

The Effectiveness of Padepokan Karakter e-Comics as an Effort to Increase Understanding of Character Education in Elementary School Students

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Abstrak: Pendidikan karakter merupakan hal penting yang perlu dipersiapkan sejak usia dini sampai sekolah tinggi agar kegiatan rutin yang dilakukan tak hanya menjadi suatu rutinitas saja, namun sudah menjadi suatu karakter. Beberapa kasus yang berkembang di lapangan, khususnya kurangnya edukasi dan penggunaan media yang digunakan pada pendidikan karakter. Penelitian ini bertujuan untuk menguji efektivitas media e-komik Padepokan karakter serta mengetahui pengaruh peningkatan pemahaman pendidikan karakter pada siswa sekolah dasar. Penelitian ini memanfaatkan pendekatan kuantitatif dengan metode quasi eksperimen tipe nonequivalent control group design, dimana melibatkan dua kelompok yang dipilih oleh peneliti secara tidak acak. Objek Penelitian adalah media e-komik Padepokan Karakter (X) terhadap kemampuan Meningkatkan Pemahaman Pendidikan karakter (Y). Populasi berjumlah 40 siswa dengan masing-masing kelas berjumlah 20 siswa. Pada pelaksanaannya sebelum penerapan treatment (perlakuan) pada kelompok eksperimen maupun kelompok kontrol, peneliti memberikan pre-test sebagai tes awal. Teknik pengumpulan data adalah dengan metode observasi, penggunaan angket, dan dokumentasi. Analisis data menggunakan analisis deskriptif, analisis regresi sederhana (uji t), dan uji normalized gain untuk melihat seberapa efektif penggunaan media e-komik padepokan karakter. Dari hasil penelitian ditemukan bahwa (1) terdapat peningkatan pemahaman pendidikan karakter yang signifikan rata-rata kelas eksperimen dengan pemanfaatan media e-komik Padepokan Karakter sebesar 20,1% (2) terdapat peningkatan pemahaman pendidikan karakter pada kelas kontrol yang menggunakan teknik konvensional sebesar 14,3% (3) terdapat perbedaan tingkat perolehan rata-rata gain score pada kelas eksperimen sebesar 58,2%, sedangkan pada kelas kontrol diperoleh rata-rata 38,2%. Hal ini berarti penggunaan media e-komik Padepokan Karakter pada kelas eksperimen cukup efektif dalam meningkatkan pemahaman Pendidikan Karakter, sedangkan penggunaan teknik konvensional dirasa tidak efektif dalam meningkatkan pemahaman Pendidikan Karakter.

Kata-kata Kunci: Karakter Pelajar Pancasila, Komik Padepokan Karakter, Pemahaman Pendidikan Karakter.

THE EFFECTIVENESS OF PADEPOKAN CHARACTER E-COMIC MEDIA AS AN EFFORT TO IMPROVE UNDERSTANDING OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL STUDENTS

Abstract: Character education is an important thing that needs to be prepared from an early age to high school so that habits that are carried out do not only become a habit but also become a part of a person's character. Several problems developed in the field, especially the lack of education and the use of media in character education. This study seeks to evaluate the efficacy of Padepokan character e-comic media and ascertain the impact of character education on elementary school students' understanding. This study employed a quantitative approach with a

quasi-experimental method and a nonequivalent control group design, in which the two groups were not selected at random. The object of research is Padepokan character comic media (X) and their ability to increase understanding of character education (Y). The population is 40 students, with a total of 20 students in each class. In its implementation, before being given treatment, both the experimental group and the control group were first given a pre-test as an initial test. Data collection techniques employing surveys, observation, and documentation To determine how effective the application of character-driven e-comic media is, descriptive analysis, straightforward regression analysis (t test), and a normalised gain test were used to analyse the data. The results showed that (1) there was a significant increase in understanding of character education in the average experimental class by using Padepokan character e-comic media (by 20.1%). (2) There was an increase in understanding of character education in the control class using conventional techniques of 14.3%; (3) there is a difference in the average gain score in the experimental class of 58.2%, while in the control class the average gain is 38.2%. This means that the use of Padepokan Character Comic Media in the experimental class is quite effective in increasing understanding of character education, while the use of conventional techniques is deemed ineffective in increasing understanding of character education.

Keywords: *Pancasila Student Character, Padepokan Character Comics, Understanding Character Education.*

INTRODUCTION

Since Japan fell into the hands of the allies, young people kidnapped Ir. Soekarno and Muhammad Hatta and went to Rengasdengklok with the aim of urging the two of them to immediately proclaim Indonesian independence. On August 17, 1945, at 10 a.m. WIB, the Indonesian people officially liberated the Unitary State of the Republic of Indonesia. At the same time, the nation's founding fathers formulated a vision for the younger generation in order to advance and prepare themselves to face the great challenges facing the Indonesian nation in the future. The initial vision that was formulated was to establish a country that was sovereign and free from colonial intimidation. Second, building a nation with social justice And third, building a good generational personality The three visions formulated by the founding fathers of the Indonesian nation are a commitment from the Indonesian nation and are detailed in the concept of a state and the development of a complete human personality. The implementation of this vision seeks to build a better nation and personality for the future of Indonesia. The meaning of building a good personality was stated by Ir. Soekarno. For him, the Indonesian nation would be a great nation, victorious, and dignified if the nation was formed by prioritizing character building (Hariyanto, dalam Nurlaili W. 2022). It's different if character building is abolished. Get ready for the Indonesian people to become slaves in other countries in the future.

The character cultivation that was launched in children's learning is the message from the 4th paragraph of the Preamble of the 1945

Constitution, namely, Pancasila as the juridical foundation as well as the living thought of the Indonesian nation, which needs to be internalized in all fields in an effort to realize sustainable human development. The inculcation of the personalities of the nation's children is still seen as a strategic and meaningful field as the foundation in the lives of society, nation, and state. This matter is in line with the National Personality Development Policy in implementing the mandate of the 2005–2025 National Long-Term Development Plan. Within the framework of the National Learning Department, it has recognized as many as 18 personality values that need to be grown in students. These character values are the main values and need to be instilled in students who come from religion, pancasila, culture, and the goals of national learning. Therefore, it means that personality learning is the key to one's success and must be accustomed to from an early age (Rahmi, M., 2020).

Character learning is learning that directs methods of thinking and behaving that are characteristic of each person in society and in the country (Akhwani, 2021). Personality learning is instilled from an early age, especially in lower schools, as a place for lower learning to develop children's personalities in preparing for future generations. Character education is instilled through learning in schools during the educational process, namely in P5 subjects (Project of Strengthening Pancasila Student Profiles) and habits made by the teacher as the main mover. There are four methods of implementing personality learning in lower schools, including through regular habituation

activities, automatic habituation activities, exemplary habituation activities, and conditioning.

As part of efforts to enhance the quality of Indonesian education, the Pancasila Student Profile proposes character development for the younger generation. To accomplish a balance between scientific development and human development in the current era of worldwide technological progress, value and character education must play a crucial role (Faiz & Kurniawaty, 2022). Developing the character and skills of Pancasila students through the environment of the school, academic and informal learning, measures that enhance the general public's impression of Pancasila learners, and professional culture (Rahayuningsih dalam Kisah I. M. 2022). This is consistent with the answers to the fundamental concerns posed by the Indonesian educational system. The Pancasila Student Profile was developed to address the fundamental question of which capabilities the Indonesian education system wishes to cultivate. These competencies include competence, character, and behavior consistent with the Pancasila values (Makarim, 2022). The Project to Strengthen Pancasila Student Profiles is presently being implemented at the elementary, junior high, and high school/vocational school levels through the School Mobilization Program (PSP). The School Mobilization Program seeks to encourage changes in educational units to enhance the quality of education in schools, one of which is the implementation of a curriculum prototype (Syafi'i, 2021).

The Pancasila Student Profile can be achieved by school environment, academic learning, clubs and organizations, and outdoor activities that emphasise character development and everyday skills. The school's philosophy, rules, patterns of relationships and interaction, and applicable norms constitute its culture. Lectures consist of educational activities or experiences. Project means project-based learning, which is context-sensitive and interacts with the surrounding environment. Extracurricular activities are activities that develop students' interests and talents (Rahayuningsih dalam Kisah I. M. 2022).

Comic book media is one of the media that teachers can use to improve the character of Pancasila student profiles. Comics are media that

are simple, clear, and easy to understand; therefore, comics can be informative and educational media. Provide comic media, let students tell the events contained in comics, and develop students' imaginations.

Based on research from Miftah N. A., et al. (2020), a person's character will be formed if an activity is carried out repeatedly on a regular basis until it becomes a habit, which in the end does not only become a habit but has become a character. Therefore, character education must be done as early as possible so that children are able to instill good character so that they can carry it into adulthood. Furthermore, Erwin P. P. (2021), hows that the use of learning media in character education greatly influences student character values, especially in elementary school students, and that with the existence of character education learning media, it becomes more effective in increasing the activities of habituating elementary school students' character values.

The media tested in this study is digital comic media by Maman Rachman, et al. (2016), entitled "Padepokan Character: Locus of Models for Character Development and Nation Development," which was originally intended or tested on students after going through several observations on comic media topics, such as the content of teaching material that might be suitable to be taught to elementary school students. In this study, the comic will be tested on elementary school students to test the effectiveness of the comic and be able to encourage an increase in understanding of character education in elementary school students.

Based on the description above, it is hypothesized that Padepokan character e-comic media is effective in increasing students understanding of character education. There is a positive and significant influence between the experimental and control classes on the understanding of character education. Based on the explanation above, learning media can increase or even reduce understanding in elementary school students. As a result, researchers were inspired to examine the effectiveness of Padepokan Character e-comic media in an effort to increase understanding of character education in elementary school students.

RESEARCH METHODOLOGY

This study employs a type of quantitative research, namely experimental research in a quasi-experimental design with a nonequivalent control group design, in which the selection of the two classes is not arbitrary. This design includes a control group, but it cannot completely control external variables that influence the experiment's execution (Sugiyono, 2017).

The research object is the impact of Padepokan character comic media (x) on the ability to understand character education (y). In this study, both classes, the experimental class and the control class, were first given a pre-test as an initial test. This two-group pre-post-test design consists of two predetermined classes. The research pattern of the two group pre-test post-test design according to Sugiyono (2013:79) is as follows:

Table 1. Nonequivalent control group design

Class	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃		O ₄

Information :

- O₁ : Results of the experimental class pretest
- O₃ : Results of the control class pretest
- O₂ : Results of the experimental class posttest
- O₄ : Results of posttest control class
- X : Learning in the experimental class using comic media

Data analysis is done quantitatively by calculating each score in this character education understanding ability test consisting of 5 scores. The value will be converted to a scale of 100 by means of the number of values obtained by students divided by the maximum number of values multiplied by 100 (Mutia, 2019). The formula used to determine the score is as follows:

$$Score = \frac{\sum acquisition\ value}{\sum maximum\ value} \times 100$$

In this case, each score obtained by students will be used to see the category of the level of understanding ability of students' character education. The criteria for classifying the score of the assessment of the ability to understand the character education of students as presented in the following table.

Table 2. Categories of Ability to understand the character education of Learners

Learners' grades	Grading categories
85-100	Very well
70-84	Good

65-69	Adequate
45-64	Less
0-44	Very less

The subjects of this study were students of fourth grade I and II at SD Muhammadiyah 16 Karangasem, Karangasem Village, Laweyan District, Surakarta City, Central Java Province, totaling 20 for each class. The research was conducted in March 2023. The independent variables in this study were media-derived character and the dependent variable's ability to understand character education.

Data collection techniques included observation to observe the teaching and learning process using Padepokan Character e-comic media, objective tests to assess students' character education understanding abilities, and documentation to obtain student data. The instrument used to obtain data was a questionnaire consisting of 41 questions.

Before the researcher analyzed the data, the researcher checked the validity of the data by using a normality test. After that, a hypothesis test was carried out to compare the pretest and posttest values using a paired t test. Data that has been tested for normality and homogeneity, then analyzed by paired sample t-test for further independent samples t-test. The purpose of this study was to determine the effectiveness of the Padepokan Character e-comic on students' character education understanding abilities and to obtain categorization results using the N-Gain test. The N-Gain test is used to determine the difference between the pre-test and post-test scores between the control and experimental classes.

FINDING AND DISCUSSION

Finding

Padepokan character e-comic media is a combination of images and speech bubbles that make it simpler for readers to comprehend the image's content, by Maman Rachman (2016). Each student in the control class and the experimental class, a total of 40 fourth graders, completed the questionnaire to determine how much their understanding of character education had increased prior to receiving character education materials.

Before verifying the hypothesis using n-gain, the distribution of the data was subjected to a prerequisite analysis test consisting of a descriptive analysis test, a normality test, a homogeneity test, and a t test. By utilizing IBM SPSS 25 for Windows.

In order to determine the mean, median, mode,

standard deviation, and variance of the pre-test and post-test data for the experimental and control classes, descriptive statistical analysis was performed on data pertaining to character education comprehension. Table 3 provides a summary of the descriptive statistical data analysis results for both the experimental and control groups.

Table 3. Description of Character Education Understanding Data

Statistic	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	65,55	85,65	61,95	76,45
Median	67,00	85,00	61,50	75,00
Modus	69	85	61 ^a	70 ^a
Deviation Standart	5,385	3,392	3,900	5,176
Minimum	53	81	54	70
Maximum	74	96	75	87

Some of the variances that developed between the two classes, notably control class and the experimental class, occurred either before or after the treatment was administered, as shown in the table above. Before treatment, the mean of the control group was 61.95, while the mean of the experimental group was 65.55. This metric demonstrates that the values obtained by the two classes prior to treatment are comparable. The fact that the mean treatment for the control group is 76.45 and the mean treatment for the experimental group is 85.65 demonstrates that, in addition to an increase in both groups, there is a disparity in increase between the control group and the experimental group.

From the table of results of the descriptive analysis above, we can determine the value category based on the means of the control class and the experimental class. According to M. Ngalim Purwanto in Nurul Hiqma (2021), student evaluation scores are categorized as follows:

Table 4. Value Categorization

No	Mastery Level	Value	Weight	Predicate
1	86-100	A	4	Excellent
2	76-85	B	3	Good
3	60-75	C	2	Enough
4	55-59	D	1	Not enough
5	≤ 54	E	0	Very less

Based on the results of descriptive testing, the mean value in the control class before being given character education material with conventional techniques is 61.95, which in the evaluation results table above is categorized as a sufficient predicate, and after being given material using conventional

techniques in the learning process, the mean value in the control class has increased, namely to 76.45, which in the evaluation results table above is categorized as a good predicate. Whereas in the experimental class, the mean value before using Padepokan Character e-comic media was 65.55, which in the evaluation results table above was categorized as sufficient, and after using Padepokan Character e-comic media in the experimental class, the mean value increased, namely to 85.65, which in the evaluation results table above is categorized as good.

The data on understanding character education that has been collected was analyzed using the t-test. Before being analyzed, prerequisite tests were carried out, which included the normality test of data distribution and the homogeneity of variance test. The analysis prerequisite tests used are the normality test and homogeneity test. If the sig value is greater than 0.05, the data is said to be normal. Meanwhile, the homogeneity test is said to be homogeneous if the sig value is > 0.05. The results of the analysis of the normality test for the distribution of pre-test data for the experimental and control classes are presented in Table 5.

Table 5. Data Normality Test Results

Class	Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.	Conclusion
Results of understanding character education Pretest Experiment Class	0,159	20	0,198	Normal
Pretest Control Class	0,182	20	0,082	Normal

Based on table 5, the data normality test was conducted using the Kolmogorov-Smirnov Test on a single sample, and the control class pretest data normality test value was Sig = 0.082 = 0.05, signifying that the control class pretest data distributed normally at a significance level of = 0.05. While the experimental class's pre-test data normality test value is Sig = 0.198 = 0.05, both the control and experimental classes' pre-test data are normally distributed at a significance level of = 0.05. According to the outcomes of the analysis, both classes exhibit a normal distribution.

Table 6. Results of Homogeneity Test of Variance Pre-Test for Control and Experiment Classes

Levene	Statistic	df1	df2	Sig.
	2,606	1	38	0,115

From the results of the analysis in the table above, Leneve Statistics is obtained as = 2.606; df1 is 1, df2 is

38; and the sig. = 0.115 > $\alpha = 0.05$, thus the pre-test data for understanding character education in the two sample classes is homogeneous at a significance level of $\alpha = 0.05$. Data that is normally distributed and homogeneous can be used as a condition (not an absolute) for hypothesis testing in research.

The Paired Sample T Test is used for evaluating the disparities between the two means of two pairs of samples under the assumption that the data are normally distributed and with the expectation that the two classes of data originate from distinct subjects. Paired samples originate from the identical subject, but each variable is collected under distinct conditions. This examination is also known as the paired T test.

Table 7. Paired Samples Statistic

		Mean	n	Std. deviation
Pair 1	Experimental class pre-test	65,55	20	5,38
	Experimental class posttest	85,65	20	3,39
	Control Class pre-test	62,10	20	3,95
	Control class posttest	76,45	20	5,17

In the Paired Samples Statistics table, it can be seen that the average understanding of students' character education before using Padepokan Character Comic Media was 65.55 and the standard deviation was 5.385, and after using Comic Media, the average value of students' understanding of character education was 85.65 and the standard deviation was 3.392. This means that there is an average difference in students' understanding of character education before and after using Padepokan character e-comic media. It can be seen that the average understanding of character education of students before being given character education material with conventional techniques is 62.10 with a standard deviation of 3.959, and after being given character education material with conventional techniques, the average value of students' character understanding is 76.45 with a standard deviation of 5.176. This means that there is a difference in the average understanding of students' character education before and after being given character education material using conventional techniques.

Table 8. Paired Samples Correlation

		n	Correlation	Sig.
Pair 1	Experimental Pre-test & Post-test	20	0,530	0,016
	Control Pre-	20	0,612	0,004

test & Post-Test

In table 8, paired samples correlations, the correlation coefficient between before and after using Padepokan Character e-comic media is 0.530, and the sig. is equal to 0.016 less than $< \alpha = 0.05$, the pre-test and post-test of the experimental class have a relationship between the two. Whereas in the control class, a correlation of 0.612 was obtained and a sig. (2-tailed) value of 0.004 was less than $< \alpha = 0.05$, so the pre-test and post-test of the control class had a relationship between the two.

Table 9. Paired Samples Test

		Paired Differences	t	df	Sig. (2-tailed)
		Mean			
Pair 1	Pre-test & Post-test Eksperimen	-20,10	-19,54	19	0,00
	Pre-test & Post-Test kontrol	-14,35	-15,38	19	0,00

In tabel 8, The paired samples test yielded a mean difference of -20.10, which represents the difference between the results of learners on their comprehension of character education prior to and after using media to comprehension character Education. Furthermore, in the table above, statistical prices are also obtained: $t = -19.54$ with $df = 19$ and $\text{Sig. (2-tailed)} = 0.00 \leq \alpha = 0.05$. So Padepokan Character e-comic media is effective in increasing the understanding of character education for class IV.I students at SD Muhammadiyah 16 Karangasem before and after using Padepokan Character e-comic media for learning.

Whereas in the control class that used conventional techniques to provide an understanding of character education, the mean was -14.350, which means the difference in the scores of students' understanding of character education before and after being given character education material with conventional techniques. Furthermore, in the table above, statistical prices are also obtained: $t = -15.386$ with $df = 19$ and $\text{Sig. (2-tailed)} = 0.000 \leq \alpha = 0.05$. Thus, the use of conventional techniques is effective in increasing students' understanding of character education in fourth grade II at SD Muhammadiyah 16 Karangasem.

Table 10. Independent Samples Test

		Independent Samples Test				
		F	Sig.	t	df	Sig. (2-tailed)
Results of Understanding Character Education	Equal variances assumed	4,773	0,035	6,649	38	0,000
	Equal variances not assumed			6,649	32,7	0,000

In table 10, The Independent Sample Test in the Equal Variances Assumed section and in the Levene's Test for Equality of Variances column obtained F = 4.773 and a Sig value of $0.035 \leq \alpha = 0.05$, meaning that the data population of the two classes is not the same or not homogeneous. Because the variance of the data is not homogeneous, it will be selected in the Equal Variances Assumed row in the T-test column for Equality of Means. The price is $t = 6.649$ with $df = 38$ and $\text{Sig. (2-tailed)} = 0.000 \leq \alpha = 0.05$. Therefore, it should be argued that the use of Padepokan Character e-Comic Media is more beneficial than conventional methods in fourth grade (SD Muhammadiyah 16 Karangasem) in enhancing students' understanding of character education.

In addition, in order to demonstrate that Padepokan Character e-comic media are more effective than conventional methods, an N-Gain test will be conducted to ascertain the efficiency of using Padepokan Character e-comic media.

Normalized Gain or N-Gain Score is used to evaluate the efficacy of a treatment in studies involving experimental and control groups. In this research, the experimental class utilized Padepokan character e-comic media as a learning medium, whereas the control class utilized conventional techniques. Normalized Gain or N-Gain Score can be computed with the following formula:

$$N \text{ Gain} = \frac{\text{Post Test score} - \text{Pretest score}}{\text{Ideal score} - \text{Pretest score}}$$

Table 111. N-Gain Score Test

Class		Statistic	
N-Gain_Percent	Experiment Class	Mean	58,201
		Minimum	42,42
		Maximum	86,67
	Control Class	Mean	38,239
		Minimum	16,67

Maximum 63,89

The acquisition of an N-gain score can be categorized based on the N-gain value or the N-gain value expressed as a percentage (%). Regarding the division of categories for determining the N-gain value according to Hake R., in Nurul Hiqma (2021:82), we can see as follows:

Table 12. Division of N-Gain value categorization

Presentase (%)	Interpretation
< 40	Ineffective
40 - 55	Less effective
56 - 75	Effective enough
> 76	Effective

According to the above N-Gain calculation, the average N-Gain score for the experimental class with Padepokan Character e-Comic Media is 58.201, or 58.2%, which falls into the Pretty Effective Category with a minimum N-Gain Score of 42.4% and a maximum N-Gain Score of 86.6%. In contrast, the average N-gain score for the control group using conventional techniques is 38.298 or 38.2%, which places it in the category of less effective techniques, which range from a minimum of 16.6% to a maximum of 63.8%. Therefore, it should be claimed that the use of Padepokan Character e-Comic Media in fourth grade (SD Muhammadiyah 16 Karangasem) is more beneficial than conventional methods to improving students' comprehension of character education.

Discussion

There were distinct changes between learners who received character education using Padepokan character e-comic media and students who were learned character education without Padepokan character e-comic media, according to the results of the data analysis on understanding character education. There was a significant distinction between the experimental class's average post-test score of 85.65 and the control class's score of 76.45. This demonstrates that the Padepokan Character e-comic has an effect on elementary school students' comprehension of character education, particularly in fourth grade. In addition, e-comics or digital comics have the benefit of being accessible anywhere and at any time, making them very time and cost efficient.

The first finding is that students' comprehension of character education differs after becoming familiar with Padepokan character comic media. The gain score results also indicate that the use of e-comic media containing Padepokan characters achieves an average of 58.201, or 58.2%, placing it in the Fairly

Effective Category, with a minimum N-gain score of 42.4% and a maximum of 86.6%. In addition, the learning process in the experimental class even during process of learning with comedic media were characterized by a great deal of enthusiasm and joy for character education. In addition, this medium affords students the opportunity to develop a greater appreciation for literature, independence, and responsibility in completing assignments. This has a positive effect on student comprehension outcomes. A child's capacity to comprehend something after having learned and remembered it is comprehension. (Anas Sudijono, dalam Sitti U. H. (2022). This ability has cognitive, affective, and psychomotor aspects. Using Padepokan e-comic media, it is anticipated that this character will have a positive effect on educating and realising the character of Pancasila-compliant students.

The second finding is that the use of conventional teaching techniques when teaching character education material is not wrong, but it is less effective or ineffective in increasing students' understanding of character education. This is shown in the average n-gain result of 38.298 (or 38.2%) included in the less effective category with a minimum N-gain score of 16.6% and a maximum of 63.8%. Apart from those other factors, conventional techniques are often encountered by students, and almost every day they receive material using the same technique.

Based on the findings and discussion that have been presented, the use of media during learning is also very important so that learning is more interactive and not monotonous, and students don't get bored easily in class. In addition, this research contributes to research on understanding character education, which can be increased using Padepokan character e-comics. In addition, the findings of this study encourage additional research into the implementation of comic mediums in the type of books or digitized comics as learning media. E-comics, also known as digital comics, are straightforward comics presented on specific electronic media (Lamb & Johnson, dalam Yuliani 2017).

CONCLUSION

According to the research conducted, it is evident that there is a simultaneous distinction between experimental class students who were given character education material using Padepokan

character comic media and control class students who were given character education material without Padepokan character comic media. Even though both classes were given the same material on character education, the use of comic media had a more positive impact on some character values. This is evident in the average n-gain between the experimental class and the control class, which is equal to 58.201 (or 58.2%) included in the pretty effective category for the experimental class and 38.298 (or 38.2%) included in the less effective category for the control class. The implications of this research can help motivate students in their daily lives, both at school and at home.

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