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Development of Comic Media to Improve Students' Critical Thinking Ability in Citizenship Education Learning in Elementary Schools

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Abstract. Problems often faced in improving students' critical thinking skills are lack of skills development, limited interaction in the learning process, and limited media and information. Critical thinking skills are seen in many aspects of life, including good decision-making, effective problem-solving, and adapting to change. In this literature review, we will discuss the development of comic media to improve students' critical thinking skills in learning Citizenship Education in Elementary Schools. Comic media reveals characters and acts out a story sequentially, connected with images and designed to entertain readers. Comic media can improve students' critical thinking skills by triggering imagination, training students' analytical skills through pictures of characters in comics, and increasing students' in-depth understanding of the flow or plot in the comics. Thus, using comic media to improve students' critical thinking skills in learning Citizenship Education can be a reference that, apart from attracting students' interest, is also effective for use at the Primary School Education stage.

Keywords: comic media, critical thinking, civic Education.

INTRODUCTION

Education is an essential need for humans. Humans are gifted with reason to think until, finally, that reason gives birth to meaningful Education. Citizenship education is one of the types of Education that must be delivered because it is closely related to the characteristics of humans as social creatures living as a nation and state, especially in Indonesia. Citizenship education is learning that plays a role in preparing and forming citizens who are capable of being responsible, intelligent, and civilized, according to Kalean (Ainnun et al., 2020).

However, apart from that, in citizenship education, according to Fathurrohman (in Septiana & Kurniawan, 2018), there are essential components that need to be developed in Civics learning, namely forming intelligent citizens (having civic knowledge), character, and forming citizens who are skilled in critical thinking.

One of the components listed is the ability to think critically. Critical thinking skills are essential in various aspects of life, including good decision-making, effective problem-solving, and the ability to adapt to change. This ability not only helps students complete academic assignments but is also helpful in everyday life (Rohmah et al., 2023). One of the materials in citizenship education is the application of Pancasila values in everyday life.

In this lesson, the importance of Pancasila education is that Pancasila values are the principles of attitude for the nation and state. Citizenship education in Indonesia cannot be separated from the values of Pancasila because Pancasila is the ideology and characteristic of citizenship education in Indonesia. The values of Pancasila are taken from the views and cultural values of the Indonesian people. In this regard, Pancasila education must be implemented in schools (Khalimatu Sa & Anggraeni Dewi, 2022). However, teaching in instilling Pancasila values in elementary schools is often faced with challenges and obstacles, such as students experiencing learning difficulties, difficulty using media, limited knowledge and understanding, limited student appreciation, and a decline in students' moral values. (Belita et al., 2023). Therefore, learning media dramatically improves students' critical thinking skills in Citizenship Education learning. One of the learning media is using comic media.

Comics reveal characters and act out a story sequentially, which are connected with pictures and are designed to provide entertainment to readers. Comics are also a form of illustrated story so that they can be an example to students regarding the values of Pancasila, especially the second

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principle (Khairi, 2016). Comic media is considered to improve students' critical thinking skills by triggering imagination, training students' analytical skills through pictures of characters in comics, and increasing students' in-depth understanding through plots in the comics. (Putri et al., 2023).

From the articles and journals that researchers have reviewed, such as articles from (Ainnun et al., 2020), with the results of research into the development of comics as a learning medium in attitude material that reflects the principles of Pancasila, it is suitable to be used to improve student learning outcomes. The research (Ambaryani & Airlanda, 2017) stated that the development of comic media, "Discovering Changes in the Environment in My Neighborhood," is still comprehensive; the development of advanced learning comic media will be even more attractive for student learning. However, in stating the results of this (Nugraha & Paksi, 2022)research, all aspects contained in the field test results, KOMPAS media get a score with a good percentage. So, it can be concluded that this comic media is effectively used to improve critical thinking skills in applying Pancasila values. However, there are the same weaknesses in these studies, namely that the results of this research may not be directly applicable, nor do they specifically link the use of comic media to improve students' critical thinking skills, the differences in subjects used, so this gap is what became the basis for conducting this research. Therefore, this research aims to determine the development and influence of comic learning media on students' critical thinking abilities in instilling Pancasila values in civic education learning.

LITERATURE REVIEW
Comic Media

Comics are a form of cartoon that reveals characters and act out a story in a sequence closely connected with images and designed to entertain readers (Putra & Milenia, 2021). Comic learning media is a very efficient medium for improving students' reading skills. Comic learning media is learning media that contains a story and dialogue from characters to convey things or contains learning content (Muhaimin et al., 2023). Comic media is a visual media that contains illustrative images with a coherent and straightforward story, making it a coherent and clear story that makes it easier for students to understand the content of the media (Wicaksono et al., 2021). This comic learning media is a learning media that contains a story and dialogue from characters to convey things or contains learning content (Muhaimin et al., 2023). Comic media can also be interpreted as learning media, which is packaged as illustrated stories that can add clarity to concepts and construct knowledge in students (Prastowo, 2019). So it can be concluded that comic media is a media with images that contain stories with short, fun dialogue to convey information. Apart from being fun, comic media is also widely popular because it is easy to understand and enjoyable. This media will be suitable for developing elementary school children.

There are several stages in making comics, including 1) the Planning stage, 2) the Illustration stage, and 3) the Production stage. The indicators used are from the material aspect, namely the clarity of the material and the attractiveness of comics as a learning medium. Indicators from the linguistic aspect are in terms of the appropriateness of the use of terms, the language's accuracy, and the language's communicativeness (Batubara, 2020). According to (Anitah et al., 2014), the success of this research, can be seen from the aspect of suitability of the material and language. The aspect of suitability of the material with the indicators is that the media is made according to the material provided, from the language aspect, namely the language used according to the level of development of the students.

Meanwhile, according to (Ainnun et al., 2020), the aspect used in this research is the suitability of the material with direct classroom observations. Indicators of the suitability aspect of the material are the suitability of the teaching material with the existing media and the direct observation aspect in terms of students' activeness in communicating the results of the media they create. So, the indicators for making comics can be concluded that the content created must be by the teaching material, the development of students, and the language used. It must also be easy to understand.

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Critical Thinking Ability

Critical thinking examines the ability to reason, analyze information, solve problems, and make decisions. Critical thinking is also the ability to reflect on thoughts and solve problems, according to Rahardian (Ningsih et al., 2023). Critical thinking ability is reasonable and reflective thinking that focuses on deciding what to believe or do" (Heiman & Slomianko, 1987). (Norris & Ennis, 1989) explain critical thinking as "reasonable and reflective thinking that is focused on deciding what to believe and do," or just arguments, but supported by truth or fact. According to Beyer (Rohmah et al., 2023), critical thinking is a disciplined method of thinking to assess the effectiveness of something (statements, ideas, arguments, and research). However, according to (Al Hadiq, 2023), critical thinking skills are a cognitive ability that allows someone to examine situations, problems, questions, or phenomena to make judgments or decisions. So, it can be concluded that critical thinking is a cognitive ability that allows individuals to conduct an in-depth analysis of a concept or statement.

Critical thinking skills have become the goal or demand of all subjects, including citizenship education. Critical thinking skills can occur because citizenship education can provide complex problems that can challenge students to apply several abilities that students have, such as the ability to analyze and draw conclusions. One of the characteristics of critical thinkers is that they always explore to show the relationship between the problem being discussed and other relevant experiences. In addition, critical thinking is a systematic problem-solving process involving various mental activities, such as describing problems, giving opinions, making conclusions and inductions, making judgments, and making decision recommendations (Rohmah et al., 2023), according to (Norris & Ennis, 1989). Indicators of critical thinking skills are 1) providing explanations, 2) building basic skills, 3) concluding, 4) making further explanations, and 5) strategies and tactics. According to (Ningsih et al., 2023), the indicator of success in this research regarding students' critical thinking skills can be seen from the aspect of how well students understand in providing examples and analyzing the application of Pancasila values. In the research (Putri et al., 2023), the indicators used are in terms of students' understanding, enthusiasm, and activeness in participating in learning. Meanwhile, (Aptillia et al., 2023)the indicators used to improve students' thinking abilities are students' ability to analyze, solve and evaluate a problem. Therefore, it can be concluded that the indicator of students' thinking ability is thinking critically in terms of understanding, analyzing, evaluating, and completing the material given.

Elementary School Citizenship Education Learning

Citizenship Education is Education to form democratic and participatory citizens in the life of society, nation, and state through the study and discussion of democracy, human rights, the constitution, and institutions. Country, etc. (Nurjanah & Lestyorini, 2018)Citizenship Education, according to Kalean(Ainnun et al., 2020), is learning that prepares and forms citizens capable of being responsible, intelligent, and civilized. Citizenship education is a self-conscious effort to equip students with essential skills and knowledge relating to relations between citizens as well as preliminary Education to defend the country so that they become citizens who can be relied upon by the nation and state, according to Ruchliyadi (Darmawan et al., 2021). Citizenship education is a theoretical study or scientific discipline that describes the rights and obligations of citizens in their lives, their role, and their position as good citizens, according to (Dewantara et al., 2019). However, according to Suwadi, Citizenship Education (Parawangsa et al., 2021)is a conscious effort by the government to instill a multi-dimensional concept of national values relating to the basics of knowledge regarding the cultivation of civic values, political sociology/political society, democracy and preparation of the nation's children for participating in the political process as a whole) in order to become a good citizen. So, from the above study, it can be concluded that citizenship education is a learning process that aims to develop students' understanding, awareness, and involvement in the context of national and state life.

Competencies in citizenship education are competencies that students are expected to have after receiving citizenship education. Competencies in citizenship education are categorized into civic knowledge, civic skills, and civic virtue/disposition (Nurjanah & Lestyorini, 2018). The

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Learning Objectives of Citizenship Education (PKN), according to Minister of National Education Regulation No. 22 of 2006 (Yuliyanto et al., 2023), are: 1. Think critically, rationally, and creatively in responding to citizenship issues, 2. Participate actively, responsibly, and intelligently in social, national, and state activities and anti-corruption; 3. Develop positively and democratically to shape oneself based on character - the character of the Indonesian people so that they can live together with other nations; 4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Citizenship Education is a subject that is tasked with how to form good citizens. Good citizens are citizens who are aware of their rights and obligations. Citizens are expected to be critical, participative, and responsible by being aware of their rights and obligations. Mardalena (Parawangsa et al., 2021)believes that the essence of Civics in elementary school is to focus on the formation of citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have character as mandated by Pancasila and the 1945 Constitution. The importance of the role of Civics in the civilizing process and empowering students throughout life (long life education) through providing role models, building will, and developing students' critical thinking abilities in the learning process, so Civics schools need to be developed as centers for developing insight, attitudes and life skills and a democratic way of life for building democratic life.

Application of Pancasila in Everyday Life

Pancasila comes from two words, "panca" and "sila," which means "five" and "dasar" which means basic. So, in general, Pancasila refers to the five principles of the Indonesian state. The word panca itself was suggested by the first president of Indonesia, namely Ir. Soekarno, while the word sila was suggested by one of the language experts. The importance of Pancasila education is that Pancasila values are the principles of attitude for the nation and state. Pancasila values are taken from the views and cultural values of Indonesian people. In this regard, Pancasila education must be implemented in schools. Now, the case of decreasing the value of Pancasila has become a consideration for the state's heirs. Taught from childhood, Pancasila education consists of listening to and reading Pancasila texts, which takes place every Monday at the flag-raising ceremony (Ainnun et al., 2020).

Pancasila is the basis of the Indonesian state. Pancasila was born based on cultural values built since ancient times. Accidentally, these values were born and became habits of our ancestors. Pancasila values underlie the values of all aspects of Indonesian society's life. Pancasila values are values that reflect the daily behavior of Indonesian people. These ethical standards are reflected in the prescriptions of Pancasila. The Pancasila values inherent in the Indonesian people's self, soul, and conscience in their daily life activities can strengthen the unity and integrity of the Indonesian state (Khalimatu Sa & Anggraeni Dewi, 2022).

The application of Pancasila values was also carried out by President Soekarno in 1960. Soekarno outlined the basic principles that Indonesia must have as an independent country. He mentioned several things: the first is nationhood or nationalism, then the second is internationalism or humanity, consensus or deliberation, social justice, and then the fifth is divinity and culture. The first principle, "Belief in the Almighty God," means that we must always believe in the existence of the Almighty God as the perfect creator of everything. For example, loving and caring for plants and always maintaining cleanliness. The second principle is about "Just and Civilized Humanity". This means that we must have a sense of humanity towards each other. For example, in a particular area, there is high air pollution. As citizens with a sense of humanity, we must control air pollution to make our air comfortable and clean again. The third principle, namely about "Indonesian Unity," for example, loving the homeland and nation by maintaining cleanliness, cooperation, Maintaining harmony, and cohesiveness with friends. The fourth principle, namely "People's Principles Led by Wisdom in Representative Deliberations," means that this principle contains popular values. We must understand several things, namely about growing, realizing, and increasing awareness and responsibility. The fifth final principle, "Social Justice for the Indonesian People," means that every leader is expected to act reasonably for the welfare of his people (Sari et al., 2022).

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The advantages and benefits of comic media in civic education learning

The advantages and benefits of comic media in civic education learning are attracting students' attention, increasing students' interest in learning, clarifying material with pictures and narrative dialogue, reducing boredom in the learning process, creating a pleasant learning atmosphere, improving the quality of the learning process (Batubara, 2020). According to (Hanifah and Maslikhah, 2022), comic media helps students understand and accept learning efficiently, and it can improve students' cognitive learning outcomes, especially during this pandemic when learning activities cannot be conveyed optimally. It also helps students learn without feeling bored because they learn by reading comics, so without realizing it, they play while learning and learn while playing and reading their favorites. According to(Kristiani et al., 2022), One of the benefits of comic media is that it is concrete or more fundamental, namely that it can increase students' interest in learning and is more fun, and students can see the material explained visually.

DISCUSSION

Developing critical thinking skills starting at the elementary school level is indeed possible, but with consideration of the stage of development. Elementary students are at the concrete operational stage of intellectual development. At this stage, children can think logically in the presence of concrete objects, not just memorized concepts. Indicators of critical thinking ability according to (Norris & Ennis, 1989): 1) understanding and analyzing, 2) building basic skills, 3) making further explanations, 4) concluding, 5) evaluating results (Ardiyanti, 2013). Through comic media in citizenship education learning, the first learning step is that the teacher explains the main topic to be studied. Then, by using comic media, students are asked to be able to analyze the meaning in the comic and be able to state the results of the analysis that has been carried out. This is followed by a class discussion on whether students have been able to implement Pancasila values in their daily lives and whether students can provide examples of the implementation they have carried out. Learning activities using comic media in citizenship education learning can improve students' critical thinking skills with examples of learning steps as above.

Critical thinking skills have become a goal or requirement of all subjects, including citizenship education. Critical thinking skills can occur because citizenship education can provide complex problems that can challenge students to apply several abilities that students have, such as the ability to analyze and draw conclusions. Critical thinking skills are needed in the 21st century (Rohmah et al., 2023). Therefore, the importance of developing engaging media is one of the determining factors for the success of this learning objective, namely, using comic media. The part of comics that can improve critical thinking skills is expressing characters in acting out a story sequentially connected with pictures and designed to provide entertainment and learning to readers. This comic can become an example for students regarding the values of Pancasila (Khairi, 2016). Apart from that, comic media is also considered to improve students' critical thinking skills by triggering imagination, training students' analytical skills through pictures of characters in comics, and increasing students' in-depth understanding through plots or internal plots.
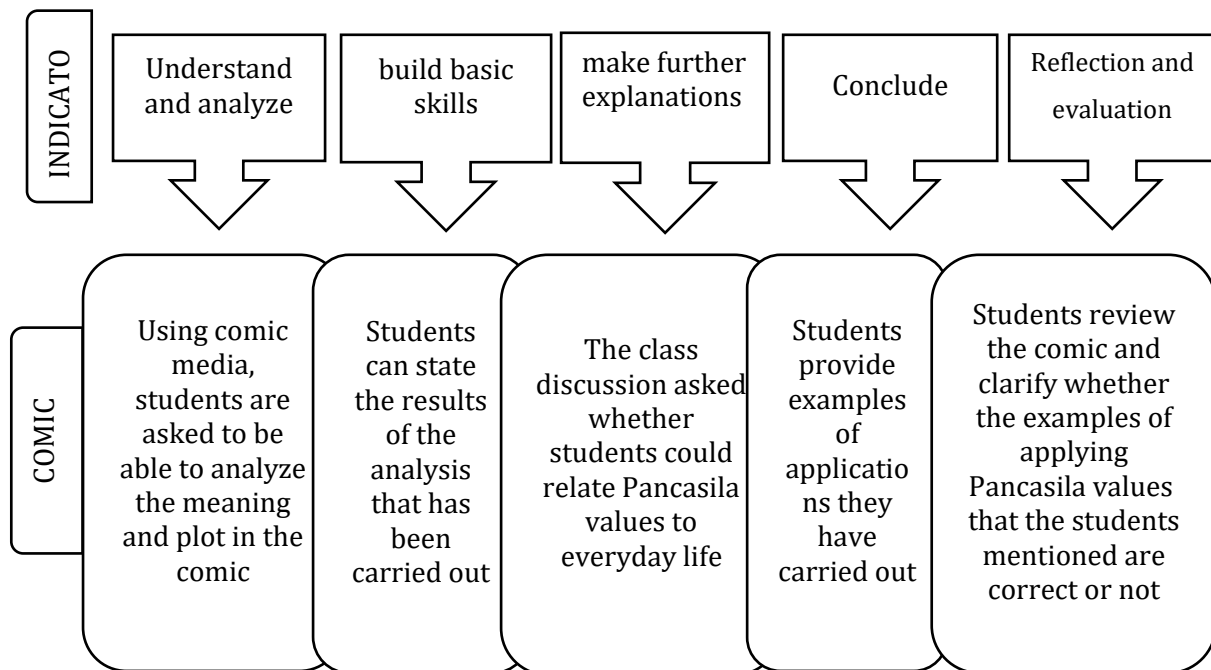
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Figure 1. Development of comic media to increase the ability to think critically participants.

CONCLUSION

This literature study concludes that comic media improves students' critical thinking skills in learning citizenship education, especially in instilling Pancasila values. This literature review illustrates the importance of developing comic media to improve students' critical thinking skills in Citizenship Education (PKN) subjects. In exploring various sources, it is clear that comics can create a learning environment that can stimulate students' analytical thinking. This literature review confirms that the development of comic media in PKN learning has great potential to improve students' critical thinking abilities. However, further research and adequate curriculum development are necessary to ensure successful and sustainable implementation.

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