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**EDUCATION AND PEDAGOGY**

**COMICCRAFT MEDIA DEVELOPMENT: REALIZING  
SUPERIOR CHARACTER IN EARLY CHILDHOOD**

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## ABSTRACT

**Objectives:** Early childhood character education should not solely rely on traditional methods but should also consider the growing influence of technology and media in children's lives. Comics, an increasingly popular form of media, have the potential to convey moral messages and positive values through engaging narratives and visuals, known as comiccraft. Comiccraft is an illustrated medium that blends illustrated adventures with interactive stories, harnessing the power of comics and media technology to create a enjoyable and meaningful learning experience for young children. **Methods:** This research focuses on the development of Comiccraft digital media, utilizing a mixed-method approach with a developmental research type. The research is conducted at Pembina Inti Banjarmasin State Integrated PAUD. To assess the feasibility of comiccraft digital media, 25 individuals, including 3 experts (educational research and evaluation, technology science, and a PAUD school principal) and 22 State Integrated PAUD Teachers, were involved. The evaluation instrument included a questionnaire and content input/suggestions for the developed digital comiccraft media. Quantitative data analysis employed descriptive statistical tests, while qualitative analysis was implemented. **Results:** With an overall average score of 3.77, the development of Comiccraft digital media is deemed highly appropriate, indicating its potential to assist BK teachers, PAUD teachers, and parents in instilling exemplary character traits in early childhood.

## KEY WORDS

Character Education, Childhood Education, Comics, Digital Media.

## INTRODUCTION

Globally acknowledged is the pivotal role of education during early childhood in establishing a foundational framework for the holistic development of children. Research conducted by UNESCO (United Nations Educational, Scientific and Cultural Organization) underscores the considerable influence of early childhood education on future educational attainment and individual developmental outcomes (UNESCO, 2017). During this developmental stage, children undergo a sensitive period characterized by pronounced neurobiological and cognitive transformations that exert substantial influence on their learning capacities and future adaptability. Furthermore, scholarly investigations posit that dedicating resources to early childhood education yields substantial returns on investment by enhancing cognitive, social, and economic competencies during adulthood (Curren, 2017; Heckman, 2011). Hence, directing attention towards early childhood education transcends being merely an investment in the future of an individual; it constitutes a significant contribution to the societal and economic advancement of a nation. Research inquiries conducted in this regard have consistently underscored this correlation with Nucci (2001) empirical evidence indicates that children exposed to efficacious character education exhibit enhanced manifestations of commendable personality traits, such as empathy, responsibility, and adaptability. Consequently, integrating character education within the framework of early childhood education proves beneficial not only in cultivating individuals of superior character but also constitutes a substantial contribution toward moulding a more virtuous society in the ensuing years.

The development of character in early childhood is presently confronted with noteworthy challenges necessitating earnest consideration. As articulated by the Ministry of Education and Culture of the Republic of Indonesia (2020), there is a discernible departure from traditional societal values, which holds the potential to impact the character formation of children. Early childhood is widely recognized as a pivotal developmental stage, significantly moulding an individual's disposition and fundamental values. Consequently, imparting moral education during early childhood is deemed imperative, given its direct influence on the enduring behavioural patterns of individuals. Research substantiates that children exposed to societal moral teachings from an early age are more predisposed to manifest qualities of harmony, confidence, independence, and respect throughout their lifespans (Amollo & Lilian, 2017). Conversely, children who lack exposure to moral guidance during their formative years may manifest behavioural challenges, including manifestations of disrespect, interpersonal conflicts, and a heightened

likelihood of discontinuing their educational pursuits (Amollo & Lilian, 2017). Challenges associated with the implementation of character education encompass the deficiency of a systematic methodology, inadequate support mechanisms, and deficiencies in training facilities and infrastructure (Berkowitz & Bier, 2005; Jhon et al., 2021). Frequently, curricula emphasizing academic dimensions tend to allocate insufficient attention to the cultivation of moral and ethical values. Within the household setting, educators and parents frequently encounter challenges concerning resource and time constraints, coupled with limited expertise and oversight (Jhon et al., 2021).

Hence, collaborative efforts among educators, parents, and relevant stakeholders in the educational sphere are imperative for addressing this issue. Tangible measures, including the integration of character education programs into the curriculum, engaging parents in fortifying moral values within the domestic milieu, and leveraging educational technology to support positive values, can be regarded as initial steps in mitigating the challenges associated with character development in early childhood. As elucidated by Heilala J, et al. (2023) in their study, educators proficient in the integration of diverse media within the curriculum have the capacity to establish a more engaging learning environment that is attuned to the needs of children. Within this framework, the intellectual acumen of teachers is crucial in devising activities tailored to children's characteristics and seamlessly incorporating them with visual media to fortify children's social, emotional, and ethical competencies. In the application of visual media, teachers are required to possess the adeptness to amalgamate technology with an approach that comprehensively considers the child's developmental facets. The innovative and creative prowess of teachers in aligning character content with visual media can engender profound and indelible learning experiences for young children (Djamarah, 2013).

Drawing upon the findings of the study conducted by Rina et al. (2020). It is deduced that interactive media possesses the capacity to exert influence on the perspectives and behaviours of children. In this regard, Comiccraft emerges as an efficacious medium for imparting moral messages and instilling positive values in children through compelling narratives and interactive visual elements. By amalgamating story and game elements, this platform demonstrates the potential to not only motivate and captivate children in the learning process but also indirectly shape their character. Moreover, researchers posit that Comiccraft serves as an alternative avenue to address the deficiencies inherent in a structured approach to character education (Berkowitz & Bier, 2005; Jhon et al., 2021). The design of

the platform can be orchestrated to seamlessly integrate moral and ethical values within captivating narratives, thereby fostering a comprehensive learning experience. By incorporating interactive features, children are afforded an active role in shaping the narrative, enabling them to make choices aligned with the prescribed values. It is anticipated that such participatory engagement will enhance children's understanding and internalization of these values in a more efficacious manner.

Employing educational technology, exemplified by Comiccraft, represents a pragmatic remedy for addressing the constraints associated with restricted time and resources in facilitating children's character development. The utilization of this media platform grants children the capacity to engage with moral values and character content at their convenience, transcending temporal and spatial constraints. This approach concurrently offers educators and parents flexibility in supporting character learning, unencumbered by the limitations of time and location.

This study aims to extend the breadth of prior research endeavours through the creation of a digital platform employing comic media. In light of the critical significance attributed to early childhood education and the prevailing challenges in character development, this investigation endeavours to advance knowledge by developing and evaluating the viability of Comiccraft digital media as an advantageous and promising instructional tool for young children. To achieve this objective, the study is structured around three primary research goals. Firstly, it introduces a novel digital platform, Comiccraft, designed to impart elevated character attributes within the context of early childhood education. Secondly, it assesses the efficacy and appropriateness of the platform in addressing societal and educational needs. Thirdly, the research synthesizes recommendations tailored for educators, parents, and educational institutions, grounded in the empirical findings of the study.

## LITERATURE REVIEW Media

Media serves various functions, as elucidated in the literature (Hudders et al., 2021). Initially, educational media mitigates the constraints of students' limited experiences by extending learning beyond the classroom. Students may lack direct exposure to certain objects due to various reasons, but suitable media applications can adequately present and showcase these objects to enhance learning experiences as suggested by Cannon (2018). Technology enables efficient teaching material delivery and fosters interactive learning experiences. In the digital age, the utilization of

learning media, coupled with emerging technologies and tools, expedites student comprehension and offers an interactive and creative teaching approach.

### Comiccraft (Comic Illustrated Media)

Comics have emerged as a widely embraced and visually engaging modality for educational content, with Akcanca (2020) underscoring the subjective nature of their definition. According to Rodolphe Topffer, a pioneer in modern comics, this medium is characterized as a sequential form of communication integrating both images and text (Akcanca, 2020). Likewise, comics are perceived as a fusion of textual and visual elements employed for the expression of imaginative concepts (Toh et al., 2016). Furthermore, it is recognized as a narrative medium, providing a unique mode of expression (Sagri et al., 2018). This medium serves as a crucial tool for communication, combining information, entertainment, and creative expression. Theoretical studies on comic graphic media encompass diverse facets such as visual elements, narrative structure, cultural influences, and their impact on readership (McCloud, 1993). Comics, designed for digital consumption, are accessible on electronic devices like computers, tablets, or smartphones. These media comics integrate visual and narrative components through static or animated images, frequently enhanced with interactivity, visual effects, and auditory elements.

The following are some important characteristics and elements of media comics (Beaty, 2012; Eisner, 2008):

1. **Visual Elements:** Visual elements constitute the primary component in media comics, serving to narrate stories, depict characters, and establish ambiance. Within the realm of media comics, these images may manifest as either static or dynamic illustrations, contingent upon the design of the comic.
2. **Interactive Format:** A distinctive aspect of media comics is interactivity, wherein readers exert control over the storyline through their choices, encompassing character decisions, dialogue, and narrative trajectories.
3. **Animation and Visual Effects:** Media comics frequently incorporate animation and visual effects to infuse a dynamic dimension into the narrative. Animation breathes life into character and object movements, while visual effects, including page transitions and alterations in appearance, contribute to an enriched reading experience.
4. **Sound and Music:** Certain media comics integrate auditory elements, including sound effects and background music, to enhance the reading experience, fostering a heightened sense of immersion and emotional resonance.



5. **Hyperlinks and Other Interactive Features:** Media comics have the capacity to employ hyperlinks, establishing connections between disparate panels or pages, thereby introducing non-linearity into the reading experience. Additionally, functionalities like zoom-in options or specialized actions triggered by touch or click mechanisms contribute to an augmented interactive engagement.
6. **Accessibility and Distribution:** Media comics are accessible across diverse platforms and devices, enhancing their availability to readers in multiple geographical locations. Furthermore, they possess the potential to afford improved accessibility for readers with visual impairments.
7. **Educational and Creative Potential:** In educational contexts, media comics serve as tools to elucidate intricate concepts and stimulate learning through a visual and interactive pedagogical approach. On the creative front, these comics offer artists and writers opportunities to experiment with novel storytelling formats.
8. **Integration with Other Technologies:** In the digital age, media comics can synergize with elements like games, videos, or social media platforms, enhancing the overall multimedia experience.

Comiccraft adopts technological innovation to provide fresh and captivating reading experiences, leveraging media elements to foster creativity in the comics realm and offering diverse opportunities for deeper narrative interaction.

### **Superior Character**

The notion of a superior human being transcends mere demonstration and possession of skills; it encompasses commendable character and behaviour. Superior character is defined by empathy, signifying that authentic superiority involves a thoughtful consideration for others, genuine support, and care for all individuals (Tyas et al., 2020). This characterization of superior character integrates intellectual ability with an emphasis on compassion, morals, responsibility, and ethics. The cultivation of superior character commences in early childhood through a comprehensive educational approach, wherein the character education model involves teachers, parents, and the social environment in shaping children's behaviour (Lickona, 1991). The early childhood stage is pivotal for instilling moral values like honesty, compassion, trust, and responsibility in children. Although peer influence plays a role in character development, parents, as primary caregivers, wield significant influence in shaping virtues within the minds of young children (Masitah & Sitepu, 2021).

### **The Role of Superior Character Education at an Early Age**

The term "character" is linked to fundamental moral

values like honesty, responsibility, and compassion, whereas character education involves the systematic planning and guidance to impart moral values to learners (Birhan et al., 2021; Heidari et al., 2016). Character education is correlated with the exhibition of attributes such as love, integrity, compassion, and self-discipline among students (Jeynes, 2017). Learners can derive advantages from the affirmative effects of character education, particularly in augmenting their self-discipline. Scholarly investigations recommend that educational institutions should prioritize character development to facilitate the maturation of students into responsible and honest individuals (Jeynes, 2017). In this regard, Curren (2017) Character education is a methodical approach facilitating the acquisition of knowledge to enable children to become esteemed members of society. Similarly, Rona (2020) highlighted is the effective creation of a character-building picture book for young learners, emphasizing moral values like discipline, honesty, and responsibility. Rigorous evaluation demonstrated the book's efficacy in influencing students' application of character values and fostering a culture of literacy.

Character education is proposed as instrumental in cultivating professionalism and competence, underscoring the imperative of integrating it from early childhood (Curren, 2017). Diverse facets of the educational process, including learning methodologies, co-curricular activities, and subject management, can contribute to character development. The responsibility for fostering character education rests not solely on educational institutions but also on parents and caregivers (Setiawan et al., 2020). The family is considered a crucial element in early educational processes. Rina et al. (2020) demonstrated that character education through comic media yields multiple benefits for learners. The study detailed the successful creation of a character-based comic media, validated by experts and students for its high-quality content. Conclusively, comic media is found to instil ethical and moral values, fostering traits like respect, sharing, and caring among children. While Rina et al. (2020) emphasized that comic media can be a powerful tool in teaching children's moral values, Birhan et al. (2021) explored the involvement of adults, including parents and teachers, in the moral and character development of children. Furthermore, engaging children in discussions about real-life situations aids in their comprehension of the concept of superior character (Nucci & Narvaez, 2008).

Hence, tools in character education are pivotal in fostering empathy by facilitating the understanding of each other's feelings among students. Notably, character education cultivates a milieu of collaboration and creativity, prompting students to engage in creative and critical thinking (Rina et al.,

2020). Children are instructed in the cultivation of creative thinking, collaborative group work, and the exploration of diverse problem-solving approaches (Nucci & Narvaez, 2008). Hence, character education holds significance in the cultivation of moral values and the augmentation of individual personality. Beyond the development of intellectual capacities and knowledge, character education facilitates the realization of children’s potential through a holistic approach, encompassing the cultivation of cognitive abilities alongside the development of moral values. Consequently, an integrated approach has the potential to support students in cultivating both intellectual and ethical competencies.

**RESEARCH METHOD**

**Research Design, Setting and Analysis**

This study employs a mixed-methods approach within the framework of developmental research, following the prescribed steps in the developmental research process: 1) Definition of research objectives, 2) data collection, 3) Product design, 4) design validation, 5)

Usage trials, 6) product revisions, 7) trials (Creswell, 2014). The research is situated within the context of Pembina Inti Banjarmasin State Integrated PAUD. The utilized instruments encompassed questionnaires and written input from expert evaluators. Quantitative data were analysed using descriptive statistical tests, while qualitative analysis involved soliciting respondents’ feedback to gather recommendations or suggestions for changes deemed pertinent.

**Experts**

To assess the viability of Comiccraft digital media, 25 experts, including one educational research and evaluation specialist, one technology science expert, and one PAUD school principal, were involved in testing—22 of whom were educators from State Integrated PAUD Teachers Pembina Inti Banjarmasin.

**Research Instrument**

Presented in Table 1 is an evaluative instrument designed for the quantitative analysis of the appropriateness of Comiccraft media.

Table 1: Evaluative Instrument of Comiccraft Media.

No	Assessment Indicators	Assessment Score				Comment
		4	3	2	1	
<b>A</b> Content Suitability						
1	This digital media content is fit for purpose					
2	The content is relevant to the intended target audience					
3	Positive values and superior character are reflected in the content					
<b>B</b> Suitability of The Material for Age						
4	The material presented in this media is appropriate to the cognitive development of early childhood					
5	The level of suitability and level of difficulty of the material is appropriate for early childhood					
<b>C</b> Design and Layout						
6	The overall design of digital media is suitable for young children					
7	The layout is easy to understand and follows good design principles					
<b>D</b> Image and Graphic Quality						
8	The quality of images and graphics in digital media meets good visual standards					
9	The use of images and graphics supports the message you want to convey					
<b>E</b> Navigation						
10	This digital media navigation system is easy to use					
11	Users can easily move between pages or sections					
<b>F</b> Interactive and Educative						
12	This digital media has interactive elements that can enhance the user experience					
13	These interactive elements provide added value to the content					
14	This media provides interactivity that stimulates children’s creative thinking					
15	This media is effective in conveying the concept of character education in an interesting way					
<b>G</b> Compatibility with the Platform and Visual Aesthetic						
16	This digital media is appropriate to the intended platform or device					
17	The visual and graphic design of this media is attractive and suits the visual tastes of young children					
18	This digital medium follows the latest trends in content design and presentation					
19	Visual style supports character learning in early childhood					
<b>H</b> Conformity with Local and Cultural Values						
20	This media reflects and respects local values and culture					
21	This media can empower children to understand and appreciate cultural heritage					
22	The use of local language and expressions supports children’s understanding of cultural values					

The interpretation of the assessment score criteria is as follows

- 4 = Very appropriate/very suitable/very feasible
- 3 = Appropriate/Suitable/Decent
- 2 = Less appropriate/inadequate/less feasible
- 1 = Inappropriate/improper/not feasible

Table 2, presented herewith, constitutes an evaluative instrument tailored for the qualitative analysis of the appropriateness of Comiccrafft media.

Table 2: Criticism/Suggestions.

Parts that Need Repair	Repair Type	Suggestions for Improvement

General Comments Conclusion This Media Stated

1. (.....) Suitable for testing in the field without any revisions.
2. (.....) Suitable for testing in the field after improvements have been made according to suggestions.
3. (.....) Not suitable for testing in the field.

## RESULTS AND DISCUSSION

The ensuing section encapsulates the outcomes of a descriptive analysis, delineating facets derived from the expert evaluations of the developed Comiccrafft media.

Table 3: Descriptive Analysis of Expert Test Assessments and PAUD Teachers.

Indicator	Average	Items	Average
A (Content Suitability)	3.88	This digital media content is fit for purpose	3.76
		The content is relevant to the intended target audience	4.00
		Positive values and superior character are reflected in the content	3.88
B (Material Suitability for Age)	3.88	The material presented in this media is appropriate to the cognitive development of early childhood	3.80
		The level of suitability and level of difficulty of the material is appropriate for early childhood	3.96
C (Design and Layout)	3.90	The overall design of digital media is suitable for young children	3.96
		The layout is easy to understand and follows good design principles	3.84
D (Image and Graphic Quality)	3.90	The quality of images and graphics in digital media meets good visual standards	3.96
		The use of images and graphics supports the message you want to convey	3.84
E (Navigation)	4.00	This digital media navigation system is easy to use	4.00
		Users can easily move between pages or sections	4.00
F (Interactive and Educational)	3.66	This digital media has interactive elements that can enhance the user experience	3.60
		These interactive elements provide added value to the content	3.52
		This media provides interactivity that stimulates children's creative thinking	3.80
		This media is effective in conveying the concept of character education in an interesting way	3.72
G (Conformity with Platform and Visual Aesthetics)	3.84	This digital media is appropriate to the intended platform or device	3.84
		The visual and graphic design of this media is attractive and suits the visual tastes of young children	3.80
		This digital medium follows the latest trends in content design and presentation	3.80
		Visual style supports character learning in early childhood	3.92
H (Conformity with Local and Cultural Values)	3.29	This media reflects and respects local values and culture	3.40
		This media can empower children to understand and appreciate cultural heritage	3.08
		The use of local language and expressions supports children's understanding of cultural values	3.40
Overall Average			3.77

The descriptive analysis reveals that Indicator A (Content Suitability) has an average value of 3.88, indicating that, on the whole, the items within this indicator fall within the "very appropriate" category. The item with the lowest average value is "This digital media content is appropriate for the purpose," registering an average value of 3.76.

Indicator B (Material Suitability for Age) exhibits an average value of 3.88, indicating that, on the whole, the items within this indicator are classified as "very appropriate." The item with the lowest average value is "The material presented in this media is appropriate to the cognitive development of early childhood," with an average value of 3.80.

Indicator C (Design and Layout) demonstrates an average value of 3.90, indicating that, on the

whole, the items within this indicator fall within the "very feasible" category. The item with the lowest average value is "The layout is easy to understand and follows good design principles," registering an average value of 3.84.

Indicator D (Image and Graphic Quality) yields an average value of 3.90, signifying that, on the whole, the items within this indicator are classified as "very appropriate." The item with the lowest average value is "Use of images and graphics to support the message to be conveyed," with an average value of 3.84.

Indicator E (Navigation) holds an average value of 4.00, indicating that, overall, the items within this indicator fall within the "very feasible" category. Each item in this indicator registers an average value of 4.00.



Indicator F (Interactive and Educational) possesses an average value of 3.66, indicating that, on the whole, the items within this indicator are categorized as “very feasible.” The item with the lowest average value is “The interactive element provides added value to the content,” registering an average value of 3.52.

Indicator G (Conformity with the Platform and Visual Aesthetics) holds an average value of 3.84, indicating that, on the whole, the items within this indicator fall within the “very appropriate” category. The item with the lowest average value is “The visual and graphic design of this media is attractive and suits the visual tastes of young children, and this digital media follows the latest trends in content design and presentation,” registering an average value of 3.80.

Indicator H (Conformity with Local and Cultural Values) possesses an average value of 3.29, indicating that, on the whole, the items within this indicator fall within the “appropriate” category. The item with the lowest average value is “This media can empower children to understand and appreciate cultural heritage,” registering an average value of 3.08.

In summary, the average value across all the aforementioned indicators is 3.77, indicating that, overall, the assessed indicators meet the criteria of “very appropriate.” The research findings reveal that the expert assessments for all indicators in the development of Comiccraft digital media, aimed at fostering superior characters in early childhood, fall within the “very feasible” category. Consequently, the development of Comiccraft digital media emerges as a viable alternative for character development in early childhood. The qualitative analysis further affirms the experts’ judgment regarding the suitability of Comiccraft media.

The following final results of the development of Comiccraft media can be accessed via this link: <https://www.comiccraft.online>



Digitally presented, Comiccraft media exhibits an appealing visual design to enhance the learning

experience for young children. This aligns with the findings of Lubis and Dasopang, indicating that visually attractive media serves as an effective means of information conveyance (Lubis, A. H., & Dasopang, M. D., 2020). Visual media possesses the capacity to depict events with heightened realism, and the visualization model can be tailored to accommodate specific requirements, thereby rendering it a more engaging and adaptable learning medium (Meuschke et al., 2022). Appealing visual media optimizes information conveyance as it fosters enthusiasm and motivation among children during learning (Liew et al., 2020).

In addition, Aulia and Wuryandani (2019) emphasized that comics have the potential to cultivate empathy and a sense of care among elementary school students. This book’s merit extends beyond its visually appealing illustrations. The simple narrative, relatable to children’s daily lives, is complemented by upfront instructions guiding readers on effective reading to children. This guidance fosters engagement and communication, facilitating discussions and questions about the character values depicted in the storybook.

The viability of Comiccraft development utilizing image media received endorsement through a comprehensive assessment involving 25 educators from PAUD Pembina Inti. Feasibility analysis outcomes indicated favourable teacher responses, collectively affirming that Comiccraft is feasible for fostering superior character traits in early childhood. Thus, leveraging the experienced perspective of educators, the study validates the significance of comics media in supporting early childhood education with a focus on superior character development.

## CONCLUSION

The development of Comiccraft digital media through Graphic Media Adventures is highly feasible, aiding BK teachers, PAUD teachers, and parents in promoting superior character in early childhood. The analysis outcomes underscore the significance of Comiccraft digital media in childhood education, offering valuable insights for character education. Consistently high average scores for indicators, including content suitability, material suitability, and design and layout, affirm the alignment of the platform with the requisites of character education.

The focal point in early childhood character education extends beyond the dissemination of knowledge; it also underscores the cultivation of fundamental moral values, a perspective

underscored by various researchers (Birhan et al., 2021). High content suitability values suggest that Comiccraft effectively instils positive values and superior character traits. Elevated scores in material suitability indicate that the content is suitable for children, presented in an understandable manner, facilitating ethical comprehension. Design and layout are crucial, as a user-friendly design enhances the learning experience, enabling young learners to access and engage with the content easily. Additionally, an interactive platform is essential, providing children the opportunity to actively engage with the content, supporting their creative thinking and ethical understanding.

### Implications for Educators, Parents and Policymakers

The study contributes valuable insights to the existing literature on children's character development and character education, benefiting educational institutions, educators, parents, and policymakers. Comiccraft emerges as a promising tool for character development, particularly in early childhood education, suggesting potential adjustments to teaching strategies for the creation of an interactive learning environment. Both educators and parents can utilize Comiccraft as an additional resource to support character development at home, facilitated by clear instructions and a user-friendly design. Recognizing the platform's potential impact on childhood character development underscores the broader role of technology in enhancing the education system, emphasizing the capacity of digital media to provide an engaging and interactive learning environment.

### Limitations and Future Research Avenues

This research has provided unique and valuable insights; however, it is imperative to acknowledge certain limitations that can serve as avenues for future researchers to enhance the robustness of the findings. Primarily, the study was confined to a specific educational setting, Pembina Inti Banjarmasin State Integrated PAUD, thereby limiting the generalizability of the findings. Consequently, future research endeavours could broaden the study's scope by incorporating diverse geographic, cultural, and socioeconomic contexts. The replication of the study in various settings would augment result generalizability and fortify the applicability of Comiccraft.

Secondly, since the study exclusively relied on educators' perceptions, future research could enrich the investigation by incorporating the viewpoints of parents and children. Subsequent studies may delve into how Comiccraft enhances

engagement levels and its impact on character development. Given the evolving nature of technology, continuous research is essential to gather regular feedback and updates, ensuring the ongoing adaptability and attractiveness of Comiccraft. Lastly, the current study's limitations are inherent in its design; therefore, longitudinal studies could offer insights into the enduring impact of Comiccraft on children's character development.

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