

Comics to Learn Characters of Care and Responsibility in Children

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Abstract—This research was aim to know whether comics can be a media to facilitate children to learn characters. The respondents of this research were 76 children at age 9-12 in Condongcatur Primary School Yogyakarta, Indonesia. Results of the research showed that 98% of children had read comic and 94% liked to read comic. Many children like comics with stories about hero, friendship, family and etc. Comics are the children's favorite reading because they are simple and interesting to read. Comic stories containing moral and social values can shape the child's character. Through the comic the child feels a detailed storyline and can understand the message more clearly. Finally by comics, learning strategies can be developed through knowing, acting, and habits. The conclusion emphasizes that there is a need to develop comic learning media to learn character of care and responsibility in children.

Keywords—comic learning, character, care, responsibility

I. INTRODUCTION

One of the things that need to be learned is the character. Nowadays there are many social, moral, economic, and especially characters issues that occur. One solution that can solve this issue is education for individuals and community, especially character education. Miarso said that character is an important part for the development of a nation, especially the Indonesian nation. Good political, economic, and legal order can be further developed if supported by human resource with desired personalities. Personality itself is the object of formal education; that is men with the characteristics of faith, piety, intelligence, skill, social sensitivity and love the homeland [1]. According to Megawangi [2], character education is an active effort to form good habits so that the desired characters of children are engraved from childhood. Characters are the moral and mental qualities of a person whose formation is influenced by innate factors (since in the womb) and the environment (socialization with the community and family).

The word character is derived from the Greek, "*charassain*", which means carving to form a pattern. According to the Language Center of the National Education, character is innate heart, soul, personality, manners, behavior, personality, nature, character and temperament. Meanwhile, according to Hill [3], "*character determines someone's private thoughts and someone's actions which are done. Good character is the inward motivation to do what is right, according to the highest standard of behavior in every situation*". The Language Center of the Ministry of National Education states that character is innate heart, personality, soul, behavior, personality and nature. Suyanto [4] states that the character is a way of thinking and behaving that characterizes each individual in family, community, nation and state.

Currently the Indonesian government is developing cultural education with the values and character of the nation. This is because the view of the declining morale of some citizens bangs along with the development of technology. Because this is considered important, in 2017 the President issued a regulation namely Presidential Regulation of the Republic of Indonesia No. 87 of 2017. There are 18 values in character education which boost the religious values. Among others are to be honest, creative, independent, democratic and to have tolerance, discipline, work ethic, curiosity, spirit of nationality, love for homeland, environment care, social care and responsibility, as well as to appreciate achievement, befriend others, love peace, love to read.

The establishment of this regulation is caused by a consideration that Indonesia as a cultured nation is a country that upholds noble characters, noble values, and wisdom. Then in the implementation of education, teaching these characters is the responsibility of the family, educational unit, and society. The implementation character education in the informal education is done through the

strengthening of the values of characters in education in the family and environment in the form of self-learning activities.

With many moral problems that occur in Indonesian society today, there are two of 18 values of characters that are important to learn. They are care and responsibility. Besides that, this character has close indicators. Lewis A. Barbara [5] states that indicators of care are doing good things for others, being a good listener, respecting others, respecting things, respecting animals and environment, joining others in positive activities, giving and helping others. According to Stevenson (in Ani et al) [6] care is a feeling of interest or affection for a person or a good. Care in Indonesia dictionary means heeding, caring and not ignoring. Thus, social concern is a sense of responsibility for the difficulties faced by others in which a person is compelled to pay attention or do something to overcome them. According to Said (in Wasil) [7] Character of environmental care is an attitude, it is shown by actions that always try to prevent damage to the surrounding environment and develop efforts to repair the natural damage that has occurred.

According to Indonesia dictionary, responsibility is the state when someone must bear all consequences of his or her own actions. Being responsible means being obligated to bear responsibility and the consequences. Mankind is responsible for being aware of the good or bad consequences of their actions. Stevenson (in Ani, 2015) states that responsibility is an answer to what is said or done or promised. Sabini & Silver [8] state that responsibility serves to control one's feelings or expressions in every good state when someone is angry or sad. Samani & Hariyanto [9] state that the description of responsibility is a value of the attitude and behavior of a person to carry out the duties and obligations that should be done on self, society, environment (nature, social, culture), state and God Almighty.

The character education can be done by self-learning using media. Self-learning is a person's learning opportunities in accordance with their own needs, abilities, and ways. The purpose of self-learning is for someone to learn optimally and achieve the level of mastery of things he learned [10]. In the world of children, the learning media are often presented in the form of stories. The world of children is close to the world of picture stories, especially comics. This is because a comic is a simple printed media that is interesting to read. Through the comic, the reader can read a more detailed storyline and can understand the message more clearly. According to Gene in Avrilliyanti et al. [11], comics have some advantages when used in learning that is being motivating, visual, permanent, intermediary and popular.

The selection of comics as an effective media in learning character is based on several considerations, including: (1) generally children like reading in the form of comics, (2) comics are able to present illustrations of pictures and dialogues, (3) comics are easy to use as media, and (4) comics can be read anytime and anywhere. Through comics for learning characters, children learn and understand some simple things and can form good characters, especially the characters of responsibility and care to help train the way children interact and behave in society.

The process of character development is always associated with the learning process and depends on the quality of the learning process. Learning process can occur in school environment, family, or community. The learning process determines a person's ability to behave according to the norms of morality, religion, traditions and laws prevailing in society. In character studies, there are several supporting theories. Among them are theories of development cognitive by Jean Piaget and Lawrence Kohlberg, the theory of Social Learning by Albert Bandura, and RH Walters and Kohlberg's theory of moral development.

Piaget divides these stages of cognitive development into four, they are sensorimotor stage (age 0-2 years), preoperational stage (age 2-8 years), operational discipline (8 - 12 years), and formal operations (age 12-18 years). According to Kohlberg's moral development is divided into three stages, namely pre-conventional, conventional and post-conventional stages. The pre-conventional level (age 4-10 years) is the first stage of the child know moral. At this stage, the child is doing good actions because of his/her fear of being punished. At this stage, children can already learn from classical tales or stories that have a moral settlement with punishment. The conventional Level (age 10-13) is the stage where the child begins to awaken every action based on the social norms available. Stories that can be presented at this stage are heroic stories that tell about people who are willing to sacrifice for friends and the environment. At this stage, good deeds are done as a manifestation of obedience and in this case, the obedience of children to the rules or the existing discipline. The third stage is post conventional (age 13). It is the phase in which the child views morals more than the traditional agreement; the child begins to have a principle. Based on these, the characters must be implanted early in the child.

II. COMIC LEARNING

The word comic comes from the English language "*comic*" which means everything that is funny and entertaining (Full English-Indonesian Dictionary, 1991) In the Dictionary of Words of Foreign Absorption in Indonesian, the word comic is described as a story illustrated with drawings and below, the picture was written down in the story as it

appears in the picture. Sudjana [10] defines comics as a form of cartoon that expresses characters and presents a story in a sequence that is closely related to the image and is designed to provide entertainment to the readers. Comics consist of various serialized situations. So, the comic means a message or story that is presented visually in the form of sequential pictures in frames with text of the narrative or dialogue. Based on the types, comics can be grouped into two kinds, namely *comic strips* and *comic books* [12]. *Comic strips* (comic strip) are a serialized comic published in newspapers or magazines. A *comic book* is a collection of pictorial stories consisting of one or more titles and the theme of the story.

In terms of appearance or packaging, comics can be divided into the following. 1) Comics Strips; Comic strips are comics that consist of only a few drawing panels, but the drawing panels have already revealed the whole idea of the story. 2) Comic books; Comic books are comic books that are packaged in book forms. In terms of comic contents, comics are distinguished into comic humor, adventure comics, fantasy comics, comic history, real comics, comic biographies, and scientific comics [13] In terms of appearance or packaging, comics are included in the comic book because it is packaged in book form. In terms of contents which are included in the fantasy comics, a fantasy comic is a comic that contains fantasies and illustrated stories from comic makers.

Related to comics as a media of learning, According to Sudjana [10], the role of comics as a medium of learning is the ability to create interest in students in learning. Some studies about comic learning have been conducted and it has been found that using comics tends to be “effective, enjoyable, and motivating for learners. Permatasari’s [14] study entitled Creation of batik learning media for junior high school students through educational comic media was aimed to produce instructional media of batik in the form of educational comics with elements of stories, illustrations, materials and styles of language for junior high school students. The comics contain the values of attitude, knowledge and skills about batik required junior high school students. Based on the results of this study, it was concluded that the comic of batik education was declared worthy of being used as a learning media of batik and could be an effective learning media, which overall have a feasibility level of 85.7%. The relevance of this research is that comics for leaning media comics contain values to learn.

Ani Widyawati, Anti K.’s [6] study entitled Developing comic to improve learning motivation and character of learners. This study aimed to determine the characteristics of comics for science learning media which are needed by school, know the feasibility and effectiveness of the use of comic learning media to improve learning motivation and

characters of learners. Based on the results of this study, the conclusion obtained shows that there is a feasibility of science comics for learning media based on the assessment of media experts, material experts, educators and peers with very good criteria. There was also an increase in learning motivation and characters of students after using comics.

Wasil Hidayah, Nur Kusuma Dewi, Amin Retnoningsih [7] conducted a study titled Development of Environmental Pollution Comic as a learning resource of students of grade VII Junior High School. This study aims to produce a comic product that is valid to be used as a source of environmental pollution material, test the effectiveness of comics on improving students’ learning outcomes, as well as to analyze the effectiveness of comics in the development of students’ caring character. The results of this study indicate that the comic on environmental pollution was effectively applied as a source of learning.

III. RESEARCH METHOD

This research was a qualitative descriptive research study to describe as well as to interpret and elaborate findings. This research was done in March 2018. The research respondents were third to five level (9-12 age) students of Condongcatur primary school. The reason why Condongcatur primary school was chosen was due to a consideration that Condongcatur elementary school has a good collection of literature source for students especially story books and comics. The questionnaire that was designed in this research was ‘how interest student at age 9-12 with the comics learning and its value on it.

IV. RESULT AND DISCUSSION

The recapitulation of students’s interest in comics learning is presented in table 1.

TABLE I. STUDENTS’ INTEREST IN COMIC LEARNING IN CONDONGCATUR PRIMARY SCHOOL

No	Question	Answer		
		Yes	Not Really	No
	Students interest in reading story/comic			
1	Students likes to read story book	89%	0.07%	0.02%
2	Students know/ever to read comic	98%	-	0.01%
3	Students likes to read comic	94%	0.02%	0.02%
		Often	Sometimes	rarely
4	How often students to read story/comic book	63%	14%	22%
	Comic design			
5	Number of	<10	>10	-

	pages	90%	10%	-
6	Size of comic	Large	Small	-
		55%	44%	-
7	Colours of comic	Colourful	Black & White	-
		64%	35%	-
8	Character of figures	Normal	Chibi	-
		26%	73%	-
9	Favorite colour	Blue, Green, Red, Purple		
10	Favorite theme/topic	Friendship, Hero, Family, School		

The character formation of children cannot be done in a short time because it requires a long process in a long time. It is also done continuously using appropriate and effective methods. One fun way that can be used to form character on children is telling through the story directly or through the media. According to Degeng [17] Learning media is a component of learning delivery strategy that refers to what activities are done by the learners and how the role of media is in stimulating these activities. While Martin and Briggs [18] argue that learning media is all the learning resources needed by teachers to communicate with the learners. Media can be hardware (computers, televisions, projectors) and the software used on the hardware devices. The functions of the media are to provide props or aids in the learning activities, to give out a learning experience, as well as to clarify and simplify abstract concepts to becomes more simple, concrete and easily understood.

The results of the research showed that 89% student like to read story books. One of media that can be used to form characters is comics because generally children like reading stories in the form of comics. The comics are able to present a story with illustrations of pictures and dialogues.

There are five criteria to classify instructional media for the purposes of e delivery strategy, namely: (1) level of accuracy of representation, (2) level of interactive capability (3) level of special abilities it has, (4) level of motivation and (5) the amount of cost required

McCloud (in Wasil) [7] believes comics have the ability to communicate messages through an artistic way. So, with the ability of comic media, comics are expected to be able to convey a message of concern. The result of Wasil's study shows that the environmental pollution comic is effectively applied as a learning resource. There is an increase in the character of care from the difference of value percentage before and after the learning process using comics.

In the development of comics as a medium of learning, there are structures that need to be considered. Nurgiyantoro [13], states that the structural elements that are present in comics are: (1)

Figure: The person is the subject / person / actor told in the comic. In the comics especially the child comics, the characters are not only human but also animals, the body of the flesh or the dead object personified. Comics for children are mostly presented with all funny manners or characters that are not in proportion to the size of a normal human. This is in line with the results of survey research to 76 children aged 9-12 years indicating that 73% of children like the character of *chibi* of size is not proportional to the size of normal human (2) Flow : The groove is a series of events in a story that has a cause-effect relationship. Through comics, the plot of a story can be observed visually because the story is presented in the visual form. In developing a character-learning comic book, it is important to create a concrete sequence of images in the panel so that the storyline is easily visible. (3) Themes. The theme is the main thing to say in a story. According to Indonesia Dictionary theme is the main idea, the basic story used as the basis. (4) Like the theme, moral is one aspect of the content to be conveyed. According to Indonesia Dictionary moral is a good or bad doctrine of deed / attitude; morals, character. Moral can concern human relationships with each other.

Susiani [19] states that comics have the following sections: (1) Characters. characters should be present in comics; (2) Frame, which is a room that confines one story to another: (3) The word balloons, which is the room for the conversation spoken by the characters: (4) The narrative, which is an explanatory sentence: (5) Sound effects, which are the effects given on the visualization of a word or description of a sentence pronounced by its character: 6) The background, which is the scene where the story is drawn.

In order to function properly, the comics for learning media should optimize learning, then in the development of comics, these comics should hold on to some factors they are: (1) Form. Selection of colors and types of paper is important to note in order to generate interest and attention of students: (2) Line. Lines are used to connect consecutive elements. So, it can be said that this line element will help in obtaining the clarity of the story: (3) Texture. Texture functions to create a smooth or rough impression that can indicate the element of emphasis: (4) Color. Color serves to provide a particular vibration in a design. Color selection is very important because color is the first thing to look at. A learning medium does not need to be designed using many colors or many objects. Harmonization of color is also a major concern as it will give the impression more and users will easily remember an impression. Arsyad [20] Prof. Dr. C. Asri Budiningsih [21] says that the use of two or three colors for one form or object (eg person) is sufficient and every color constraint

must be clear between one another. Color can give a psychological effect to the viewer.

When choosing colors for instructional materials, the writer should also pay attention to the desired emotional response issues, ie being active, being dynamic, having warm or more contemplative feelings, being thinkers, and having cold feelings. Red and orange are used to bring the user closer, while cool colors tend to stay away from users. For tagging you should use red or orange. Because these colors help the signs are obvious to the user, and use cool colors for the *background*. Pett and Wilson in the book *Instructional Technology and Media for Learning* [22] says that the coloring of the instructional media should be: (1) consistent with common color choices: (2) using warm color for material intended for children: (3) presented a color that will communicate the user's emotions and personality: (4) paying attention to various cultural backgrounds.

Sharon, et.al. suggest that the color has two responses namely responses to warm and cold colors and the response is related to age. Warm colors like red, pink, yellow, and orange tend to be liked by children. Children also love bright colors and a little color combination from adults. As maturity increases, there is a change in the preferred color. The more mature tend to choose a cooler color and a thin combination of colors. Based on a survey of 76 children aged 9-13 years, they love the bright colors of blue, purple and green. Sharon, et.al. add that everyone has different perceptions of color, this is because each perception is influenced by several things, among others: age, gender, eye physical condition, psychology, culture, abnormalities and others.

Characters can be developed through knowledge, action, and habit. Character learning is not limited only to the realm of knowledge, because when someone has a certain knowledge, he/she should have act based on the knowledge. This is in line with James Steve's opinion in Lickona [16] which states that children develop character through what they see, what they hear, and what they do over and over again. Characters will be formed through repetitive behaviors.

To support the development of these characters, according to Bandura, the process of learning in personality learning can be done by: a) imitation; many important learning events occur with the intercession of others. That is, by observing or imitating these behaviors or in certain cases making others models for him: b) strengthening social relationships. Retrofitting of the others is also an important determinant factor individual behavior, the result of which was witnessed by the individuals who have followed the behaviors of others.: c) self-

reinforcement and monitoring. Reinforcement is assumed to be able influence what is done and not what is learned. Through this process of monitoring, behavior becomes self-regulating and does not continue to depend on the compassion of external forces.

V. CONCLUSION

Comics can be one of the media to learn character because basically children like to listen to stories and comics are ones that contain stories in them. Character learning is developed through knowledge, *knowing, acting, and habit*. Character education is not limited only to the realm of knowledge, because a person with good knowledge does not necessarily have an appropriate action based on the knowledge if not trained to do so. Therefore, it can be concluded that through comics children can get knowledge about the character and can implement it in everyday life so that it can be a habit in everyday life.

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