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Development of Educational Comic with Local Wisdom to Foster Morality of Elementary School Students: A Need Analysis

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Abstract: The curriculum of an elementary school of Indonesian education currently emphasizes the affective aspects as a result of student learning for the sustainability of national development. This fact encourages teachers the responsibility to create and develop effective learning tools to foster tolerance, nationalism, be communicative and friendly, love peace, and social care. The objective of the study is to analyze the needs of students in elementary schools towards the development of educational comics to foster character development. This study uses qualitative approach. Participants were 120 fifth grade students. A questionnaire was used to collect the data of the study. The data were analyzed using an interactive model. The results of the study revealed that there was an interest of students in comic media as a teaching aid containing local wisdom values for character education. In the aspect of construction, comics are needed that are related to the ideal scope and size of the comics. In the aspect of content required comic material set in a national culture containing local wisdom, presentation of the story with the contents of an illustration of nationalism and social awareness. As for the design aspect and appearance, characterizations of cartoons are needed, involving a variety of colors, fonts of proportional size. The conclusion of this research is the development of educational comics media with local wisdom is needed to fulfill the needs of elementary school students as an effort to foster character.

Keywords: *Educational comics, local wisdom, elementary school students' morality, character building.*

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Introduction

The concept of globalization dwindles the boundaries of culture to each other so it needs to be reinterpreted for morality and culture can be jointly other cultures. Schools as educational institutions need to contribute more serious attention to build moral attitudes. Students who only get an academic burden without moral and ethical teachings will lead to intolerant behavior, bullying, brawl, and sexual violence. The findings of the International Center for Research on Women (ICRW) in 2015 states that children in Indonesia experienced violence in schools by both teachers and fellow students at 84%. This percentage is greater than the percentage of violence that occurred in Asia, which is 70%. Besides, the number of complaints of child cases reported to the Indonesian Child Protection Commission or KPAI during 2018 was recorded at 4,885 cases (MWECP, 2018). The findings of various cases of child abuse behavior indicate that morality among students needs to get more attention rapidly.

The related study through observations in six elementary schools in Wonogiri District obtained that student's morality on aspects tolerance obtained a score of 2.1 (sufficient categories), aspects of patriotism of 2.5 (sufficient categories), communicative and friendly aspects of 2.0 (sufficient category), peace-loving aspect is 2.1 (sufficient category), and on social care aspect is 2.4 (sufficient category). Based on observations, the values of local wisdom are also not yet visible in the implementation of daily student habituation (things that are following the moral aspects of students are still low), this is as seen in the correlation of students when communicating. Some students found fighting, challenging friends to do something, reducing their sense of diversity, taunting friends, less respect for teachers and students less enthusiastic in local culture and environmental preservation activities.

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In line with those situations, the current 2013 curriculum in Indonesia emphasizes the cultivation of character education in elementary schools. Character learning in schools can overcome the problem of degradation moral that occurs in the youths (Buchori & Setyawati, 2015). Learning as a system requires components in it to cooperate in creating effective learning (Syawaludin & Marmoah, 2018), so that teacher is one of a performer to instill good moral values in schools as stated in the national education goals so that students actively develop his potential to have religious-spiritual strength, self-control, personality, intelligence, noble character and the skills needed by himself, society, nation, and state.

The related research findings indicate that the role of teachers in the implementation of moral education in elementary schools through the development of teaching materials. Elementary School as the elementary foundation to form student morale with the most complex conditions of the problem, because at this level, students get to experience a transition of behavior rapidly. Assistance through teaching materials that are based on local wisdom values is owe being preserved and becoming a source of learning in the aspect of education (Rasna & Tantra, 2017). Therefore, it is necessary to develop companion teaching materials that are interesting and contained local wisdom values to improve student morality.

Development of appropriate and effective teaching materials on the accuracy of the cognitive achievement of its users. Referring to the category of cognitive development according to Piaget, fifth-grade elementary school students in Indonesia rely on the discussion of operational thinking (Syawaludin et al., 2019). Students must be able to think and understand the phenomena of being limited to concrete things. Considering the situations, the development of teaching materials will be more effective if it is real and interesting visually and textually (Arslan-Cansever, 2019). One of the visual print media that interests students are educational comics. To fulfill the needs of students to improve morality, educational comics media loaded with local wisdom with character education regarded to adjust moral values effectively (Amaruddin et al., 2018; Rina et al., 2020).

Education of Student's Moral in Elementary School

The implementation of education in elementary schools is directed to develop the morality of students as a result of learning to become mature citizens having moral awareness. Initially, moral was only in the form of habits or customs (mos-mores) concerning outward aspects that determine the universal good of humans (Bertens, 1993). Therefore, character education can be realized through habituation that initiates by the introduction of the noble values of the nation's culture that is rooted in regional culture. Students need to be introduced to the values of local wisdom such as religious, honest, hard work, discipline, courtesy, cooperation, virtuous, independent, cooperative, and respectful to elders. Thus, the cultivation of character education is expected to be able to educate students who are superior in terms of knowledge, emotionally intelligent, and strong in personality (Darmayanti & Wibowo, 2014).

Character education towards the achievement of national morality is based on the goals of national education. As for the indicators of character-to be achieved by the current curriculum some of them is tolerance, nationalism, communicative and friendly, love for peace, and social care. There are no standard and absolute rules on how to carry out character education, but teachers must design character education with various patterns, such as integrating to the implementation of learning. Integration in learning activities is manifested in the inclusion of character values in learning planning and implemented in learning activities (Ledford, 2011; Pearson & Nicholson, 2000; Wuryani et al., 2018). Besides, the implementation of character education can also be done in the form of school rules, national day commemoration, religious practices and spiritual guidance, scout activities, and awards (Murniyetti et al., 2016). Thus, the implementation of character education can be done through learning activities such as using character-based comic media.

Educational Comics with Local Wisdom

Various ways can be done to introduce culture and character values to students, one of them is through the academic aspect with the introduction of local wisdom values. The education of good moral values can be learned through teaching materials in the form of comic media (Yulianti et al., 2016). Comics as part of print media can be developed as an alternative learning media (Saputro & Soeharto, 2015). Characteristics of good comics include the fulfillment of a construction aspect, content, design, and appearance of comics. The use of comic media can foster students' interest in learning to create effective learning (Von Vulte, 2013). The advantages of this comic media can be utilized in teaching the cultivation of character education in elementary schools.

Educational comics containing local wisdom should ideally be arranged with the conditions and culture in the environment around students. Schools play a role in introducing and grounding local wisdom through the use of teaching materials to foster the morality of elementary school students. Implantation good moral values are packaged nicely so that students are interested in learning local wisdom. Locally charged educational comics have a display of images and languages that are characterized by regional dialects, is humanistic and fun. A coherent and systematic storyline makes it easy for students to recall what they learned. Educational comics are integrated with moral values which are done through the reflection of characters and storylines so that the implantation of good moral values can be

done indirectly. Post-reading effects are expected to form student behavior through examples and imitate good behavior and practice it in real life (Nuryanti, 2008). To identify the students' needs for the development of educational comics with local wisdom, research analysis of comic development needs should be conducted.

Methodology

Research Goal

The related findings of the study indicate that the teaching materials available today are not yet equipped with educational comics that are oriented towards character building as an achievement objective by the Government Curriculum. The objective of the study is to analyze the needs of students towards the development of educational comics with local wisdom to foster the character of students in elementary schools. The study uses a qualitative approach to the needs analysis design as a first step to develop educational comics with local wisdom (Sukmadinata, 2013). Qualitative research as a way to describe the condition of research subject (Moleong, 2007), in this study the needs of students towards the development of comics for moral education. The identification of students' needs for the development of educational comics is expected to be able to fulfill teaching materials with local wisdom to foster the morality of elementary school students.

Sample and Data Collection

The study involved 120 fifth grade students in Wonogiri District, Central Java. Data collection techniques were carried out with a needs analysis questionnaire to find out the comic criteria desired by students. This questionnaire was used to identify aspects of educational comics desired by students, including aspects of content, construction, design, and appearance. A questionnaire was developed on a scale of four consisting of "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". Respondents were asked to complete a questionnaire which required them to indicate their level of agreement with the closed statements contained on the questionnaire sheet. The filling process is carried out in a guided manner by the teacher to help facilitate student understanding of each statement item. All items on the questionnaire have been tested for validity using product moment correlation $> r_{\text{tab}}=0.632$ and fulfill the reliability of Cronbach's Alpha $(0.962) > r_{\text{tab}} (0.443)$. Questionnaire sheet was distributed to 130 students as respondents but only returned with complete entries of 120 respondents. Thus, only 120 questionnaires were analyzed. Data for this study are presented in Table 1.

Table 1. Research Sampling

No	School	The Number of Students	The Number of Filled and Returned Questionnaire	School's Characteristic	Students' Characteristic
1	School 1	30	23	Public School	Fifth Grade Student
2	School 2	26	18	Public School	Fifth Grade Student
3	School 3	28	20	Public School	Fifth Grade Student
4	School 4	32	22	Public School	Fifth Grade Student
5	School 5	27	16	Public School	Fifth Grade Student
6	School 6	33	21	Public School	Fifth Grade Student
Total		130	120		

Analyzing of Data

The data of this study are the results of a needs analysis questionnaire obtained from 120 respondents (Fifth Grade Students). The data analysis technique used is the interactive model. The analysis phase of this model consists of data reduction, data presentation, and concluding. Data reduction is done by sorting data that is more needed at the focus of research. Furthermore, the presentation of the research data through tabulations is then carried out and then appropriate conclusions are drawn (Miles & Huberman, 1994).

Findings / Results

Needs analysis of the related study part of development research to find out is needed by prospective users of educational comic products being developed. The identification of the needs of fifth-grade elementary school students was collected through a questionnaire that included identifying aspects of educational comics desired by students, including aspects of content, construction, design, and appearance. A total of 120 students as respondents had filled out the questionnaire sheet with the results presented in Table 2.

Table 2. Results of Questionnaire Analysis of Student Needs for Educational Comics

No	Aspect	Description	f	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	Construction	Comic material is presented in an integrated manner	120	14	45	25	16
2	Construction	Reading interest in school	120	12	36	34	18
3	Construction	Interested in comics media	120	14	62	22	2
4	Construction	Comic size is ideal (Teacher shows a real example of comic size)	120	2	78	12	8
5	Construction	The effectiveness of image Media to support thematic learning	120	28	51	13	8
6	Content	Implementation of national cultural values as local wisdom in comics	120	38	35	22	5
7	Content	Implementation of the values of nationalism insight	120	10	68	20	2
8	Content	Implementation of socially oriented character values	120	27	54	14	5
9	Design and Appearance	Cartoons as comic characterization designs	120	54	22	2	22
10	Design and Appearance	Sequential cartoon panel from left-right	120	72	12	11	5
11	Design and Appearance	The use of various colors	120	12	68	2	18
12	Design and Appearance	Font comic sans MS	120	81	2	5	12
13	Design and Appearance	The size of the letters that are read	120	9	52	34	5
14	Design and Appearance	The use of cartoon is more dominant than text	120	68	12	12	8

The data in Table 2 shows the needs of students in all aspects of the comic product developed, including aspects of construction, content, design, and appearance. In the construction section, most students expressed their interest in comic products as a thematic learning media at school, high reading interest in comic types, as well as the ideal size of comics. In the aspect of content, the students agreed on the need for local wisdom values, the implementation of national values and social care can be illustrated in comics. In the aspect of comic design and appearance, it is preferable to design cartoon characterizations, a variety of colors, types, and sizes of text that are proportional and cartoon panels that are easy to read.

Discussion

Researchers' findings in the results of the questionnaire analysis of the need to develop educational comics indicate the need for the development of educational comics with local wisdom to improve student character. As for development, prospective users expect to meet the needs of the proper aspects of construction, content, design, and appearance. This research reveals to explore more deeply the desires or expectations of what is thought by students for the development of comics containing effective local wisdom. Thus, the development of educational comics containing local wisdom will be directed at solving existing problems in school, as a medium to assist teaching materials following the curriculum currently in force in elementary schools.

The number of student's agree is total of strongly agree and agree percentage. Based on the construction aspect, students express their needs for an ideal educational comic. As many as 59% of respondents agreed that the presentation of material in the comics is expected to be following the thematic learning that is currently taking place. Thus, the educational comic media developed will complement the needs of student teaching materials without overlapping teaching materials. Besides, findings in this aspect indicate that students' interest in reading at school is still low, only 38% of students have an interest in reading. This result is reinforced by related studies which revealed that elementary students' reading interest in Indonesia is still relatively low (Darsono, et al., 2018; Mangasi, 2019).

Based on the conditions, elementary schools in Indonesia have sought to increase students' interest in reading through the school literacy movement. The school literacy movement is carried out in the prospect that it can foster student character and interest in reading through the ongoing culture of school literacy ecosystems (Almerico, 2014; Semali, 2017; Widyahening & Wardhani, 2016). However, differences in resources between schools and inadequate types of

books that students dislike can be a cause of low interest in reading. Students expect their interest in comic media as reading material (77%). Therefore, it is not astonishing that students expect the use of media pictures in educational comics to support thematic learning is contained in Table 2 with a positive number of students as much as 79%.

Nation character education in elementary schools can be done in various ways, one of them is developed by learning in the classroom (Astuti et al., 2014). Internalization of national character and culture education values can be included in a story or literature (Amir, 2013; Salahudin & Pratiwi, 2018; Susilowati et al., 2019). Regarding the type of reading, students in elementary schools prefer stories provided in the form of comics. The results of the questionnaire found student representation on aspects of the content of the questionnaire about cultural learning and local wisdom (73%), the values of nationally-oriented characters (78%), and using socially-oriented insightful character values (81%). This research is following the research previous studies that reported the need for cultural implementation and local wisdom in developing comics to improve student character (Khiyarusoleh et al., 2017; Rina et al., 2020; Yulianda et al., 2019).

The design and appearance of the comic are the main attraction for students in elementary schools. It can be seen through the needs analysis findings on the design and display aspects known to students wanting cartoon design as the main character in the development of educational comics (77%), sequential cartoon panels from left-right (84%), involving the use of various colors (80%), the cartoon that is more dominant than text (90%), and use proportional type and size of letters. An attractive design for students will foster students' interest in reading so that they can indirectly understand the contents of reading well (Tatalovic, 2009).

The use of educational comics with local wisdom values has opportunities for character learning in elementary schools. In line with previous research (Buchori & Setyawati, 2015) that the use of educational comics in primary schools is seen as effective in teaching character values in primary schools. Evenness of students in comic media integrated with character values can meet the needs of teaching materials for moral education. Discussion of the results of this study leads to the identification of the needs of Fifth Grade Students as comic media users. The development of local wisdom education media comics that fulfill the aspects of construction, content, design, and an appearance by internalizing the nation's cultural values is expected to be more accepted by students if presented with designs that are of interest in reading.

Conclusion

The results of the study showed that there was an interest of students in comic media as a teaching aid material loaded with local wisdom values for character education. An analysis of the results on the construction aspects that are appropriate with the theme and ideal size of the comic is needed. In the aspect of content required comic material set in a national culture with local wisdom, presentation stories with the practice of joy, nationalism, communicative and friendly, peace-loving, and social care as manifestations related to nationality and social care. Regarding the design aspects and appearance of the comic desired using cartoon characterizations, it is necessary to have a variety of colors, using the Comic Sans Ms. font, with proportional sizes. Based on the results of the study it can be concluded that it is necessary to develop educational comics media with local wisdom to fulfill the needs of elementary school students as an effort to foster character.

Suggestions

The implementation of the curriculum in Indonesia is currently oriented towards increasing the affective students, in addition to cognitive and psychomotor. Seeing the results of the analysis of this study teachers are expected to be able to listen to students to fulfill the expected teaching material needs. Students' interest in educational comic media as an alternative increases reading interest as well as efforts to learn the noble characters of the nation's culture through the development of educational comics that are loaded with local wisdom.

Limitations

This study focuses on needs analysis as one of the stages of research and development. Thus, the needs of students for the development of educational comics media can be considered for further research in developing educational comics products with local wisdom to foster the character of students in primary schools.

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