of faith, piety, and noble character. Presentation of research results and development by researchers follows the stages of the ADDIE model.

The analysis stage is identifying the needs of teachers and students as well as the learning environment. In identifying teachers' needs, researchers conducted interviews with teachers who found that providing education to Pancasila students only verbally and the implementation of projects to strengthen the profile of Pancasila students was not optimal. The school did not have special reading materials for Pancasila students. Then, identifying student needs, researchers

conducted interviews with students who found that students wanted the educational media they read to have interesting images, rich colors, and not all just long text. Apart from not being interested in reading it, it's also boring. Then, analyzing the learning environment, the researcher obtained information from the teacher that the current curriculum aims to realize Pancasila students in every student, but there is no reading media that is interesting for students and media that can be used by teachers as well. Based on this situation, researchers want to develop learning media that can also be an educational medium for students regarding the Pancasila dimensions of faith, piety, and noble character.

The design stage, at this stage, is designing and creating comic media based on Pancasila student profiles in the dimensions of faith, piety, and noble character. The steps for making it are (1) making a script aimed at making it easier to make and design images and depicting the outline of events in the comic; (2) making sketches or comic frames, placing characters, text balloons, illustrations, character poses, scenes, situations or backgrounds. This process also determines the location of the comic frame, which determines the comic storyline. Apart from that, the illustrations on each comic page are created and designed by yourself, and ensure that there is no copy-paste from the Google site. Researchers used Figma to make it. Figma is a vector graphics editor/digital design and prototyping tool with web-based and additional offline features enabled by desktop applications for Mac and Windows. (3) coloring, namely giving color to the characters, background, and lighting settings in the image. (4) add text/writing to the text balloon. The appearance of the comic media that has been developed is as follows:



Figure 1. Comic Cover



Figure 2. Foreward





Figure 3. Learning Objec

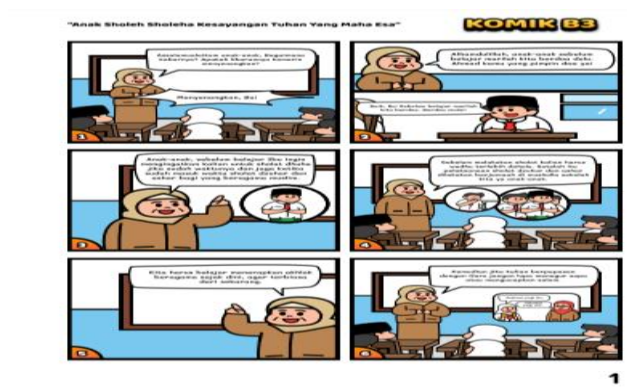


Figure 4. Comic Content

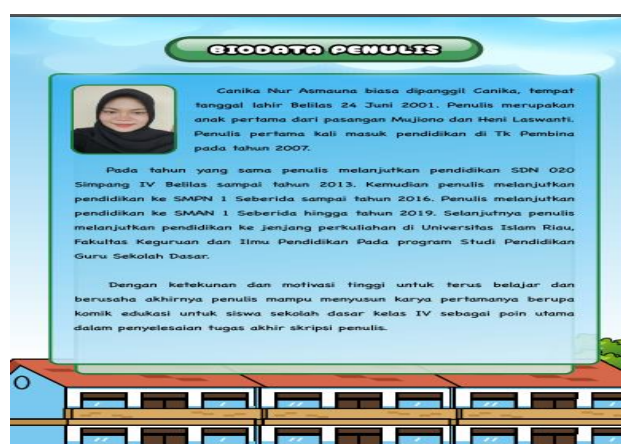


Figure 5. Author Biodata

The development stage starts with validation from experts. The validity of the material is carried out by material experts, namely Mr. Eddy Noviana, S.Pd., M.Pd and Mrs. Suryati, S.Pd., M.Si, who are experts in elementary school material and Pancasila student profiles who deeply understand the concept of student profiles. Pancasila and Principal of SDN 169 Pekanbaru. Language validation was carried out by linguist Mr. Latiif, S.Pd., M.Pd, who is an expert in the field of language and is a Primary School Teacher Education Lecturer at FKIP Riau Islamic University. The 2nd language validator is Mrs. Tengku Rasyada, S.Pd., MM, the teacher at SDN 138 Pekanbaru who helped develop learning media at SDN 138 Pekanbaru in the field of language. Meanwhile, the design expertise was carried out by Mrs. Amelia Putri, S.I.Kom., M.I.Kom dan Ibu Yuly Rahmi Pratiwi, S.I.Kom., M.Sos.Sc as lecturers in the Communication Science study program who are competent in the field of design.

Material experts provide an assessment of the content/material aspects of comic media based on Pancasila student profiles on the dimensions of faith, piety, and noble character. The results of the content/material aspect assessment in validation 1 can be seen in Table 3 as follows:

**Table 3.** Validation Results of 1 Material Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Mr. Eddy Noviana, S.Pd., M.Pd.	49	76	64.47%	Valid
Mrs. Suryati, S.Pd., M.Sc.	44	76	57.89%	Fairly Valid
Average			61.18%	Fairly Valid

(Source: Researcher Processed Data)

After the comic media based on the Pancasila student profile on the dimensions of faith, piety, and noble character has been improved based on suggestions and comments obtained from the results of the first validation, a second validation will then be carried out. The results of the assessment of the comic content/material aspects based on the Pancasila student profile dimensions of faith, piety, and noble character for the second validation can be seen in Table 4 below:

**Table 4.** Validation Results of 2 Material Experts

Validator	Empirical Score	Maximum Score	Percentage	Category
Mr. Eddy Noviana, S.Pd., M.Pd.	71	76	93.42%	Very Valid
Mrs. Suryati, S.Pd., M.Sc.	69	76	90.78%	Very Valid
Average			92.1%	Very Valid

(Source: Researcher Processed Data)

Based on Table 4, it can be seen that the overall average value obtained from the two material expert validators is in the very valid category without revision. So, it can be concluded that comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character is suitable for use without revision in terms of material.

Linguists provide an assessment of the language aspects of comic media based on the Pancasila student profile of the dimensions of faith, piety, and noble character. The results of the language aspect assessment in validation 1 can be seen in Table 5 as follows:

**Table 5.** Validation Results of 1 Linguist

Validator	Empirical Score	Maximum Score	Percentage	Category
Latif, S.Pd., M.Pd.	34	40	85%	Very Valid
Mrs. Tengku Rasyada, S.Pd., MM	26	40	65%	Valid
Average			75%	Valid

(Source: Researcher Processed Data)

After the comic media based on the Pancasila student profile on the dimensions of faith, piety, and noble character has been improved based on suggestions and comments obtained from the results of the first validation, a second validation will then be carried out. The results of the assessment of comic language aspects based on the Pancasila student profile dimensions of faith, piety, and noble character for the second validation can be seen in Table 6 below:

**Table 6.** Validation Results of 2 Language Experts

Validator	Empirical Score	Maximum Score	Percentage	Category
Latif, S.Pd., M.Pd.	37	40	93.5%	Very valid
Mrs. Tengku Rasyada, S.Pd., MM	36	40	90%	Very valid
Average			91.75%	Very valid

(Source: Researcher Processed Data)

Based on Table 6, it can be seen that the overall average value obtained from the two material expert validators is in the very valid category without revision. So, it can be concluded that comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character is suitable for use without revision in terms of language.

Design experts provide an assessment of the linguistic aspects of comic media based on the Pancasila student profile of the dimensions of faith, piety, and noble character. The results of the design aspect assessment in validation 1 can be seen in Table 7 as follows:

**Table 7.** Validation Results of 1 Design Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Mrs. Amelia Putri, S.I.Kom., M.I.Kom	45	56	80.35%	Valid
Mrs. Yuly Rahmi Pratiwi, S.I.Kom., M.Sos.Sc	41	56	73.21%	Valid
Average			76.78%	Valid

(Source: Researcher Processed Data)

After the comic media based on the Pancasila student profile on the dimensions of faith, piety, and noble character has been improved based on suggestions and comments obtained from the results of the first validation, a second validation will then be carried out. The results of the assessment of comic design aspects based on Pancasila student profiles on the dimensions of faith, piety, and noble character for the second validation can be seen in Table 8 below:

**Table 8.** Validation Results of 2 Design Experts

Validator	Empirical Score	Maximum Score	Percentage	Category
Mrs. Amelia Putri, S.I.Kom., M.I.Kom.	54	56	96.42%	Very Valid
Mrs. Yuly Rahmi Pratiwi, S.I.Kom., M.Sos.Sc	56	56	100%	Very Valid
Average			98.21%	Very Valid

(Source: Researcher Processed Data)

Based on Table 8, it can be seen that the overall average value obtained from the two material expert validators is in the very valid category without revision. So, it can be concluded that comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character is suitable for use without revision in terms of design.

After the comic media based on the Pancasila student profile on the dimensions of faith, piety, and noble character was valid from the material, language, and design aspects, the researchers continued to find out the students' responses. The results of student responses obtained an average of 91.03% in the very good category. This can be seen in Table 9 as follows:

**Table 9.** Percentage of Student Response Questionnaires

No.	Aspect Evaluation	Percentage
1.	Cover	89.28%
2.	Picture	96.42%
3.	writing	92.85%
4.	Learning objectives	89.28%
5.	Language	89.28%
6.	Instructions for use	89.28%
7.	Benefit	90.89%
8.	Average	91.03%

## Discussion

The research that the researchers conducted is classified as development research. According to Sukmadinata (in Sohibun & Ade, 2017), research and development is a process or stage to develop or improve new or existing products that can be accounted for. In this research, the product developed is comic media based on Pancasila student profiles on the dimensions of faith, piety, and noble character for elementary school students.

The type of research used by researchers is research and development using the ADDIE model. According to Hanafi (2017), this research is an effort to develop knowledge and obtain new findings. According to Andriani (in Hasanah & Suyadi, 2020), developing learning media using the ADDIE

model can make learning media practical so that it can make it easier for students to participate in teaching and learning activities because the ADDIE development model is a framework used to develop research products.

At the analysis stage, researchers carry out a needs analysis, which aims to find out things that must be developed in preparing media according to students' needs (Suwarti et al., 2020; Wisada et al., 2019). At this stage, it becomes a reference in developing anti-bullying educational comic media, which is obtained based on an analysis of teacher needs, environmental conditions, and analysis of student needs. The analysis was carried out to obtain information on developing comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character according to students' needs.

At the design stage, this stage is planning and creating comic media based on Pancasila student profiles in the dimensions of faith, piety, and noble character. Based on the collection of data that has been obtained from the analysis stage, the process of comic media design activities based on the Pancasila student profile on the dimensions of faith, piety, and noble character is then carried out. In developing comic media based on the profile of Pancasila students with the dimensions of faith, piety, and noble character, there are stages, including 1) Making a script, this script adapts to the theme of the profile of Pancasila students with the dimension of faith, piety, and noble character. Script creation aims to facilitate the creation and design of images and illustrate the outline of events in the comic; 2) Making comic strips, this stage is the initial form of scribbles such as placing characters, text balloons, character poses, and scenes. Situation or background; 3) Doing (coloring): This stage gives color to the characters, background, and lighting in the image; 4) Add/provide text or writing in the text balloon.

Media based on Pancasila student profiles with dimensions of faith, piety, and noble character have been developed and then validated. By carrying out validation, researchers can see where there are errors in the process of creating learning media or suggestions for improvements by validators that can be used to produce better learning media. The validity of the comic media created is determined by the results of the scale given by validators, material experts, media experts, and language experts (Monika et al., 2020; Ulfa & Suripah, 2022).

According to Nafsiah et al. (2019), the validation sheet consists of three, namely language context validation, material validation, and design/presentation validation. Based on the theory above, the researcher created a validation instrument in the form of a learning media validation

sheet, which includes the three aspects above. Each assessment item is adjusted to the researcher's needs. Then validation will be carried out by six experts, namely Eddy Noviana, S.Pd., M.Pd (Validator 1 Material Expert), Mrs. Suryati, S.Pd., M.Si (Validator 2 Material Expert), Mr. Latif, S.Pd., M.Pd (Validator 1 Language Expert), Mrs. Tengku Rasyada, S.Pd., MM (Validator 2 Language Expert), Mrs. Amelia Putri, S.I.Kom., M.I.Kom (Validator 1 Design Expert) and Mrs. Yuly Rahmi Pratiwi, S.I.Kom., M.Sos.Sc (Validator 2 Design Experts) so as to obtain the average from the experts, namely 1) Material experts, the content of comic media material based on Pancasila student profiles on the dimensions of faith, piety, and noble character obtained an average score of 61.18 with a quite valid category in the first validation. After the comic media based on Pancasila student profiles on the dimensions of faith, piety, and noble character were improved based on comments and suggestions from the first validation, a second validation was then carried out and obtained an average score of 92.1% in the very valid category. (2) Linguist, the language aspect of comic media based on the Pancasila student profile dimensions of faith, piety, and noble character obtained an average score of 75% with a valid category in the first validation. After the comic media based on Pancasila student profiles on the dimensions of faith, piety, and noble character were improved based on comments and suggestions from the first validation, then a second validation was carried out and obtained an average score of 91.75% with a very valid category. (3) Design expert, comic media design based on Pancasila student profiles with dimensions of faith, piety, and noble character obtained an average score of 76.78% with a valid category in the first validation. After the comic media based on Pancasila student profiles on the dimensions of faith, piety, and noble character were improved based on comments and suggestions from the first validation, a second validation was then carried out with an average score of 98.21% in the very valid category. From several descriptions of the data above, it can be concluded that comic media is based on Pancasila student profiles with dimensions of faith, piety, and noble character said to be valid in terms of material quality, language, and media/design.

After the overall results of comic media based on Pancasila student profiles in the dimensions of faith, piety, and noble character for the two validations were accumulated, the researcher obtained an overall average score for the six validators in the first validation, namely 70.98% with the valid category and for the second validation results which were obtained from a combination of six validators, it is in the very valid category with an average value of 94.02%. The validation results for all aspects obtained from the six validators can be seen in Table 10 below:

**Table 10.** Validation Results for All Aspects

<b>Materials Expert</b>		
<b>Assessment Aspects</b>	<b>Validation 1</b>	<b>Validation 2</b>
Appropriateness	70.83%	91.66%
Presentation	60%	80%
Pancasila Student Profile	82.5%	100%
<b>Linguist</b>		
<b>Assessment Aspects</b>	<b>Validation 1</b>	<b>Validation 2</b>
Straightforward	70.65%	95.83%
Foreword and Comic Content	68.75%	81,255
Communicative	87.5%	93.75%
Student Development Level	68.75%	93.75%
Use of Terms	87.5%	87.5%
<b>Design Expert</b>		
<b>Assessment Aspects</b>	<b>Validation 1</b>	<b>Validation 2</b>
Comic Size	87.5%	87.5%
Comic Cover Design	62.5%	93.75%
Comic Content Design	85.71%	100%

(Source: Researcher Processed Data)

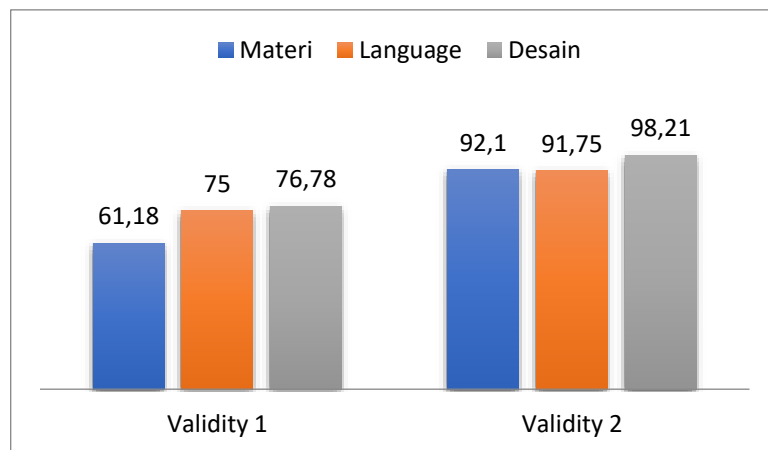
If you look at all aspects of material, language, and design, it can be seen in Table 11 as follows:

**Table 11.** Aspects of all materials, language, and design

<b>Rated aspect</b>	<b>Validity I</b>		<b>Validity II</b>	
	<b>Percentage</b>	<b>Category</b>	<b>Percentage</b>	<b>Category</b>
Material	61.18%	Fairly Valid	92.1%	Very Valid
Language	75%	Valid	91.75%	Very Valid
Design	76.78%	Valid	98.21%	Very Valid
<b>Average</b>	<b>70.98%</b>	<b>Valid</b>	<b>94.02%</b>	<b>Very Valid</b>

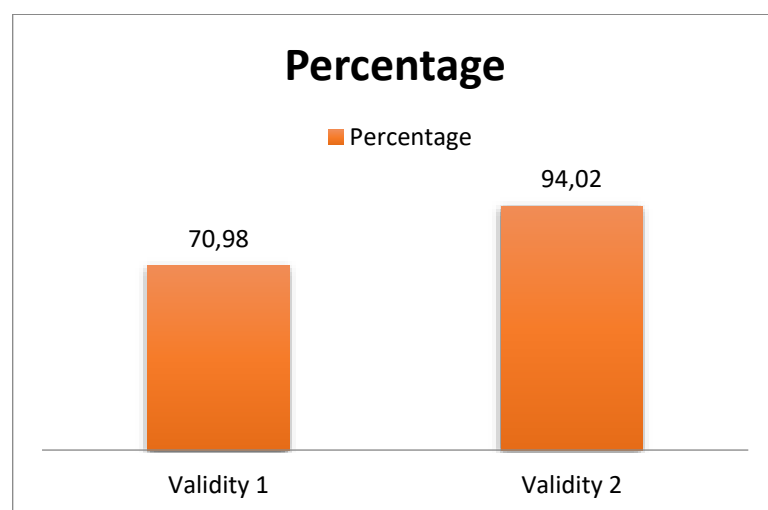
(Source: Researcher Processed Data)

Table 10 above is the validation result of all aspects of comic media based on the Pancasila student profile dimensions of faith, piety, and noble character. Namely, aspects of content/material, language, and design were obtained from 6 validators for two validations. It can be seen that the highest average score was found in the design aspect, with a percentage of 76.78% in the valid category, and the lowest was the material aspect, with a percentage of 61.68% in the quite valid category. Meanwhile, in Validity II, the highest average score was in the design aspect, with a percentage of 98.21% in the very valid category, and the lowest was the language aspect, with a percentage of 91.75% in the very valid category.



**Figure 6.** Diagram of Assessment Results for All Aspects

Furthermore, the comparison of the results of the comic media assessment based on the Pancasila student profile on the dimensions of faith, piety, and noble character in the first validation and the second validation can be presented in the form of the following diagram:



**Figure 7.** Comparison Diagram of Assessment Results

Based on Figure 7, it can be seen that the average value in the first validation was 70.98% in the valid category, and in the second validation, the average value was 94.02% in the very valid category. This increase could occur because the process of developing comic media based on valid Pancasila student profiles with dimensions of faith, piety, and noble character was carried out through a series of revisions from the validators.

Based on the explanation above, it can be concluded that the product developed by the researcher is comic media based on Pancasila student profiles with dimensions of faith, piety, and noble character. Obtained an average validity value of 94.02%. Thus, comic media is based on the Pancasila student profile of the dimensions of faith, piety, and noble character. *What has been*



developed is very valid without revision, so this comic media can improve memory because students learn in a fun way through their own way with imagination directed by the material provided in the comic.

After being declared very valid without revision, the comic media product based on the Pancasila student profile on the dimensions of faith, piety, and morals received a response from students with an average of 91.03%. The research carried out is in line with research by Ngazizah and Laititia (2022) Feasibility of *Smart* Joglo teaching aids in the validity aspect, the percentage from media experts, stage I 70.58%, stage II 83.82%, assessment experts stage I 62.5% stage II 77.5% and expert practitioners 90% with a very valid category. On the practical aspect, From the results of responses by students they got very practical criteria, and the results of responses by observers got very practical criteria. Based on data from the results of validity and practicality, the development of Learning Media Using Comics can be said to be suitable for use in the learning process. 3) Pancasila Student Characters include; 1) Have faith, be devoted to God Almighty, and have noble character, 2) Global Diversity, 3) Independence, 4) Mutual Cooperation, 5) Critical Reasoning, and 6) Creative, have been achieved by good category. In line with this research, (Sd & Kota, 2023) conducted research on comic media. The Pancasila Student Profile was declared valid with validation results by media experts of 85.4%, validation results by material experts of 86.6%, and validation from practitioners obtained results of 97.2% and 91.6%. Pancasila Student Profile Comic Media received the very practical category because the percentage of teacher responses to the media that had been developed was 98%, and the percentage of student responses was 90.5%.

Fahyuni & Fauji (2017) say children can gain a better understanding of the relationship between stories and images through comics that can stimulate their imagination. One way to make learning more fun is to use comics as a learning medium. This is in line with the opinion of Therapy et al. (2018) that comics are more effective than textbook media, which do not have pictures and attractive illustrations, in arousing students' interest in learning and improving learning outcomes. Using comic media as a learning medium is one way to make learning more fun. In addition, comics have the capacity to arouse students' interest in learning and make it easier for them to retain the information they obtain. Comics really help students in learning at school (Rosyida, 2018; Sari, 2018).



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