



Development of Educational Comic Media in Civics Education to Improve the Literacy Skills of Students

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Abstract:

This study addresses the limited use of innovative learning media in Civic Education (PKn) which affects students' activeness and literacy skills in elementary schools. The research aims to develop educational comic media in PKn learning and to examine its feasibility and students' responses in improving literacy skills. This study employed a Research and Development (R&D) method using the 4-D model, consisting of define, design, develop, and disseminate stages. The subjects of the study were fourth-grade students of SDNU Metro. Data were collected through interviews with teachers and the school principal, material expert and media expert validation questionnaires, and student response questionnaires. The findings indicate that the developed educational comic media is feasible to use based on material and media expert evaluations. Students' responses show a very positive category, particularly in increasing learning interest, reading motivation, and understanding of Pancasila values. Therefore, educational comic media can serve as an effective alternative learning medium to support literacy improvement in Civic Education learning at the elementary school level.

Keywords: Educational Comic, Civic Education, Literacy Skills, Elementary School, Learning Media

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INTRODUCTION

Education is the main foundation for the progress of a nation. The success of a country is largely determined by the quality of education that can produce a generation that is intelligent, has good character, and is adaptable to the developments of the times (Nafilah, 2025), Education not only serves to educate the nation as stated in the Preamble of the 1945 Constitution of the Republic of Indonesia, but also shapes Indonesians holistically, spiritually, intellectually, and socially (Indonesia, 1945). This is emphasized in Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop the potential of students to become people who are faithful, pious, noble, healthy, knowledgeable, creative, independent, and responsible as citizens



(Chanifudin, 2024). In order to achieve these objectives, the education process cannot only focus on the acquisition of knowledge but must also instill moral values and national character from an early age. One subject that plays a strategic role in shaping students' character is Civic Education (PKn). Through CSE learning, students are guided to understand their rights and obligations as citizens and to internalize the values of Pancasila in their daily lives. At the elementary school level, CSE is an important means of instilling the values of honesty, responsibility, tolerance, and love for the country (Wati, 2024).

The reality in the field shows that civic education learning still faces various problems. The learning process tends to be theoretical, teacher-centered, and emphasizes memorization, thus failing to provide meaningful learning experiences for students. Research conducted by Della Nanda Sidabalok et al. shows that the low level of student interest in learning is influenced by the use of monotonous and less interactive learning methods (Maharani, 2025). Similar findings were reported by Suryaningrum, who stated that the quality of civic education learning improved after the implementation of more varied and interesting learning media (Suryaningrum., 2022).

In addition to teaching methods, the abstract nature of civics education materials also poses a challenge. Students often find it difficult to understand the concepts of Pancasila when they are only conveyed through verbal explanations. This situation is exacerbated by students' low reading literacy skills. The results of the 2018 Program for International Student Assessment (PISA) survey show that the reading literacy skills of Indonesian students are still relatively low (*Organisation for Economic Co-operation and Development (OECD), PISA 2018 Results: What Students Know and Can Do 2019*). Low literacy levels have an impact on students' weak understanding of reading content, including Civics Education material (Oktaviana, 2023). Psychologically, elementary school students are at the stage of concrete operational development. At this stage, students find it easier to understand learning concepts when they are presented through real experiences and contextual visual media (Pekkolay, 2022). Therefore, civic education learning requires learning media that can concretize abstract concepts so that they are easier to understand and meaningful for students.

One learning medium that is relevant to these characteristics is educational comics. Comics combine attractive images and narrative text, thereby increasing students' attention and interest in learning. This medium is also suitable for Generation Z, who tend to prefer visual and communicative learning. According to Shienny Megawati Sutanto, a visual learning approach is needed to keep students focused and actively involved in the learning process (Rismawati, 2024). The use of educational comics not only serves as a medium for delivering material but also plays a role in improving students' literacy skills. Literacy is not only defined as the

ability to read and write but also includes the ability to understand the meaning of reading, think critically, and solve problems in everyday life (Ningsih, 2023). Thus, educational comics can be an effective means of developing functional literacy while strengthening students' understanding of the values of Pancasila (Lia, 2023)

Although educational comics theoretically have great potential in supporting literacy development and understanding of Pancasila values, the condition of civic education learning at SDNU Metro shows that the use of innovative learning media is still not optimal. Based on initial observations and interviews with the fourth-grade teacher, civic education learning is still dominated by the use of textbooks and lecture methods, resulting in uneven student participation and low interest in reading. Students tend to be passive in learning and have difficulty understanding and relating civic education material to their daily lives. This condition has an impact on the lack of optimal development of students' literacy skills, particularly in understanding the meaning of reading and the abstract values of Pancasila. Therefore, contextual, interesting learning media that are appropriate to the characteristics of elementary school students are needed to bridge the PKn material with the literacy skills of students. Previous studies have shown that comic books have a positive effect on students' interest and learning outcomes in civic education. Research by Farid Zaki Zein Situmeang and Umar Darwis proves that the use of comic books can increase the interest of elementary school students in learning (Darwis, 2023). Another study by Aliya Salsabilla Fitri et al. also shows that digital comics based on Pancasila values can improve student learning outcomes and understanding (Fitri, 2023). However, most of these studies have not specifically focused on improving students' literacy skills.

Based on a review of previous studies, it can be seen that the development of comic media in civic education learning is generally focused on increasing student interest and learning outcomes. However, studies that specifically develop educational comics for civic education with an emphasis on improving the literacy skills of elementary school students are still limited. In fact, literacy skills play an important role in helping students understand the meaning of the material and internalize the values of Pancasila in their daily lives. Therefore, this study is directed at developing educational comic media with the material "The Meaning and Application of Pancasila Values in Everyday Life" tailored to the characteristics of fourth-grade elementary school students as an effort to support the improvement of students' literacy skills (Suherman, 2023).

This research was conducted using a *Research and Development* (R&D) approach with the aim of producing a learning media product that is suitable for use. This approach allows researchers to develop learning media that has a theoretical basis and is empirically tested. Through the development of educational comics, it is hoped that civic education learning will become more interesting,

contextual, and meaningful (Sinaga, 2024). The purpose of this study is to develop educational comics for civic education, determine the suitability of the developed media, and find out students' responses to the use of educational comics in improving the literacy skills of fourth-grade students at SDNU Metro. This study is expected to benefit students, teachers, and schools as an alternative solution for innovative civic education that focuses on strengthening students' character and literacy skills.

METHOD

This study uses *Research and Development* (R&D) to develop and test the feasibility of educational comics as learning media for Civic Education (PKn) lessons. Developmental research was chosen because it focuses on creating educational products that are not only theoretical but can also be directly applied in the learning process at elementary schools (Fitri, 2023). The development model used in this study is the 4-D Model proposed by Thiagarajan, Semmel, and Semmel. This model consists of four main stages, namely *define*, *design*, *develop*, and *disseminate*. The 4-D model was chosen because it has systematic development steps and is suitable for developing learning media based on the needs of students (Riduwan., 2015)

The research subjects in this product trial were 27 students in class IV A of SDNU Metro. In addition, the research respondents also involved one fourth-grade teacher as a media user and two validators, namely a subject matter expert and a learning media expert. The data collection techniques used in this study included observation, interviews, questionnaires, and documentation. Interviews were used to obtain preliminary data on the conditions of civic education learning and the need for learning media. Questionnaires were used to collect data on expert validation and student responses to the educational comics developed. Documentation was used to supplement the research data in the form of photos of activities and learning archives (Sugiyono, 2019).

The data analysis techniques used were quantitative and qualitative descriptive analysis. Quantitative data was obtained from the results of expert validator assessments and student response questionnaires, which were analyzed by calculating the percentage of media suitability. Qualitative data in the form of suggestions and comments from validators were analyzed descriptively to improve the educational comic learning media developed (Sugiyono., 2018). This research was conducted at SDNU Metro, specifically in class IV.A The research was conducted in the even semester of the 2024/2025 academic year, starting from the needs analysis stage to the limited trial of educational comic learning media in civic education learning. The details of the assessment procedures are outlined in the following table:

Table 1. *Expert Validation Assessment Scores*

Category	Score
Highly Recommended	5
Worthy	4
Fairly Worthwhile	3
Not suitable	2
Very Unsuitable,	1

Based on the total accumulated scores from the expert assessment, conclusions can be drawn regarding the results. Details regarding the criteria for the suitability of learning media are described in detail in the following table:

Table 2. *Criteria for Interpreting Suitability*

Achievement Level	Criteria
81% - 100%	Highly Suitable
61% - 80	Suitable
41% - 60	Fairly Acceptable
21% - 40	Less Acceptable

After that, the criteria for the responses given by the students will be described qualitatively in the following assessment.

Table 3. *Criteria for Student Response Questionnaire Percentage*







Percentage	Criteria
81% - 100%	Very Interesting
61% - 80	Interesting
41% - 60	Fairly Interesting
21% - 40	Less Interesting






RESULTS AND DISCUSSION

The research "Development of Educational Comics in Civic Education Learning to Improve the Literacy Skills of Grade IVA Students at SDNU Metro" was presented using the 4-D model, which includes define, design, develop, and disseminate. The *define* stage aims to identify and analyze learning needs. At this stage, a preliminary analysis was conducted through observation and interviews with Grade IV A teachers at SDNU Metro to determine the conditions of civic education learning, the problems encountered, and the need for learning media. In addition, an analysis of student characteristics and an analysis of civic education learning materials were conducted, focusing on the topic of the Meaning and Application of Pancasila Values in Everyday Life in accordance with the applicable basic competencies.

The *design* stage is the stage of designing educational comic media. At this stage, researchers compile product designs using the Canva application and print them on 32x48cm Bristol board. This product design includes determining learning objectives, compiling storylines, determining characters, compiling dialogues, and designing comic illustrations tailored to the characteristics of fourth-grade elementary school students. In addition, at this stage, research instruments were also developed in the form of material expert validation sheets, media expert validation sheets, and student response questionnaires.

Table 4. Results of the educational comic media

Display	Description	Display	Description
	Front Cover of the Comic		Page 2, Second Principle (Sharing Food)
	Comic Display Identity		Page 3 Display, Third Principle (School Community Service)
	Display Foreword		Page 4 Display, Fourth Principle Section (Deliberation to Elect a Chairperson)

Display	Description	Display	Description
	Display of CP, TP, & Principle Markers		Page 5 Display, Fifth Principle Section (Mini Bazaar to Help Others)
	Display Page 1, Section First Principle (Praying Before Studying)		Page 6 Display, Comic Synopsis Section
	Back Cover Display of the Comic		

The *development* stage is the stage of developing and testing the feasibility of the media. The educational comic media that has been designed is then validated by Civic Education subject matter experts and learning media experts to assess the feasibility of the content, language, presentation, and appearance of the media. The validation results are used as a basis for revising the product. After revision, the educational comic media is tested on a limited basis with fourth-grade students at SDNU Metro to obtain data on student responses to the use of media in civic education learning.

The *dissemination* stage is the stage of product distribution. At this stage, educational comics that have been declared suitable for use are disseminated on a limited basis to fourth-grade teachers at SDNU Metro as an alternative medium for civic education. Distribution is carried out on a limited basis in accordance with the scope of the development research.

The results of this study were obtained through a series of data collection activities carried out systematically in accordance with the stages of research and

development of learning media. The data collected included the results of subject matter expert validation, media expert validation, student response questionnaires, and interviews with the fourth grade A teacher and the principal of SDNU Metro. All of the data were analyzed descriptively and presented as research results as listed in the Data Analysis and Presentation (DAP).

Results of the Learning Media Validation Trial

Subject Matter Expert Validation Test

Validation by subject matter experts was carried out by Tri Yusnita, S.Pd., as the homeroom teacher for class IVA at SDNU Metro. Based on the validation results of the educational comic media for civic education, a percentage score of 100% was obtained, indicating that the media meets the eligibility criteria and is classified as "Highly Eligible." Thus, the educational comic media developed has met the material eligibility standards and can be used without revision as a civic education learning medium to improve the literacy skills of Grade IVA students.

Based on the results of expert validation, the educational comic-based learning media based on Pancasila values was deemed highly suitable with a score of 100% for use in Grade IV Civic Education lessons. The material presented in the comic has been compiled in accordance with the basic competencies and learning objectives listed in the curriculum. The delivery of the material is considered to have covered the meaning and application of Pancasila values in everyday life in a coherent and systematic manner. The stories presented in the comic depict real situations that students often encounter in their family, school, and community environments. Thus, the material is not only theoretical but also applicable and contextual. The language used is considered easy to understand, does not cause ambiguity, and is appropriate for the cognitive development level of fourth-grade students. In addition, the flow of the material presentation is considered to be able to help students understand the relationship between the concept of PKn and the practice of Pancasila values in daily life (Results of expert validation of educational comic media based on Pancasila values, Analysis and Data Presentation (APD) of 2025 research).

Media Expert Validation Test

The media validation was conducted by Masrurotul Mahmudah, M.Pd.I, a lecturer at Ma'arif University Lampung. Based on the validation results for the educational comic media for civic education learning, a percentage score of 100% was obtained, indicating that the media meets the eligibility criteria and falls into the "Highly Eligible" category. Thus, the educational comic media developed has met the media eligibility standards and can be used without revision in the civic education learning process.

The results of media expert validation show that the educational comics developed meet the feasibility aspects in terms of media design and appearance. The illustrations of the characters and story backgrounds are considered attractive and appropriate for children. The combination of images and text is balanced, making it easy for students to follow the story line. The font size, font type, and placement of dialogue balloons are considered to support readability and reading comfort. The use of varied but not excessive colors also enhances the visual appeal of the media. From a technical standpoint, the comic media is considered practical for use in classroom learning as well as for independent reading by students. The suggestions provided by media experts regarding visual improvements have been accommodated in the final product, so that the comic book is considered ready for use in learning activities (Results of validation by learning media experts, Analysis and Data Presentation (APD) of 2025 research).

Results of Student Response Questionnaire

Based on the results of the student response questionnaire regarding the use of educational comics in civics education, a percentage score of 100% was obtained, which means that it is very interesting. All statements in the questionnaire received a score of 5 (Strongly Agree) from the students in class IVA, indicating that educational comics are able to attract interest in learning, facilitate understanding of Pancasila values, and help students understand and explain Civic Education material. Thus, the educational comics developed received a very positive response and are very suitable for use in Civic Education learning. In addition, the use of educational comics made students more active in learning activities, such as asking questions, answering questions, and expressing opinions. This shows that comic media can create a more lively and participatory learning atmosphere.

The results of interviews with teachers of Grade IV A at SDNU Metro, consisting of eight responses, provide a more detailed picture of the implementation and impact of the use of educational comics. Teachers said that before using comics, civic education lessons tended to be one-way, and students showed little interest. After using comics, teachers observed changes in student attitudes, such as increased attention, focus, and enthusiasm during lessons. Students seemed to understand the material more easily because the examples presented in the comics were relevant to their daily experiences. The teacher also said that comics helped reduce the dominance of lectures and made it easier for teachers to explain civic education concepts that were previously difficult for students to understand. In addition, teachers assessed that educational comics support the strengthening of character values, because students can emulate the behavior of the characters in the story. This medium is also considered flexible and can be used as learning support material or as a literacy medium in the classroom.

The results of interviews with the principal of SDNU Metro, consisting of six responses, show a positive view of the use of educational comics in civic education learning. The principal considers educational comics to be an innovative learning tool that is relevant to the school's needs in improving the quality of learning and strengthening character education. This medium is considered to be in line with the school's vision of shaping students who are moral, have good character, and understand national values. The principal also said that educational comics support the school's literacy program because they attract students' interest in reading. In addition, this medium is considered to have the potential to be further developed and applied in other classes as an alternative medium for civic education learning. The support from the school shows that educational comics are well received and seen as an innovative and useful learning medium.

The results of the study indicate that educational comics based on Pancasila values play a significant role in supporting the Civic Education (PKn) learning process in grade IV of SDNU Metro. The suitability of the media, obtained through validation by subject matter experts and media experts, confirms that educational comics not only meet content and design standards but are also relevant to the characteristics of elementary school students. These findings indicate that packaging PKn material in the form of picture stories can bridge the abstract concept of Pancasila values into a more concrete and easily understood learning experience for students (Tirtoni, 2024).

From a material perspective, the contextual presentation of Pancasila values through stories and characters in comics demonstrates consistency with the principle of meaningful learning. Students are not only introduced to the definition of Pancasila values, but also to examples of their application in everyday life. This is in line with the view that civic education should not stop at the cognitive level but should also shape the attitudes and behaviors of students as good citizens. Thus, educational comics serve as a means of internalizing values, not merely as a medium for conveying information (Ahmadi, 2021).

From the media perspective, the results of media expert validation show that the visual power of comics is an important factor in attracting students' attention and interest in learning. Attractive illustrations, appropriate use of color, and neat layout support readability and learning comfort. Visual media such as comics provide stronger stimuli than conventional texts, helping students understand the material more quickly and retain it longer in their memory. These findings reinforce the learning experience theory, which emphasizes that visual media can improve learning effectiveness by providing a more concrete learning experience (Hamidah, 2021).

The positive response of students to the use of educational comics shows that this medium is effective in increasing interest and motivation in learning civics.

Students feel more interested in participating in learning because the material is presented in a fun and non-monotonous way. This interest has an impact on increasing student involvement in the learning process, such as the courage to ask questions, answer questions, and participate in discussions. This condition shows that comic media can create an active and participatory learning atmosphere, which is very much needed in civic education learning in elementary schools (Suryaningrum, 2022).

In addition to increasing interest in learning, the use of educational comics also contributes to the development of students' literacy skills. Reading comics encourages students to understand the content, connect the story with their personal experiences, and draw meaning from the moral messages conveyed. This is in line with the concept of functional literacy, which emphasizes that reading skills are not limited to recognizing text, but also understanding and using information in everyday life. Thus, educational comics serve as both a learning medium and a tool for strengthening students' literacy (Muhaimin, 2023).

The results of interviews with teachers of class IV A at SDNU Metro reinforce these findings. Teachers believe that educational comics help overcome problems in civic education learning, which previously tended to be one-sided and uninteresting. The use of comics allows teachers to deliver material in a more varied and contextual way, making it easier for students to understand the material. Teachers also observed changes in student learning behavior, such as increased focus, enthusiasm, and engagement in learning. These findings indicate that educational comics can be a practical solution for improving the quality of civic education learning in the classroom.

Positive views were also expressed by the principal of SDNU Metro, who believes that educational comics are in line with the school's vision of strengthening character education and developing a culture of literacy. Support from the school shows that innovative learning media such as educational comics have great potential for sustainable implementation. This medium is not only beneficial for students, but also helps schools achieve broader educational goals, namely shaping students with good character, morals, and national and civic awareness (MD, 2024).

Compared to previous studies, the results of this study reinforce the findings that comic media has a positive influence on civic education learning. Several previous studies have shown that the use of comics in learning can increase students' interest in learning and understanding (Devianty, 2024). However, the novelty of this study lies in its focus on developing educational comics based on Pancasila values, specifically aimed at improving the literacy and understanding of national values among fourth-grade students. Thus, this study makes a real contribution to the development of innovative and contextual civic education learning media.

Overall, this discussion shows that the development of educational comics based on Pancasila values is an appropriate and relevant approach to civic education in elementary schools. This medium can increase learning interest and student engagement, as well as support character building and literacy. Therefore, educational comics can be used as an effective and sustainable alternative learning medium in efforts to improve the quality of civic education.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the development of learning media in the form of educational comics based on Pancasila values is appropriate for use in Civics Education in grade IV at SDNU Metro. These educational comics have been proven to be able to present Civics Education material in a contextual, interesting manner that is appropriate for the characteristics of elementary school students. The results of expert validation show that the media meets the eligibility criteria in terms of material and media, while the responses of students and the results of interviews with teachers and the principal show that educational comics are able to increase learning interest, student engagement, and support the strengthening of literacy and internalization of Pancasila values. The novelty of this research lies in the development of educational comics that not only function as a means of delivering civic education material but also as a medium for strengthening literacy and character education tailored to the needs and context of fourth-grade students.

Based on these research results, it is recommended that educational comics based on Pancasila values be more widely used by teachers as an alternative medium for teaching Civics in elementary schools. Future researchers are expected to develop educational comic media for different subjects or grade levels and test their effectiveness through experimental research to obtain more comprehensive results. In addition, the development of comics in digital form can also be an alternative to adapt to technological developments and 21st-century learning needs.

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