

Feasibility of Material in Motion Comic: Proclamation of Independence in the Perspective of Multicultural Values

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ABSTRACT

This research and development aims to: 1) investigate the social studies learning media of motion comic on multicultural values in the materials of independence proclamation. This research and development utilized the Borg & Gall model. The stages of development were: 1) gathering information; 2) planning; 3) developing product; 4) validating. The results of this study indicate that all aspects of the assessment obtain good results. According to learning media material experts, Motion Comic gets a percentage of 98% and is in the very good category, which is very feasible to use. The multicultural values contained in the motion comics include tolerance, respect and appreciation, learning to live in differences, conflict resolution, mutual trust and maintaining mutual understanding and respect.

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1. INTRODUCTION

Indonesia is an archipelago with diverse cultures ranging from language, tribes, trust, customs, arts, and others. Although having differences in culture, Indonesia remains one by upholding the slogan of "Bhinneka Tunggal Ika" which means "though vary, but still one". The difference in Indonesia is expected not to make separation. However, various obstacles faced by Indonesia today, one of which is triggered by the difference. The statistical data in 2018 showed nearly 3,150 villages or 3.75% of 84,000 villages in Indonesia were prone to social conflict (Badan Pusat Statistik, n.d.). The conflicts occurred not only among the people, but also students.

One of the strategies to prevent social conflict is instilling multicultural values at schools. The introduction of multicultural values is one of the efforts to instill good values. Mahfud (2009) states that there are several values that can be developed in Indonesia, based on the principles of equality of individual degrees, tolerance to differences, conflicts and consensus, fair and civilized law and humanity. One of the efforts to instill multicultural values is through education. Education has a very strategic role in instilling and transferring values (Abdullah Aly, 2015).

Educational institutions that have important roles in the knowledge transfer include schools. Multicultural values can be embedded in learning. One of the materials that can be integrated with

multicultural values is the proclamation of independence. The proclamation of independence included the chronology of events ahead of Indonesia's independence in which there were various important portrait of differences and unity. Thus, visualizing historical proclamation material through learning media is interesting. Dale (1969) states that the acquisition of learning outcomes through the sense of sight is around 75%, through the sense of hearing is 13% and through other senses are about 12%. Based on Dales' explanation, visuals are very potential to realize the successful learning process.

Learning media that can be used online and display interesting images is the Motion Comic. Miller (2005) describes Motion Comic as a combination of multimedia elements such as images, sounds, text and film concepts similar to moving comics. Mc.Cloud (Hashim & Idris, 2016) states that Motion Comic is an 'infinite canvas' in which a concept, the storyline, the style and elements of the comic are presented in a digital environment with a multi-dimensional panel structure, sound, special effects and with animation or simple movement. According to Rangga (Gunawan, 2019), Motion Comic moved the image in the panel so that one panel could summarize several story sequences. Pratiwi et al., (2020) say that Motion Comic is a comic presented in digital form and is equipped with interesting sound and graphics.

Sutikno & Supriyanto Research (2020) developed Motion Comic as a legend recognition media that has long been immersed and aimed to introduce the younger generation. Motion Comic is chosen as the right medium in the current era. Motion Comic is often used as a promotional media because it is attractive. Rachman & Kamarga (2021) have developed Motion Comic as a Cirebon culinary promotional media and music promotion. Ajib (2019) developed Motion Comic as the introduction of Banten regional songs. Moreover, Motion Comic was also developed as an educational medium. Fitri (2018) found the effectiveness of Motion Comic in increasing student understanding in learning, proven by pre-test showing the average value of 49.7 and the post-test results of 86.02. Also, Motion Comic is used as media for submission of public health communication messages. Selvia (2020) conducted research on the use of Motion Comic to send messages to the target audience as a media of education for someone with social anxiety.

Due to various advantages of Motion Comic, especially as media for delivering information and education, researchers intend to develop Motion Comic Media to instill multicultural values in schools, especially in the materials that contain abundant multicultural values, namely the proclamation of independence. This research is conducted to introduce the importance of multicultural values and the usefulness of social activities in the nation and state. In addition, this study aims to develop the Motion Comic of Independence Proclamation material and know the feasibility of the material in the Motion Comic Proclamation of Independence from the perspective of multicultural values.

2. METHODS

This research employed a research and development model. Borg & Gall (1983) state that learning development is a process of developing and validating products used in education. The product developed in this study is a software in the form of an mp4 video of motion comic media, which contains multicultural values of the proclamation of independence history.

This research and development were carried out through several stages developed by Borg and Gall. The application is tailored to the needs of researchers. The stages of the development include: 1) Information gathering; 2) Planning; 3) Product development stage; 4) Validation stage.

Research instruments were used to assist the researchers in data collection. The instrument in this research is a questionnaire. Questionnaires were used to evaluate learning media, in terms of material. The questionnaire was a feasibility test for material experts. The validation of motion comic learning media was analysed using a reference adapted from the Likert scale.

Table 1. Rating Category

Criteria	Score
Excellent	5
Very Good	4
Good	3
Poor	2
Bad	1

After performing validation, the calculation and score changes are transformed into a qualitative form, namely categorization by comparing the average total score of each component with the following criteria (Widoyoko, 2009).

Table 2. Converting Quantitative Data to 5 Scale Qualitative Data

No.	Score	Classification
1.	$X > Mi + 1,8 S_{bi}$	Excellent
2.	$Mi + 0,6 S_{bi} < X \leq Mi + 1,8 S_{bi}$	Very Good
3.	$Mi - 0,6 S_{bi} < X \leq Mi + 0,6 S_{bi}$	Good
4.	$Mi - 1,8 S_{bi} < X \leq Mi - 0,6 S_{bi}$	Poor
5.	$X \leq Mi - 1,8 S_{bi}$	Bad

Where :

X = actual score (achieved score)

Mi = mean ideal score

= $(1/2)$ (ideal highest score + ideal lowest score)

S_{di} = standard deviation of ideal score

= $(1/6)$ (ideal highest score – ideal lowest score)

The last step is to determine the suitability of the product with the analysis results of the expected aspects with the proportion technique in analysing the data with the following formula: Percentage by aspect (%).

$$= \frac{\sum \text{the average score obtained}}{\sum \text{mean ideal score}} \times 100\%$$

The data collected in the form of a percentage were then analyzed using quantitative descriptive analysis with a feasibility assessment scale as follows:

Tabel 3. Eligibility Assessment

Rating Presentation	Score
76 – 100%	Very Worthy
50 – 75%	Worthy
26 – 50%	Decent enough
<26%	Less Worthy

To determine whether the quality of the developed learning media products is suitable for use or not, the researchers used the minimum criteria for assessing the "Good" category. If the developed learning media assessment gets a minimum score of "Good," then the developed learning media is "Appropriate" to be used as a learning medium.

3. FINDINGS AND DISCUSSION

Planning Step

The initial stage of planning the development of the research product was carried out by looking for potential and problems (Borg & Gall, 1983). This step includes literature studies and preparation for formulating the research framework. After that, information gathering is needed to develop this learning media product based on the potential and previously set potential through data collection both from literature and field studies. The next stage is the planning of Motion Comic Motion's media products through several stages, namely the material needs analysis, namely by determining the core competency (KI) and Basic Competency (KD). Then, the objectives and benefits of making Motion Comic's learning media were determined. Furthermore, the grid of research validation instruments was formulated including the criteria for the quality of learning media. The formulation of this validation instrument involves the material experts of multicultural values.

Development Step

The product development step includes material collection by gathering material from various sources such as books, videos and archives from the Ministry of Education and Indonesian Culture. The material published in the learning media includes the chronology of the events of the independence proclamation, the meaning of multicultural values, meaning contained in the proclamation of independence and multicultural values contained in the proclamation of independence.

The next step is to create a Motion Comic scenario. The scenario is arranged based on the chronology of the independence proclamation events. The scenario is a story framework to compile the entire story from the beginning to the end of the story based on the selected material.

The third stage is to make a digital image design using a meidibang application. Creating digital images are carried out through several steps, namely sketching, demand and coloring. Sketching images, demand and coloring can be seen as follows:



Image 1. The Process of Making Soekarno's Figure

The fourth step is editing image design through the Adobe Photoshop program. Motion Comic design editing is needed if the color, shape, position, etc are required to change. Editing image design can be seen in the following image:



Image 2. Editing process of motion comic cover design

The fifth step is to unite the image into Motion Comic through the Adobe After Effect program. The effect given serves to make the image move. The following images have been put together and given the effect:

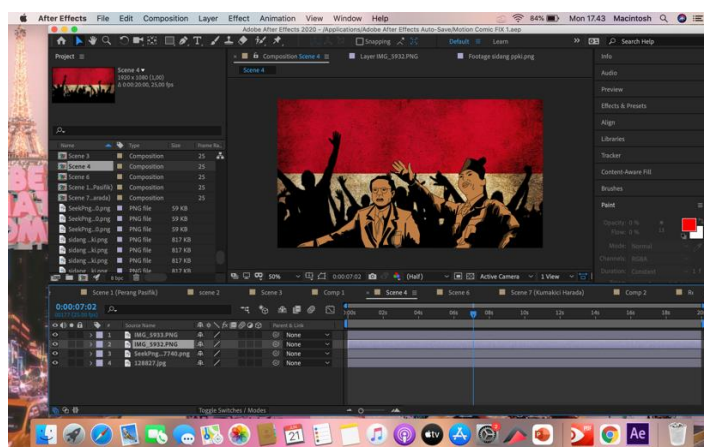


Image 3. The process of unifying the images of the independence cheers



Image 4. The Process of Uniting Soekarno-Hatta Images

The sixth stage was processing all objects using the VN program and converted to MP4 format.

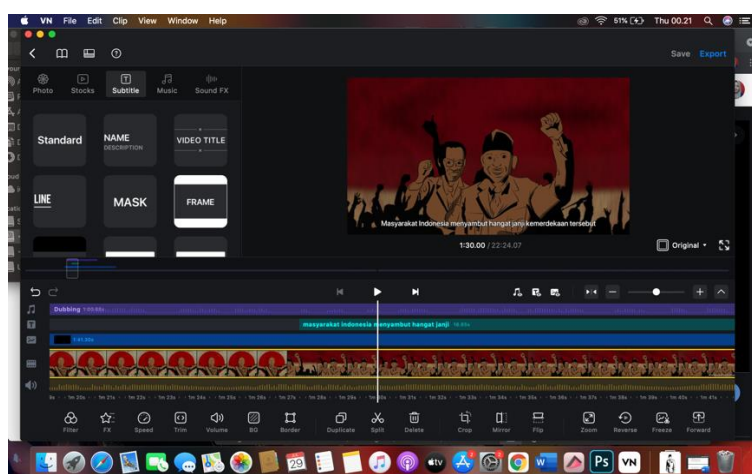


Image 5. Processing Objects Using the VN Application

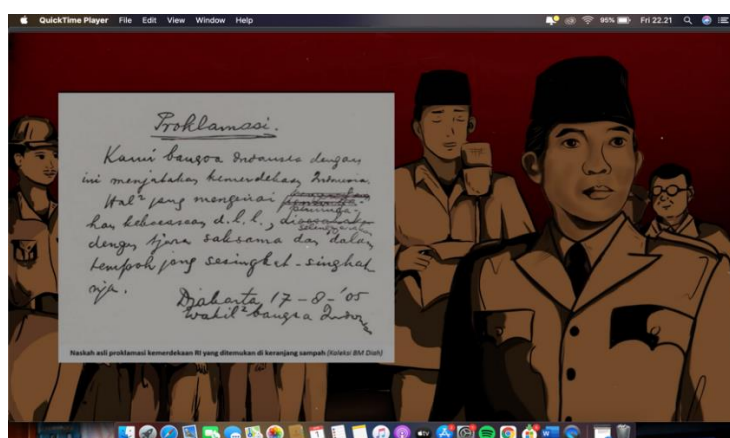


Image 6. Final Result of Motion Comic

Validation Step

Validation is carried out by asking for the material experts to assess the suitability of the material in the Motion Comic learning media to be used in learning. All aspects of assessment judged by the material experts obtained a score of 4.8 with X interval $X > 42$. It belongs to the excellent category and

receives a percentage of 98% so it is very suitable to use. The explanation for the validation of material experts in each aspect is presented in Table 4.

No	Description	Score	Criteria
Aspects of Content and Purpose			
1.	The suitability of the materials with the Core Competencies (KI) Studying the Chronology of the proclamation of independence events Studying the material of multicultural values Studying the meaning contained in the event of the proclamation of independence Studying the material of multicultural values contained in the proclamation of independence	5,00	Excellent
2.	The suitability of the material with the Basic Competence (KD) Chronology of the independence proclamation Understanding of multicultural values The meaning contained in the proclamation of independence event	5,00	Excellent
3.	The suitability of the material with the learning objectives Multicultural values in the proclamation of independence Students can analyze the chronology of the proclamation of independence events Students can analyze the meaning of multicultural values Students can evaluate the meaning contained in the proclamation of independence event Students can analyze the multicultural values contained in the proclamation of independence	5,00	Excellent
4.	The accuracy of the image in explaining the material Pictures are presented based on the events in the material Images are presented clearly Images are presented neatly Images are presented coherently	5,00	Excellent
5.	Material equipment Chronology of the proclamation of independence Understanding of multicultural values The meaning contained in the proclamation of independence event Multicultural values in the proclamation of independence	5,00	Excellent

Table 4. Product Quality According to Material Experts

No.	Aspects	Score	Average Score	Criteria
1.	Content and Purpose	25	5,00	Excellent
2.	Intruksional	9	4,50	Good
3.	Language	14	4,67	Good

Multicultural Values in Motion Comic Proclamation of Independence

Motion Comic that has been developed has received validation from the material experts related to the multicultural value contents as presented in the following table.

Aspects of content and objectives in the material suitability indicator with core competencies (KI), basic competencies (KD), and learning objectives show that the material of Motion Comic contains the chronological events of the proclamation of independence, the multicultural value, meaning contained in the events of the proclamation of independence.

The value according to Mardiatmadja (1986) refers to the attitude of people toward something good. The value basically contains hope or something that humans desire. Therefore, the value is normative. It must be realized in the behavior of human life. Bennet (Tilaar, 2004) put forward four core values of multicultural education which can then be formulated into several purposes of multicultural education. The four core values include: "Appreciation of the reality of cultural plurality in society, recognition of human slackers and human rights, the development of the world's responsibilities and the development of human responsibilities to planet Earth."

Meanwhile, Tilaar (2004) explains the following indicators: Learning to live in differences, building mutual trust, maintaining mutual understanding (mutual understanding), mutual respect), openness in thinking, appreciation and interdependence, conflict resolution and non-violent reconciliation.

The multicultural value contained in the study has been validated by the material expert as follows:

Tolerance

Multicultural education can be used to develop insight, knowledge, and foster tolerant attitudes (Nurhayati, 2011). The proclamation of independence contains the value of tolerance. Tolerance is an attitude of mutual respect and respect for one another with different conditions and backgrounds while still upholding a sense of unity and brotherhood to create a peaceful life and happy. Tolerance in the proclamation of independence can be seen in the events of the BPUPKI meeting, Rengasdengklok event when founding fathers formulated the text of the proclamation.

Mutual respect and appreciation

The next multicultural value is the value of mutual respect and appreciation. Multiculturalism emphasizes the importance of recognizing and respecting cultural diversity and changing public policies to accommodate diversity to build a peaceful and just society (Wibowo, 2012). The value of respect and appreciation can be seen from the spirit to guide Indonesia to become a sovereign country, in achieving this goal, of course, various opinions and views from various heads are needed. In the BPUPKI, PPKI and rengasdengklok sessions, mutual respect and appreciation are needed so that there are no divisions and an agreement toward a common goal.

Learn to live with differences

The next value is learning to live in differences, the Indonesian people have gone through various processes towards independence together. The multicultural value is how the Indonesian people live side by side with differences such as religion, race, culture and so on, but has one common goal. The critical events that became points in the multicultural value of the proclamation of independence include: a) There are group differences, namely the old group and the young group; b) There are differences of opinion (mindset) between the old and the young in proclaiming independence; c) There are differences in interests between the old and the young in achieving a goal (Indonesian independence).

Conflict Resolution

The multicultural values contained in the subsequent proclamation of independence are conflict resolution. Conflict resolution according to Levine (Sudarnoto, 2015) is (1) the act of unravelling a problem, (2) solving problems, (3) eliminating problems. The conflict resolution carried out are: a) respecting differences in opinion and one's mindset; b) having a strong belief in unity, which can be viewed from the spirit of Ir. Soekarno who proclaimed and believed that he could unite various kinds of pluralistic Indonesian society; c) prioritizing common interests above individual interests.

Build mutual trust

The next value is building mutual trust, maintain mutual understanding, and perform respect. Building mutual trust, compassion and respect are crucial in life. The key to achieving a settlement is mutual trust (Sudarnoto, 2015). This multicultural value is found in the chronology of the proclamation of independence, where the Indonesian people have faith in President Soekarno as the first president who is expected to be able to lead the Indonesian state, maintain a mutual understanding of each Indonesian community for the sake of Indonesian unity and respect each other amid differences with the same goal, namely independence of Indonesia.

4. CONCLUSION

Based on the research data, it can be concluded that this research and development produces motion comic that are suitable for learning media in the perspective of multicultural values. Based on the results of the feasibility analysis of learning media by material experts, it obtains a very good assessment. According to the expert on learning media, motion comics got an average score of 4.2 with a vulnerable score of $X > 42$ in the very good category and a percentage of 98% so it is very feasible to use. This shows that the motion comic material from the perspective of multicultural values is very good and very feasible to use. The multicultural values contained in the motion comics are the value of tolerance, the value of mutual respect and appreciation, learning to live in differences, conflict resolution, mutual trust and maintaining mutual understanding and respect.

In conducting research and development, researchers experienced several limitations. The limitations of the research in this study are: 1) the determination of the feasibility of learning media is still limited to several aspects, including content and objectives, instruction, language and design; 2) Research and development are carried out only to the validation stage of material experts. This research is expected to be a reference material and a reference for further researchers, especially in developing motion comic material on multicultural values.

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