

Applying comic strip media in Pancasila and civic education to improve student learning outcomes at Malaysian school

Eva Aprilia Yustanti, Afiful Ikhwan, Devid Dwi Erwahyudin

Madrasah Ibtidaiyah Teacher Education, Faculty of Islamic Religion, Muhammadiyah University of Ponorogo, Ponorogo, Indonesia

Article Info

Article history:

Received 02 19, 2025

Revision 04 15, 2025

Accepted 04 22, 2025

Keywords:

Comic Strip

Learning Media

Learning Outcomes

Pancasila and Civic Education

ABSTRACT

Pancasila and Civic Education learning is often considered less interesting by students, especially when the delivery of material is abstract and monotonous. This can have an impact on students' low interest in learning, motivation, and learning outcomes. To overcome these challenges, comic strip media was introduced as an innovative approach that aims to create a more interesting, interactive, and easy-to-understand learning atmosphere. This study aims to explore the application of comic strip media in learning to improve student learning outcomes in SB Ampang Malaysia. Using a descriptive qualitative approach, data was collected through interview, observation, and documentation techniques. Data analysis is carried out including data reduction, data presentation, and conclusion drawing and verification. The main informants in this study include teachers, students, and learning program managers. The results of the study showed that the use of comic strip media had a positive impact on learning. Comic strips that contain visual illustrations and story narratives that are relevant to Pancasila and Civic Education materials help students understand Pancasila values, civic and national character more concretely. In addition, this media also increases students' active involvement in classroom activities such as discussions, questions and answers, and simple comic creation projects. Comic strips are able to foster interest in learning, trigger motivation and develop students critical thinking skills. Students become more confident in expressing opinions and showing enthusiasm in participating in learning. The measurement of learning outcomes in the context of qualitative research is carried out through observation of changes in student behavior, reflective interviews, and analysis of student learning outcomes. Cognitive, affective and psychomotor aspects were assessed holistically based on student activity, material understanding, attitude towards lessons, and skills in expressing material content through visual media. Thus, comic strip media can be used as an innovative and effective alternative learning strategy, especially in the context of education for the children of Indonesian migrant workers in Malaysia. The use of this media should be expanded and developed in various subjects and receive support through teacher training to be more optimal in its design.

This is an open access article under a [CC BY-SA](#) license.



Corresponding authors:

Eva Aprilia Yustanti

Madrasah Ibtidaiyah Teacher Education Department, Faculty of Islamic Religion, Muhammadiyah University of Ponorogo, Ponorogo, Indonesia

Jl. Budi Utomo No.10 Siman, Ponorogo, Indonesia

Email: evaaprilias242@gmail.com

1. INTRODUCTION

Pancasila and Civic Education has an important role in shaping the character and nationality of students, including for the children of Indonesian migrant workers who study abroad, such as in Malaysia. However, in practice, students face a number of real challenges in understanding the basic values of Pancasila. One of the main problems is the limitation in contextualizing Pancasila and Civic Education materials with daily life in a multicultural and cross-country environment. Values such as mutual cooperation, nationalism and tolerance are often taught in the abstract, without an approach that is relevant to the reality of being a migrant child. This problem is exacerbated by the still dominant use of verbal learning media and long texts, which do not touch the socio-cultural context in which they are located (Oktaviani & Rivai, 2021). In fact, based on observations in the field, students have a high visual literacy tendency and students are more interested and easily understand the information conveyed in the form of pictures, illustrations, and visual stories. This shows that there is an urgent need to present a more communicative and contextual learning media. One of the media that is considered to have the potential to bridge this gap is educational comic strips. Comics not only offer compelling visual content, but they are also able to convey moral and national values in a narrative, light, and contextual way. As a learning medium, comics can facilitate the understanding of abstract concepts such as Pancasila values through stories that are close to students' lives. Although various studies have proven the effectiveness of comic media in learning in Indonesia, there has been no study that specifically examines the use of comic media in learning Pancasila and Civic Education among students, especially in Malaysia. Thus, this research is important to test the relevance and effectiveness of comic media as a contextual, fun and meaningful learning medium in helping students understand the values of Pancasila more completely. This research is also expected to contribute to the development of a learning strategy for Pancasila and Civic Education that is more inclusive and adaptive to the social context of cross-country students.

SB Ampang Malaysia was established on August 31, 2022 at the initiative of Ustadz Fauzi Al-Faizin, to support the education of Indonesian children in Malaysia. Based on observations, the learning outcomes of Pancasila and Civic Education students of SB Ampang Malaysia are still relatively low judging from the assessment of average students who have not been optimally understood. This is due to the lack of enthusiasm and active participation of students in learning caused by various factors, including less interesting learning methods and media or materials that emphasize memorization and recording. Based on the results of initial observations and interviews with teachers, it is known that most students feel bored with learning Pancasila and Civics Education, especially because the material tends to focus on reading long texts, memorizing and taking notes. This hinders students' interest and motivation to learn, resulting in low student learning outcomes in Pancasila and Civics Education subjects.

There are many learning media that can be applied to students, one of which is comic media. Comic media is a form of visual media in the form of images and writings to convey certain stories, information or messages in an interesting and easy-to-understand way. Comics usually consist of a series of illustrations arranged in panels, with text in the form of dialogue, narration or explanations placed in a word balloon or narrative box (Prayoga, 2021). According to McCloud, comics are defined as "*pictorial images and others in a deliberate sequence, intended to convey information and/or generate an aesthetic response to the viewer*" which means that comics are made up of images and other symbols arranged sequentially with the aim of providing information or evoking an aesthetic response in the reader (Amalia et al., 2024). Comic media is not just entertainment, but a medium to convey messages to readers. This makes students more interested, not boring and easier to understand. As a learning medium, comics can be used to present material visually and narratively, making it easier for students to understand concepts more interestingly. The implementation of comics in learning allows the delivery of complex information to be easier to understand, interesting and encourages students to actively participate in learning (Angga et al., 2020). Comic media is not just entertainment, but a medium to convey messages to readers. This makes students more interested, avoids boredom and makes it easier to understand. As a learning medium, comics can be used to present material visually and narratively, making it easier for students to understand concepts more interestingly. The implementation of comics in learning allows the delivery of complex information to be easier to understand, engaging and encourages students to actively participate in learning (Angga et al., 2020).

Teachers play an important role in learning, as they have an impact on student learning outcomes. This role includes the selection and application of learning media and methods (Agustira & Rahmi, 2024). One of the learning media that can help achieve success in learning is using comic strips. One of the success of learning is by using comic strip media. A comic strip is a comic that consists of a series of sequential images with short text that is generally in the form of dialogue or narrative arranged in panels to convey a specific story or message. Comic strips have short storylines and can be found in print media such as magazines, newspapers and digital media (Sudiyati, 2023). In an educational context, comic strips can be an engaging medium, actively engaging students and supporting students' understanding of the material more easily through a combination of visuals and concise text. The application of comic strip media in Pancasila and Civics Education courses is expected to increase students' interest in learning while increasing more optimal learning outcomes (Bianca et al., 2024).

According to Bloom's theory, learning outcomes reflect the changes that occur in students as a result of the learning process which includes three main domains, namely cognitive (knowledge), affective (attitudes and feelings) and psychomotor (skills) (Mahmudi et al., 2022). These three domains are interrelated and become the basis for designing learning objectives and determining effective instructional strategies. In the context of visual media-based learning such as comics, Bloom's theory can be used as a conceptual framework for designing learning activities that not only target the improvement of knowledge, but also form positive attitudes and creative thinking skills of students. This is in line with the view of McCloud (1993), who emphasizes that comic media has the power to convey messages visually and narratively, which can facilitate a deeper understanding of concepts and touch the affective domain of students. Learning outcomes themselves are understood as changes in behavior that are comprehensive and not limited to just one aspect of human potential (Marzuki, 2023). This level of achievement is generally measured through certain indicators, such as grades, task performance, or skill observations, which indicate the extent to which students have successfully achieved learning objectives (Mokoginta et al., 2023). Therefore, learning outcomes are not only an indicator of student success, but also reflect the effectiveness of the learning design used. Learning outcomes provide a clear picture of the understanding and mastery of the material taught to students (Suardipa & Primayana, 2023). In accordance with Minister of Education and Culture Number 23 of 2016 concerning Educational Assessment Standards, learning outcomes are one of the main indicators in assessing the success of learning. Thus, the utilization of Bloom's theory in designing learning including the use of media such as comics in line with the principles of visual communication according to McCloud can help ensure that the learning process is able to achieve overall goals in cognitive, affective and psychomotor aspects (Badrudin et al., 2024).

Previous studies provide insight into the application of comic media in learning. Research (Puspitorini et al., 2014) shows that the use of comic media can foster student motivation and improve learning achievement in the aspects of knowledge and attitude, with a gain score of 0.55; 0.42; and 0.34 respectively. The results of the study also showed a significant difference before and after the use of comics, and concluded that comic media was able to increase students' overall enthusiasm for learning, creating a more pleasant and less boring learning atmosphere. Further research (Pritandhari, 2016) found that the application of comic strips in learning financial management at the college level can increase student interest in learning. The material presented through comics becomes more interesting and easy to understand, so students are more active in participating in the learning process. However, there are still gaps in the application of learning media, especially in the context of conventional learning which tends to be one-way, less visually appealing, and often unable to reach the affective and psychomotor aspects of students optimally. Conventional media such as textbooks and lectures tend to focus on cognitive aspects alone, so learning feels monotonous and less motivating for students. In this context, comic strip media comes as an innovative alternative that not only conveys material visually and narratively, but is also able to involve students' emotions and experiences in learning. This research presents a novelty by integrating comic strip media in learning Pancasila and Civic Education for children of Indonesian migrant workers in Malaysia, especially in the SB Ampang Malaysia. With interesting visualizations and contextual narratives, comic strips are expected to be able to answer the limitations of previous conventional media by encouraging more comprehensive student involvement in the cognitive, affective and psychomotor domains. Comic media not only increases interest and motivation, but also in facilitating the understanding of abstract concepts, which are often difficult to understand through conventional methods.

SB Ampang Malaysia has implemented comic strip media as a learning medium for Pancasila and Civic Education. This interesting and visual-based comic strip makes it easier for students to understand the material more easily and fun. This study aims to examine comic strips applied in Pancasila and Civic Education learning at SB Ampang Malaysia, with a focus on improving student learning outcomes. Hopefully, this research can provide a new understanding of how comic strip media can foster enthusiasm, understanding and student involvement in Pancasila and Civic Education subjects.

2. METHOD

This study uses a qualitative approach with a descriptive approach that aims to understand a phenomenon in depth based on a perspective in a natural context (Arikunto, 2014). The subjects in this study consisted of 15 students from grades IV and V, who actively participated in the learning process during the observation period. In addition, two teachers and one studio manager were also involved as the main informants. Data analysis in this study involves four main stages, namely data collection, simplification or reduction of data, data presentation and description/verification Conclusion (Hardani et al., 2020). Data collection was carried out by interviews, observations and documentation. Interviews use a semi-structured method. Primary data sources include the manager of SB Ampang Malaysia who provides information on policies, educational objectives, and learning programs, teachers provide information on teaching methods, experience in applying comic strips to interests and learning outcomes and students provide direct information about learning experiences with comic media, understanding of the material, and changes in learning outcomes. Secondary data sources include documents in

the form of academic reports and the results of student learning evaluations before and after the use of comic media, then literature related to references from previous studies, scientific journals and theories that support the use of comic media in learning. This study uses the participant observation method, where the researcher is directly involved in the observation process, observation is carried out four times to get a more comprehensive picture of how teachers use comic strip adoption in learning, student response and involvement during learning, interaction between teacher and student when using comic media, changes in learning outcomes. Documentation includes the collection of relevant previous research results as well as documents related to the curriculum and learning materials at SB Ampang Malaysia. Furthermore, at the reduction stage, the data is systematically organized by simplifying and grouping. The data that has been reduced is then presented in the form of a descriptive narrative to identify the application of comic media in learning Pancasila and Civic Education about Pancasila values, civic and national character, and adjusted to the level of development and understanding of students. to improve student learning outcomes. In the last stage, conclusions are drawn based on verified findings to ensure accuracy and consistency, in order to produce valid conclusions about the application of comic media in Pancasila and Civic Education learning in improving student learning outcomes at SB Ampang Malaysia (Sugiyono, 2021).

The validity of the data is obtained through source triangulation and triangulation techniques. Source triangulation is carried out by comparing information obtained from various parties, namely the manager of the SB Ampang Malaysia as the provider of education policy, teachers as learning implementers and students as learning subjects. The interview results data are verified through direct observation of the learning process and academic documents in the form of student learning outcomes. Meanwhile, triangulation techniques are carried out by combining the results of interviews, observations and documentation that are carried out repeatedly to find the consistency of information. To support the claim of improved learning outcomes as a result of comic strip media intervention, this study conducted a comparative analysis of student learning outcomes before and after media use, using documentation, grades and interview results as supporting data. This approach allows researchers to identify changes and measure the extent to which the use of comic strip media has an impact on the achievement of student learning outcomes, both from cognitive, affective and psychomotor aspects (Moleong, 2013).

3. RESULTS AND DISCUSSION

This study reveals that the application of comic strip media in learning Pancasila and Civic Education at SB Ampang Malaysia has a considerable impact on improving student learning outcomes. Here are the key findings from the study:

3.1. Comic Strip Media Planning on Pancasila and Civic Education Learning

Table 1. Comic Media Planning in Pancasila Learning and Civic Education

Stage	Description
Identify learning objectives	Identifying learning objectives Setting learning objectives to be achieved using comic media, such as helping students understand the concept of civic, their rights and obligations as citizens, and the values contained in Pancasila.
Analyze student characteristics	Analyze the characteristics of students, such as the level of understanding, interest, and ability to understand Pancasila and Civic Education materials, selecting appropriate images, stories and language in the comic strip.
Selection of learning materials	Choose relevant Pancasila and Civic Education materials that can be illustrated with comic strips, such as rights and obligations as citizens, Pancasila values, unity and diversity.
Comic strip design	Design or choose comic strips with interesting characters, images, and storylines that are easy for students to understand. The design contains elements of entertainment but still focuses on the learning objectives to be achieved
Selection of supporting media	Prepare supporting media to display comic strips, such as the use of projectors, screens, or printed materials, so that students can easily see and understand the stories being told.
Organize learning steps	Plan steps in learning, starting from delivering material using comics, class discussions to assignments to further explore the material that has been learned.
Define learning evaluations	Assess students' understanding to evaluate student learning outcomes after using comic media. Evaluation can be carried out through tests, observation of student participation in discussions and presentation of material that has been learned through comics.

3.2 Implementation of Comic Strip Media in Pancasila and Civic Education Learning

The first step in applying comic strip media in learning Pancasila and Civic Education is to determine the material to be delivered and choose a printed comic that is relevant to the theme. Teachers can use educational comics that have been published and available in the market, school libraries or trusted online sources. The selected comics must contain Pancasila values, civic and national character and be adjusted to the level of development and understanding of students. According to McCloud's theory, the use of comics in education can increase student engagement because it presents information in an interesting and easy-to-understand visual form. Comics have an entertaining yet informative nature, so they can help students focus more on learning, understand concepts better, and increase their motivation in participating in learning. With a combination of images and text arranged in sequence, comics make it easier for students to connect the subject matter with real experiences, so that learning becomes more effective and enjoyable (Cendekia et al., 2021).

After the comic is determined, the teacher distributes the comic to the students in groups or individually. The initial stage is carried out by reading comics together, either alternately or independently, where the teacher guides the understanding of the content of the story and the characters in it. The teacher then relates the storyline in the comic to the concepts in the Pancasila and Civic Education material, such as the importance of mutual cooperation, responsibility as a citizen, tolerance, or rights and obligations. During the learning process, the teacher asks questions that encourage students to think critically, for example:

1. What is the moral message of this story?
2. What does the main character do to show how much Pancasila is valued?
3. What if you were in the position of the character?

After students understand the content of the comic, the teacher invites students to discuss the values contained in the story, as well as relate them to daily life. This discussion not only deepens students' understanding of Pancasila and Civic Education materials, but also develops students' critical thinking, communication and empathy skills. At the end of the session, teachers can give reflective assignments or follow-up activities, such as:

1. Rewrite the moral message of the story in the form of a summary.
2. Create a short dialogue between characters based on comics.
3. Retelling the content of the comic with the perspective of a certain character.
4. Make a poster of character values based on the story read.

Initially, some students may show a lack of interest in reading or a reluctance to discuss, especially those who are not used to reading picture stories or lack confidence in speaking in class. However, as time goes by, comics that are visually appealing and have a light narrative and are close to their lives make students begin to show high enthusiasm in participating in learning. Many of them began to actively ask questions, give opinions, and even take the initiative to read other comics of the same kind.

The use of comic strip media not only makes learning Pancasila and Civic Education more fun and not monotonous, but also increases students' active involvement in the learning process (Fadilah et al., 2023). Students become easier to understand abstract concepts through illustrations and concrete stories, and are better able to relate Pancasila values to real situations in daily life. In addition to improving understanding, the use of comic strips also has a positive impact on the development of students' character and communication skills. Students learn to express opinions, listen to others and appreciate different views. With this habituation, students not only become familiar with the material of Pancasila and Civic Education, but also grow as more confident and reflective individuals (Riskiyania & Hardiyanto, 2024). Overall, the application of comic strip media in learning Pancasila and Civic Education is an effective and applicable innovation, especially in instilling national values in elementary school students (Permana & Muallimah, 2021). With the right approach, this media can be developed to support the learning of various other themes in the Merdeka Learning curriculum.



Figure 1. Implementation of Comic Strip Media

3.3 Evaluation of Comic Strip Media on Learning Pancasila and Civic Education in Improving Student Learning Outcomes

Before concluding the effectiveness of comic strip media in learning Pancasila and Civic Education, a thorough observation was made of the learning process to see the level of student participation. Teachers actively observe how students respond to the use of comic strips, whether they are more enthusiastic about participating in lessons, and how their involvement in teaching and learning activities is compared to the use of previous conventional methods. This observation is carried out systematically to ensure that comic strip media really has a positive impact on students' understanding of concepts and learning interests. In addition to direct observation, teachers also made comparisons of student learning outcomes before and after the use of comic strip media. In the initial stage, students are given Pancasila and Civic Education materials with conventional approaches, such as lectures and assignments. The learning results show that some students have difficulties in understanding the values of Pancasila, legal norms, and are less able to relate the material to daily life. Emotional involvement and active participation of students also tend to be low. After the comic strip media was applied, the teacher again evaluated the students' understanding both cognitively, affectively and psychomotorly.

The implementation of comic strip media in learning Pancasila and Civic Education is proven to have a positive impact on improving student learning outcomes. In this study, comic strips were used to deliver Pancasila and Civic Education materials in an interesting and easy-to-understand way for students, especially for children of Indonesian migrant workers who may have diverse language and cultural backgrounds. The implementation of comic strip media in learning Pancasila and Civic Education contributes to improving student learning outcomes in all three domains according to Bloom's theory.

1. Cognitive: Students find it easier to understand material such as Pancasila values, the rights and obligations of citizens, and legal norms. Narrative and visualization in comics help students interpret the content of the material in a more concrete and contextual way.
2. Affective: Students seem to appreciate national values more, show empathy for characters in comics, and are able to reflect these values in daily life. Students show greater interest in the material, as can be seen from their enthusiastic attitude in reading and discussing the content of comics.
3. Psychomotor: Students are more active in learning activities such as role-playing based on characters in comics, as well as participating in group discussions enthusiastically and understanding the values of Pancasila and Civic Education.

The implementation of comic strip media in learning Pancasila and Civic Education is proven to have a positive impact on improving student learning outcomes. In this study, comic strips were used to deliver Pancasila and Civic Education materials in an interesting and easy-to-understand way for students, especially for children of Indonesian migrant workers who may have diverse language and cultural backgrounds. The implementation of comic strip media in learning Pancasila and Civic Education contributes to improving student learning outcomes in all three domains according to Bloom's theory.

Based on Bloom's theory, the implementation of comic media in learning can improve student learning outcomes as a whole in the cognitive, affective and psychomotor aspects. Through comics, students can more easily remember, understand and apply concepts. In addition, students can develop good behavior and improve critical and creative thinking skills.

One student said:

"The comics help me understand Pancasila and Civic Education materials and civic concepts, such as what are the rights and obligations of citizens, in a clearer way. So, I not only hear, but also see how it is applied in my daily life."

Class observations also showed that students were more active in group discussions after students read the comic strip. Students were able to relate the material taught to daily activities, which showed an improved understanding of the Pancasila and Civic Education material. Teachers also noted an improvement in student engagement during the learning process, which was reflected in the high level of student participation in question and answer activities and discussions. Learning evaluation results showed that students taught using comic strip media had better learning outcomes compared to using conventional methods. The average score of students who used comic strip media in learning was higher than students who learned using conventional methods. This improvement was also seen in students' involvement in class discussions and students' ability to connect civic concepts with daily life.

The teacher stated that comic strip media has proven to be very effective in improving student learning outcomes. This media is able to bridge the understanding of abstract concepts into concrete and fun. Therefore, the use of comic strips is planned to be part of the learning strategy of Pancasila and Civic Education in the future. However, to maintain the diversity of methods and avoid saturation, this medium will not be used singularly. Teachers will still combine it with other methods such as group discussions, simulations, case studies, and the use of digital media. With a combination of various creative and innovative learning approaches, it is hoped that the learning process of Pancasila and Civic Education will be more effective, interesting, and meaningful for students.

Comic strip media will remain one of the main choices because it has been proven to be able to improve understanding of concepts, form characters through noble values, and improve students' social and motor skills holistically.

Table 2. Evaluation of the Use of Comic Strip Media

Number	Name	Before	After
1.	A	✓	✓
2.	FM	x	✓
3.	M	x	x
4.	MY	x	x
5.	NH	✓	✓
6.	NZ	x	✓
7.	IR	x	✓
8.	MR	x	✓
9.	SN	✓	✓
10.	AB	x	✓
11.	SM	x	✓
12.	AE	✓	✓
13.	MI	✓	✓
14.	RM	✓	✓
15.	MYA	✓	✓

3.4 Supporting and Inhibiting Factors for the Application of Comic Strip Media in Pancasila and Civic Education Learning

The application of comic strip media in learning Pancasila and Civic Education at SB Ampang Malaysia is supported by a number of factors that encourage learning success. One of the main factors is the teacher's commitment to creating a fun and easy-to-understand learning atmosphere for students, the majority of whom are children of Indonesian migrant workers. Teachers play an active role in selecting and adapting comic strips that contain Pancasila values, diversity, and national character to suit the context of students' lives abroad. Comics with illustrated stories and children's characters allow students to more easily understand material that is usually abstract. In addition, students at SB Ampang Malaysia show high enthusiasm for visual media, as comics provide a more interactive and less boring learning experience. The visualization of characters and stories that are close to daily life encourages students to be emotionally and cognitively involved in learning, thus supporting the formation of a positive understanding of values and attitudes.

However, the application of comic strip media also faces several obstacles. One of them is the limitation of students' literacy skills. Some students at SB Ampang Malaysia still have difficulty understanding the storyline, dialogue text, or moral message implied in the comics, especially if the use of language is not simplified or less contextual. This causes the ideological message in the comics to not be absorbed optimally. In addition, not all students have the same interest in comics; Some of them prefer other learning methods such as group discussions or role-playing. The limitations of comic collections that are relevant to Pancasila and Civic Education materials are also a challenge in itself, so teachers need to adapt or even make simple comics themselves. The role of teachers is very important in facilitating students' understanding through explanations, questions and answers, and reflection on grades. Without the assistance of teachers, comic media can lose the essence of education and become just entertainment reading. On the other hand, limited learning time is also an obstacle, as visual media-based learning such as comics requires additional time for reading, meaning, and discussion of values. Therefore, although comic strip media has great potential in improving students' cognitive, affective, and psychomotor learning outcomes, its success still depends on careful learning planning and the active role of teachers in guiding the process of internalizing values.

4. CONCLUSION

The application of comic strip media in learning Pancasila and Civic Education at SB Ampang Malaysia has been proven to be able to improve student learning outcomes as a whole, covering cognitive, affective, and psychomotor aspects. Comic strips adapted to Pancasila and Civic Education materials can present learning content visually and narratively, making it easier for students to understand Pancasila values, civic and national character. Cognitively, students show an increased understanding of the material because visualizations in comics help clarify abstract concepts. Affectively, students are more interested, motivated, and show a positive attitude towards the lesson because the storyline and characters in the comics are able to arouse empathy and emotional involvement. Meanwhile, psychomotorically, students become more active in discussion activities, role-playing based on comic stories, and other creative projects such as making simple comics on their own.

Teachers play an important role as facilitators who direct learning through comics, both in choosing materials, guiding discussions, and creating a fun learning atmosphere. Students' responses are generally very positive to the use of this medium because learning becomes more fun, interactive, and memorable.

However, the limited time and ability of teachers to design comics that are in accordance with learning objectives is a challenge in itself. Therefore, teacher training in developing creative learning media such as comic strips is highly recommended. Further research with a wider reach also needs to be conducted to reinforce these findings and reach different types of student learning.

Thus, comic strip media can be one of the innovative and effective strategies in improving the quality of learning Pancasila and Civic Education, especially for students of Indonesian migrant workers in SB Ampang Malaysia.

REFERENCE

- Agustira, S., & Rahmi, R. (2024). Penggunaan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa Pada Tingkat SD. *Mubtadi: Jurnal Pendidikan Ibtidaiyah*, 5(2), 126–135. <https://doi.org/https://doi.org/10.19105/mubtadi.v4i1>.
- Amalia, R., Angga, P. D., & Zain, M. I. (2024). Pengembangan bahan ajar PJOK berbasis komik materi “bahaya merokok bagi kesehatan tubuh” untuk siswa kelas V. *Multilateral: Jurnal Pendidikan Jasmani Dan Olahraga*, 23(1), 15. <https://doi.org/10.20527/multilateral.v23i1.17351>
- Angga, P. M. W., Sudarma, I. K., & Suartama, I. K. (2020). Pendidikan Untuk Membentuk Karakter Dan Meningkatkan prestasi belajar Siswa. *Jurnal Edutech Undiksha*, 8(2), 93. <https://doi.org/https://doi.org/10.23887/jeu.v8i2.28920>
- Arikunto, S. (2014). *Dasar-dasar Metodologi Penelitian Kualitatif*.
- Badrudin, B., Setiana, R., Fauziyyah, S., & Ramdani, S. (2024). Standarisasi Pendidikan Nasional. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1797–1808. <https://doi.org/10.54371/jiip.v7i2.3962>
- Bianca, T., Rahmadi, M. T., & Lubis, D. P. (2024). Analisis Pengembangan Media Pembelajaran Komik Digital Sebagai Media Pembelajaran di Sekolah. *El-Jughrafiyah*, 04(02), 265–272. <https://doi.org/http://dx.doi.org/10.24014/jej.v4i2.32719>
- Cendekia, D. A., Ahmad, H. A., & Zpalanzani, A. (2021). Aspek Desain yang Mempengaruhi Minat Baca Pembaca Komik Islam Indonesia. *JoLLA: Journal of Language, Literature, and Arts*, 1(4), 505–523. <https://doi.org/10.17977/um064v1i42021p505-523>
- Fadilah, A., Nurzakiah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran. *Journal of Student Research (JSR)*, 1(2), 1–17. <https://doi.org/https://doi.org/10.55606/jsr.v1i2.938>
- Hardani, Andriani, H., Ustiawati, J., Utami, F. E., Fardani, A. R., Sukmana, J. D., & Auliya, H. N. (2020). Buku Metode Penelitian Kualitatif. In *Revista Brasileira de Linguística Aplicada* (Vol. 5, Issue 1).
- Mahmudi, I., Athoillah, M. Z., Wicaksono, E. B., & Kusumua, A. R. (2022). Taksonomi Hasil Belajar Menurut Benyamin S. Bloom. *Jurnal Multidisiplin Madani*, 2(9), 3507–3514. <https://doi.org/https://doi.org/10.55927/mudima.v2i9.1132>
- Marzuki, M. (2023). Penerapan Model Pembelajaran Problem Solving Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Sistem Gerak Manusia Di Kelas Viii Sekolah Menengah Pertama Negeri 3 Sintang. *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan*, 7(2), 14–25. <https://doi.org/10.51826/edumedia.v7i2.941>
- Mokoginta, S. O., Mangangantung, J. M., & Liando, M. R. (2023). Peran Guru dalam Meningkatkan Prestasi Belajar IPA Siswa Kelas V SD GMIM IV Tomohon. *Jurnal Pendidikan Dan Konseling*, 5(2), 260–272. <https://doi.org/https://doi.org/10.31004/jpdk.v5i2.12708>
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif* (31st ed.). PT Remaja Rosdakarya.
- Oktaviani, N. R., & Rivai, A. N. A. (2021). Posisi Pekerja Migran Indonesia Ilegal (PMI) Asal Sulawesi Selatan Sebagai Pihak Sub-Altern Di Malaysia. *Jurnal Ilmiah Hubungan Internasional Fajar JIHIF*, 2(2). <https://doi.org/https://doi.org/10.47354/jiihif.v2i2>
- Permana, M. A., & Muallimah, H. (2021). Perancangan Komik Strip Online Sebagai Media Interaktif Pembelajaran Remaja Di Kota Bandung. *Kreatif: Jurnal Karya Tulis, Rupa, Eksperimental Dan Inovatif*, 3(02), 27–31. <https://doi.org/10.53580/files.v3i02.33>
- Prayoga, D. S. (2021). Teknik Membuat Komik Strip Digital. *Jurnal Desain Komunikasi Visual Asia*, 4(2), 87–97. <https://doi.org/https://doi.org/10.32815/jeskovsia.v4i2.526>
- Pritandhari, M. (2016). Penerapan Komik Strip Sebagai Media Pembelajaran Mata Kuliah Manajemen Keuangan Mahasiswa Universitas Muhammadiyah Metro. *Promosi (Jurnal Pendidikan Ekonomi)*, 4(2), 1–7. <https://doi.org/10.24127/ja.v4i2.631>
- Puspitorini, R., Prodjosantoso, A. K., Subali, B., & Jumadi, J. (2014). Penggunaan Media Komik Dalam Pembelajaran Ipa Untuk Meningkatkan Motivasi Dan Hasil Belajar Kognitif Dan Afektif. *Jurnal Cakrawala Pendidikan*, 3(3), 413–420. <https://doi.org/10.21831/cp.v3i3.2385>

- Riskiyania, E. M., & Hardiyanto, F. E. (2024). Penggunaan Media Komik Strip Terhadap Pembelajaran Menulis Teks Anekdote Di Smk Muhammadiyah Kajen. *Transformatika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 8(2). <https://doi.org/https://doi.org/10.31002/transformatika.v8i2.1650>
- Suardipa, I. P., & Primayana, K. H. (2023). Peran Penggunaan Desain Evaluasi Untuk Meningkatkan Kualitas Pembelajaran. *Widyacarya*, 1(2), 158–171. <https://doi.org/10.58569/ilma.v1i2.587>
- Sudiyati, S. (2023). Peningkatan Hasil dan Aktivitas Belajar Materi Teks Eksplanasi dengan Model Think-Talk-Write Berbantu Media Komik Strip. *Jurnal Inovasi Pembelajaran Di Sekolah*, 4(1), 1–10. <https://doi.org/10.51874/jips.v4i1.92>
- Sugiyono. (2021). Metode Penelitian Komunikasi (Kuantitatif, Kualitatif, dan Cara Mudah Menulis Artikel pada Jurnal Internasional). In *Jurnal Dinamika Ekonomi Pembangunan* (Vol. 1, Issue 3). <https://doi.org/10.14710/jdep.1.3.35-45>