



Education on the Use of Digital Comics as an Alternative Learning Media for Pancasila Education Values and Morals

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ABSTRACT

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Empowering the values and moral education in the Pancasila Education subject often experiences problems from a lack of student participation and attention because learning methods are considered monotonous. Community service programs targeting eighth-grade students at SMP PGRI 01 Dau aim to provide insight into the use of digital comics as an alternative learning medium that is contextual and interesting and in accordance with the character of a generation digitally. The strategy adopted the PIMA (preparation, implementation, monitoring, and appraisal) model that includes needs assessment, educational workshops, student response feedback, and impact evaluation. The results showed that digital comics effectively enhanced students' understanding of noble national values such as mutual cooperation, tolerance, honesty, and responsibility. Reflective questionnaires showed that more than 85 percent of students felt that moral values in digital comic stories were easier to understand and apply. The initiative has also had a beneficial effect on students' motivation to adopt ethical conduct and in consolidating their national identity. This medium of digital comics became fun and transformational because visual narratives made the core value-based ideology easily digestible. There are commonalities to constructivist theory, contextual learning models, and dual coding theory, all of which can be clearly related to character education supported by technology. Considering the aforementioned, digital comics are suggested to be a novel approach for value-based learning in secondary schools.

Kata Kunci

Komik digital

Media pembelajaran

Nilai moral

Pendidikan Pancasila

Siswa Sekolah Menengah Pertama

Edukasi Penggunaan Komik Digital sebagai Alternatif Media Pembelajaran Nilai dan Moral Pendidikan Pancasila. Penguatan pendidikan nilai dan moral dalam mata pelajaran Pendidikan Pancasila seringkali menghadapi tantangan rendahnya partisipasi dan minat siswa, terutama akibat pendekatan pembelajaran yang cenderung monoton. Kegiatan pengabdian ini bertujuan untuk memberikan edukasi kepada siswa SMP PGRI 01 Dau mengenai penggunaan komik digital sebagai alternatif media pembelajaran yang kontekstual, menarik, dan sesuai dengan karakteristik generasi digital. Metode pelaksanaan mengacu pada pendekatan PIMA (Preparation, Implementation, Monitoring, Appraisal) yang mencakup analisis kebutuhan mitra, pelaksanaan workshop edukatif, pemantauan respons siswa, serta penilaian dampak kegiatan. Hasil kegiatan menunjukkan bahwa media komik digital efektif meningkatkan pemahaman siswa terhadap nilai-nilai luhur bangsa, seperti gotong royong, toleransi, kejujuran, dan tanggung jawab. Berdasarkan angket reflektif, lebih dari 85% siswa merasa lebih mudah memahami dan menerapkan nilai-nilai moral melalui cerita dalam komik digital. Program ini juga menunjukkan dampak positif terhadap motivasi siswa dalam berperilaku baik dan rasa bangga terhadap identitas kebangsaan. Komik digital terbukti menjadi media pembelajaran yang tidak hanya menyenangkan tetapi juga transformatif, karena mampu menginternalisasi nilai melalui pendekatan naratif-visual yang dekat dengan realitas siswa. Temuan ini sejalan dengan teori konstruktivisme, pembelajaran kontekstual, dan dual coding yang relevan dalam pengembangan pendidikan karakter berbasis teknologi. Oleh karena itu, pendekatan ini direkomendasikan sebagai strategi inovatif dalam pembelajaran nilai di sekolah menengah.

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INTRODUCTION

Pancasila Education is one of the main foundations in Indonesia's national education system. This subject aims to shape students' character to uphold the nation's noble values, such as mutual cooperation, tolerance, justice, and responsibility as citizens. In the era of globalization and rapid advances in information technology, teaching values and morals has become a complex challenge (Akhyar & Dewi, 2022; Bramantya et al., 2024; Fitriasari et al., 2020; Mansir & Kian, 2021). In the junior secondary grades (SMP), we need to design contextualized and engaging learning methods that are in harmony with students' characteristics of today's digital generation (Asrizal et al., 2018; Mantiri et al., 2025). Traditional one-way teaching methods such as lecturing have proven to be less effective in deeply instilling values into students (Brewer & Movahedazarhouligh, 2018). The declining interest in Pancasila Education among students is also closely related to a lack of innovation in the teaching media used. But if a different, more engaging and interactive approach is not adopted, then moral messages cannot be effectively conveyed so that they are easily understood and internalized by the students. One possible method for accomplishing this using visual learning media might be seen in digital comics. Digital comics are able to express values through fascinating plots and striking pen-and-ink illustrations, which are lures for students to accept (Mamolo, 2022). Further, by using digital-based media, to study in accordance with the development of students' digital literacy (Sari et al., 2017).

The results of initial observations and discussions with the partner institution, SMP PGRI 01 Dau, revealed several challenges in the Pancasila Education learning process. Teachers still dominate the classroom using lecture methods and text-based assignments, while students show low engagement toward monotonous lessons (Daniels & Lee, 2022; Matsumura et al., 2015). In addition, there is a lack of appropriate learning media that match the students' learning styles students who are accustomed to using gadgets and consuming digital content visually and quickly. The teachers stated that they lacked the skills to produce digital media relevant to Pancasila values and moral content which is adjusted for different contexts. This indicates an urgent need for the partner school's innovative learning media to accommodate Pancasila content with students' visual and digital learning styles (Istiqomah & Wibowo, 2024; Yulianti et al., 2025). In this context, digital comics seem to offer a promising outlook, moral messages can be conveyed through characters and situations which are relatable to students' daily lives (Fitria et al., 2023; Kirchoff, 2017). Research by Toh et al. (2017) has shown that the use of comics in education can improve students' understanding of materials containing moral and cultural values. Comics also facilitate fun learning experience and help information retention whether it be through narrative action or through visuals (Akcanca, 2020; Enteria & Casumpang, 2019; Rengur & Sugirin, 2019).

This community service provides a solution by providing education on digital comics as an alternative medium for learning Pancasila Education material. The digital comics developed will feature Pancasila values based on themes that are easily related to the daily lives of students, such as mutual cooperation in schools, respect for diversity of religion and maintaining national unity. From this perspective, students are encouraged to not only comprehend value principles intellectually but also absorb and apply them in their lives (Alkhudiry, 2022; Matthews, 2018). The novelty of this program lies in the use of digital comics, which have not yet been systematically employed in the teaching of Pancasila values at the junior secondary school level, particularly in the partner school. Until now, visual media used has been limited to static images or video clips. The integration of visual narratives in the form of digital comics, as part of a character-based learning strategy, offers a new approach that adapts to the times. Furthermore, this program promotes the active participation of both teachers and students in the production of learning media, thereby creating a sustainable participatory learning model (Concina, 2019; Dara & Kesavan, 2025; Selwyn et al., 2020).

This program is expected to have an impact by providing contextual learning media that can foster students' interest in learning. Students are also expected to become more active and reflective in understanding and practicing Pancasila values in daily life. Through an educational, contextual, and technology-based approach, this program is expected to become the best practice in enhancing character education and digital literacy of junior level of education (Lukmantoro et al., 2024; Sagala et al., 2024). Moreover, this initiative aligns in accordance with the Sustainable Development Goals (SDGs), especially SDG 4: Quality Education, thriving inclusive and quality education, promoting life-long learning opportunities for all (Siahaan et al., 2025; Walidayni et al., 2023). This program makes will expected to contribute to improving the pedagogical approach as well as the integration of digital technology with value-based this program contributes to improving the quality and relevance of education.

METHOD

The location of this community service activity is SMP PGRI 01 Dau, which is situated on Jalan Raya Mulyoagung, Mulyoagung Village, Dau District, Malang Regency (Figure 1). SMP PGRI 01 Dau is a junior high school that provides formal education services for the Dau community and its surrounding areas, with an emphasis on character building, discipline, and the development of students' academic and non-academic potential. The distance between Universitas Wisnuwardhana and the partner school is approximately 12 km, with a travel time of around 33 minutes.

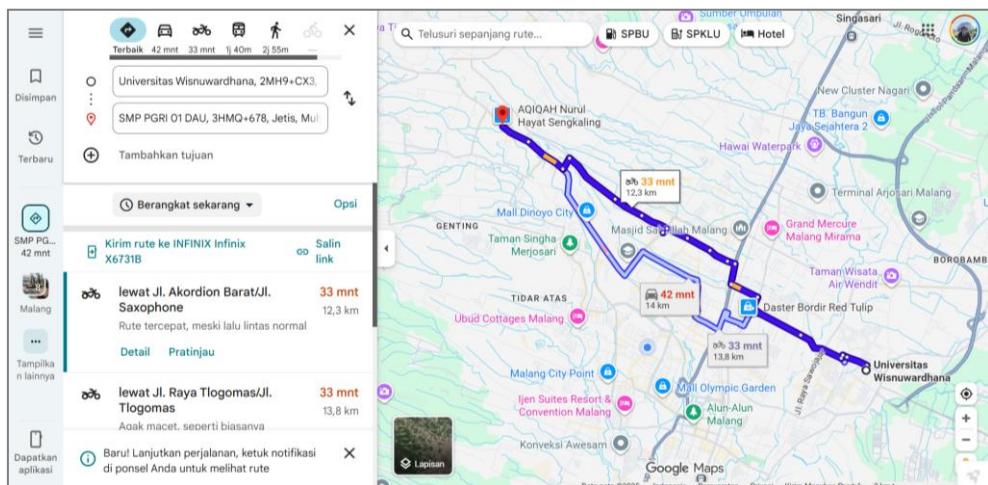


Figure 1. Map of the Community Service Location

The implementation method for this community service program adopts the PIMA approach, which consists of four main stages: preparation, implementation, monitoring, and appraisal (Figure 2). This approach is selected to ensure that each stage of the program runs systematically, measurably, and with a focus on the sustainability of the initiative.

PIMA (Preparation, Implementation, Monitoring, Appraisal)

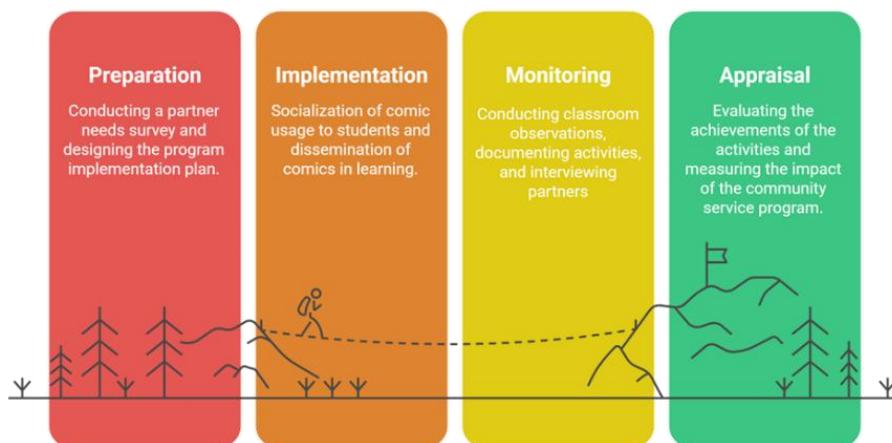


Figure 2. Community Service Implementation Method using PIMA Approach

Preparation

The preparation step begins from identifying partner needs by conducting preliminary observations and interviews with the school principal and Pancasila Education lecturers at SMP PGRI 01 Dau. The identification of multiple factors that are part of the problem that is perceived by the partner in this effort (Cronley et al., 2015; Nyström et al., 2018), especially low student engagement and no innovation in learning media of Pancasila values. From the assessment result, a work plan was determined and carried out by team members, servicing structured tasks such as the design of training on digital comic usage, preparing pedagogical materials, and developing a guidebook module in creating comics based on Pancasila values and morals. Technical coordination was also carried out by the team with the school on activity schedules, necessary facilities, and potential participants.

Implementation

Students were introduced to digital comics as a learning tool for Pancasila values. Students were asked to read, discuss, and analyze the values illustrated in the digital comics that have been prepared with an interactive module designed by a team (Azmy et al., 2023). After the training, students began to implement the digital comics used for learning purposes in class. During this implementation phase, the community service team gave direct assistance and technical advice to ensure optimal utilization of the media (Bertram et al., 2015).

Monitoring

Monitoring was conducted regularly in the implementation phase to observe any participant engagement, activity effectiveness, and any challenges encountered. The monitoring tasks involved observation of classrooms, documenting activities, and brief interviews with teachers and students. Other formative evaluation tools like questionnaires were also administered to elicit feedback from participants on the activities conducted (Okumu & Abuya, 2023). The data collected from monitoring served as the basis for improvements in subsequent activities.

Appraisal

The final stage of the community service is appraisal, which aims to evaluate the achievement of program objectives and its impact on the partner institution (Gribkova et al., 2020; Potluka, 2021). The mapping activity evaluation was quantitative and qualitative in nature, consisting of examining student questionnaire responses, teacher reflections OR reflections by students themselves to ascertain if any changes were intended through to practice change documentation. These assessment results were the starting point for recommending further action and planning similar programs in the future. The appraisal stage was also conceptualized as a form of reflection for members of the community service team in designing a digital media-based community service model.

RESULTS AND DISCUSSION

Preparation Stage

The first step that had been done by the community service team was establishing initial communication with the partner school, SMP PGRI 01 Dau, to obtain a general overview of the Pancasila Education learning process implemented at the selected school (Figure 3). Direct classroom observations, semi-structured interviews with the school principal and subject teachers, and the distribution of questionnaires to students were used in this activity. Classroom observations showed that Pancasila education was still done in the form of lecturing, writing boring monotonous papers, and visual learning media had not been used innovatively. This consequently resulted in a passive, unengaging learning environment that failed to attract students' attention.



Figure 3. Interview with the school principal regarding the need for learning media

A discussion with the school principal unearthed that a majority of educators are confronted by challenges in articulating value and morality-based content in ways that students can relate to their daily lives. One of the main barriers that emerged among teachers was the limited level of technological skills and the lack of training on how to develop digital media that would enable innovation in learning. Meanwhile, the school principal appreciated this program as long as it did not ignore technology-based media and conformed to noble national values and supported reinforcement of the Pancasila Student Profile.

Meanwhile, the results from the questionnaire distributed to 23 eighth-grade students indicated that as many as 18 people (73.91%) were not interested in Pancasila Education subjects because they found it boring and difficult to understand. In addition, 20 (87.95%) students preferred to learn in visual and digital media like videos, animations, and comics after reassessment was attempted. Furthermore, 21 (91.30%) students said they would understand moral messages or values better if they were presented in stories that spoke to their daily experiences. A total of 22 (95.65%) students agreed with the development of educational comics for the Pancasila Education subject. These results are outlined in Table 1. These findings clearly highlight an urgent need for the development of interactive and engaging learning media with contextual adjustments to digital-native students.

Table 1. Students' Opinions on the Use of Digital and Comic Media in Pancasila Education

| Statement | Yes | No |
|---|-----|----|
| Do you think Pancasila Education lessons are boring and hard to understand? | 17 | 5 |
| Do you agree if Pancasila lessons are delivered using visual/digital media such as videos, animations, or comics? | 20 | 3 |
| Do you understand Pancasila education materials better when presented in the form of short stories? | 21 | 2 |
| Do you agree if educational comics are developed for Pancasila lessons? | 22 | 1 |

These findings resulted in a detailed program plan by the Community Service Team. This began with the developing comic content that reflected Pancasila values and the design of evaluation tools to evaluate student engagement and understanding. The digital comic creation platforms selected such as Pixton, Canva, and Storyboard, were chosen for their ease of access, educational features, and compatibility with teachers' technical skills. Moreover, the team developed a comic user guide that would be distributed as an accompanying resource to both students and teachers supporting resource during the delivering of community service implementation.

Implementation Stage

The implementation phase of this community service program was conducted directly in the field, interactively engaging with the target participants. The programs focused on a group of 23 eighth-grade students (Figure 4). The students were from diverse social backgrounds, and most of them had not used comics as a medium to learn anything before. The implementation was designed to be both interactive and practical, integrating the use of digital comics as a visual-literacy tool in its implementation. A secondary indication of the program's success was student participation, for the goal was to generate an enjoyable learning medium helping learners to contextualize values, which defined the latter aspect.



Figure 4. Dissemination of Educational Comics to Students

The activities were implemented in the classroom via a projector and other visual aids. No prior training was provided for teachers, as the intervention was specifically targeted at students as the main recipients. The community service team divided the sessions into several stages, including an introduction to the concept of digital comics, discussions on moral messages and discussion in the comic. The sessions were facilitated deeply by members of the team, with reflective prompts designed to cultivate value awareness. Students were guided/coached to connect with Pancasila values like tolerance, mutual cooperation (*gotong royong*), and responsibility with real-life instances they confronted daily.

Students were first presented to the definition and characteristics of digital comics, their form and features, as well as how this visual medium can be persuasive in conveying moral and civic messages. The team presented two comics themed around Pancasila values, namely "Honesty Is Cool" (*Jujur Itu Keren*) and "Let's Work Together" (*Ayo Gotong Royong*). They served as a stimulus for dialogue to prompt students to critically reflect on the meaning of these values and their relationships in their daily lives. In small groups, students tried to find narrative elements—characters, conflicts, resolutions, and messages. In addition to being an exercise in comprehension, the activity was also intended to teach critical thought and social empathy.

Student responses to the materials were overwhelmingly positive, demonstrating significant active engagement. According to facilitator observations, students were keen to respond to reflective questions and provide personal experiences linked with themes in each session. As seen in Figure 5, a total of 19 out of 23 (82.6%) students were able to

explicitly specify that the main character in the first comic had tolerant behavior, while 21 (91.3%) students recognized the highly relevant value of gotong royong from their own experiences at school or home. These findings indicate that the students were able to reflectively construct the meaning of values by utilizing visual media, which is closely tied to their daily lives.

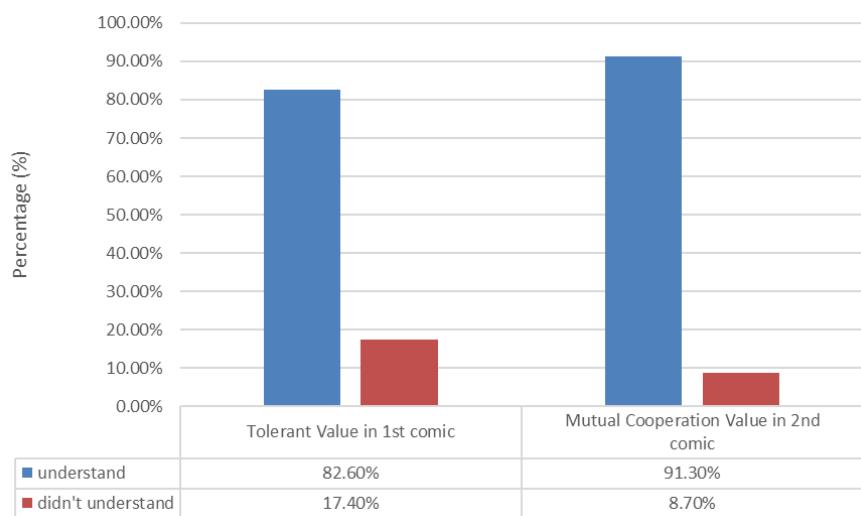


Figure 5. The students' ability to recognize and interpret the moral messages embedded in the comic content

This approach proved to be more effective than conventional lecture-based or rote learning methods that were typically one-directional, with students remaining passive. In terms of values education, students became emotionally invested in the characters and narratives presented in the comics, which was fundamental to making an impression and being internalized by all students. Emotional and cognitive engagement such as this reflects the kind of transformational knowledge that is indispensable for cultivating deep and lasting understanding of moral principles in the lives of young learners.

Monitoring Stage

The monitoring phase of this community service program was carried out to ensure that the entire series of activities proceeded according to the pre-established plans (Figure 6). This monitoring activity aimed to assess the effectiveness of the workshop implementation, capture the level of student involvement, and uncover any obstacles or challenges that may arise during the sessions. The monitoring process also became the foundation of an evaluation to assess digital comics as a non-conventional medium in representing Pancasila values and morals, which attract students while still keeping contextual. Monitoring was undertaken in person by the community service team via direct observation and visual documentation, informal interviews, and reflective questionnaires delivered at the end of activities. Thus, the collected data could provide a comprehensive and deeper view of program outcomes.



Figure 6. The community service team gathered students' perspectives during the monitoring phase

Monitoring was carried out over two days during the digital comic education workshop, with each session lasting two school periods. The team, consisting of two facilitators and one documenter, was assigned to observe students doing all activities in terms of behavior, material discussion, comments on material, and the expression of excitement during the creation of the comic. There were 23 eight-grade students of SMP PGRI 01 Dau who had never been introduced to digital comic learning media. The responses were then documented lingually, for example, comments and questions, as well as non-lingual responses, such as facial expressions, eye contact, and body gestures while the students were reading, discussing, and composing the story. It involved a concerned and well-developed and low-resource classroom during the session

Observational results showed that students exhibited a high level of engagement throughout the sessions. When the comic media introduction began, the students seemed more curious. They fixed their gaze on a projector screen and focused intently on comics in order to view every character's expression. Content from the comics is a springboard for discussion, students' personal perspectives and views on moral principles such as honesty, tolerance, mutual help, and so forth, that appear in characters or the storyline of this publication. It was noted that 18 of 23 students (78.2%) were observed to volunteer their own opinions, some even drawing on relevant examples from their own school experiences (Figure 7). This enthusiasm indicates that visual media like digital comics are effective in fostering students' cognitive and emotional involvement with normative learning content.

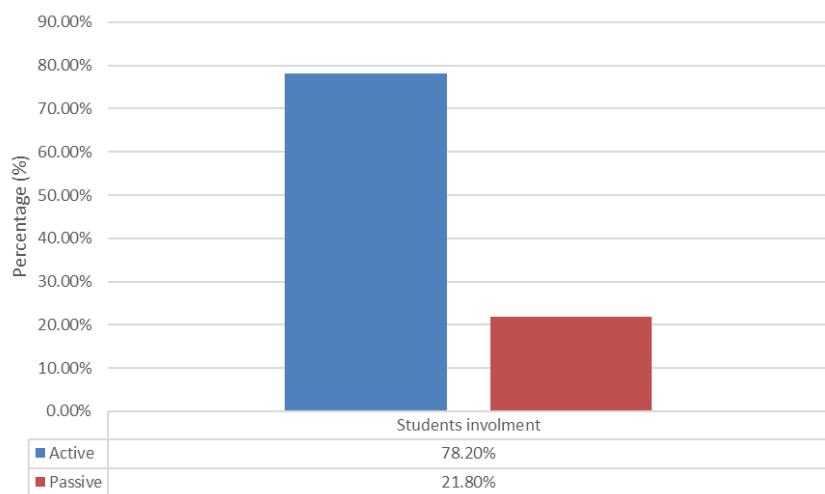


Figure 7. Students' involvement in the learning process

To complement the observation results and ensure data accuracy, all participants were asked to fill in evaluation questionnaires at the end of sessions by the community service team, as a way to support the observation results and ensure data accuracy (Figure 8). Questions included mainly Likert scale-type statements (open-ended), which delved into their perceptions of the learning process and the medium, digital comics (Emerson, 2017). Based on the questionnaire results, 91% of the students stated that digital comics helped them to better understand Pancasila values because the use of storytelling made it more tangible and fun. Furthermore, 87% of the students declared they wished to continue using comics in additional subjects as it made them feel more motivated to learn.



Figure 8. The students giving feedback to the community service team

Alongside gathering feedback from the students, the team also conducted informal interviews with the class teacher and school principal to gain the school's perspective. The teacher reported that the activity created a new way of learning, providing an enjoyable environment for usually quiet students to express their reactions. The principal was also enthusiastic about the program, saying with such an approach maybe there might be a solution to overcome the boredom of students in Pancasila Education because it is considered monotonous. The school hoped to continue with the same or even scale it up and extend it to other subjects which demand contextual and creative approaches.

Appraisal Stage

The appraisal phase represents the evaluative stage within the cycle of community service activities, aimed at measuring the extent to which the program's objectives have been achieved and the impact it has had on participants. This program used a qualitative evaluation approach by observing changes in students' attitudes, understanding, and participation during and after the implementation of using digital comic education activities as media learning Pancasila values. The evaluation consisted of three main components: the students' involvement in value-based conversations, their understanding of ethical content delivered by digital comics, and the perception of the effectiveness of learning media utilized by students. Methods included direct observation, open interviews of a sample of the students, as well as short written reflections from the students after finishing the activity. These three instruments were chosen since they allowed for the comprehensive assessment of student affective, cognitive, and evaluative responses to the prompt without necessarily having students produce a final comic output.

Based on observations, the majority of students showed increased engagement during the sessions, particularly during the viewing and reading of the digital comic stories that conveyed Pancasila values. During discussion sessions, students would involve themselves actively in dialogues or ask questions of instructors, linking story content to their own experiences at school and home. For example, entirely on their own initiative, some students started to relate tales of how they had helped fellow Scouts of different faiths during activities or describe the teamwork which sped up classroom cleaning times. These examples show that the internalization of values was not confined purely to a cognitive level; rather, it incorporated emotional processing on the part of students, who felt emotionally involved with what they saw and felt at least as much as what their reason told them. The activity also provided a safe space for students to express their moral views without feeling judged or constrained by the formal structure often found in conventional learning settings.

Brief interviews with several number of students also showed that five respondents stated that learning Pancasila values through digital comics was easier and more fun. Students that moral messages were more memorable when delivered through engaging stories and visuals, they feel that the stories they found in comic is interesting, with characters they could identify from their own lives as well. One student, after reading the comic strip where a character appears to be selflessly assisting an elderly person, said that he only recently could grasp what the second principle: "Just and civilized humanity," really meant. All students volunteered that they preferred this route to the textbook or lecture from a media effectiveness perspective. This demonstrates that digital comics not only provide entertainment but can also be a valuable resource to deliver value-based educational content.

The written reflections submitted at the end of the session revealed that they eventually succeeded in identifying Pancasila values such as cooperation (gotong royong), empathy, justice, and tolerance. A total of 87% of students showed higher levels of awareness about the value of respect (both self and others) and cooperation (Figure 9). They also said they had started to ponder how they would "use these values in reality", such as being more accepting of some opposing views or not treating friends differently because of their background. These reflections are key because they show the value of internalization was not confined to the level of some conceptual understanding but also started to target a deeper level of moral awareness. This aligns with the fundamental goal of values education: to foster character and behavior in accordance with the nation's noble values.

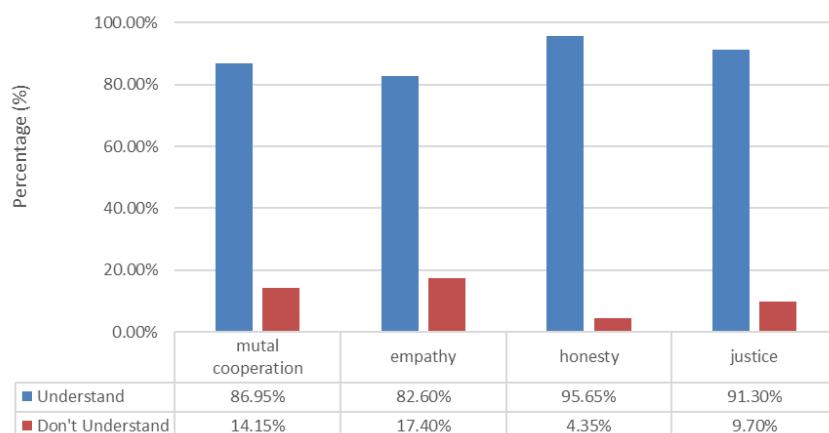


Figure 1. Students' Understanding of Moral and Value Content in the Comic

The evaluation results demonstrate that directly involving students in creative, media-based activities holds great potential for strengthening Pancasila values education in schools. The program's social philosophy and grassroots way of doing things allow students to participate in managing the learning process themselves. Using visual media such as digital comics helps bridge the understanding gap between normative Pancasila and the ever-changing and often difficult real contexts students face (Mutammam et al., 2023; Rismaya et al., 2024). This kind of evaluation demonstrates the importance of integrating media that is immediately relevant to young people in order to increase character education's effectiveness in the digital era. Therefore, similar approaches deserve to be further developed and refined for other levels and types of education based on values learning.

Student Reactions and the Outcomes of the Community Service Program

A questionnaire to check the knowledge and attitudes of students was conducted through comic-based digital education with Pancasila values and moral content. The feedback from the students was positive and survey results were divided into three main aspects: (A) understanding of Indonesia's noble values, (B) moral-laden digital comics, and (C) the impact of the program on student behavior. Each statement was answered on a Likert scale: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), allowing for a quantitative analysis of students' perceptions and experiences (Batterton & Hale, 2017; Robinson, 2023). The result of the questionnaire is outlined in Table 2.

Table 2. Student Responses to Moral Education through Digital Comics and Community Service Activities

| Statement | SD | D | A | SA |
|---|----|---|----|----|
| A. Understanding of the Noble Values of the Indonesian Nation | | | | |
| I know the noble values of the Indonesian nation such as mutual cooperation, honesty, and responsibility. | 0 | 0 | 13 | 10 |
| Noble values are important to be applied in daily life. | 0 | 1 | 5 | 17 |
| I can explain examples of the application of noble values in school life. | 0 | 1 | 10 | 12 |
| I feel proud to be an Indonesian citizen who upholds noble values. | 1 | 2 | 11 | 9 |
| B. Use of Morally Charged Digital Comics | | | | |
| I like to read digital comics that contain moral messages or noble values. | 1 | 1 | 9 | 12 |
| Digital comics make it easier for me to understand character values. | 1 | 2 | 12 | 8 |
| Stories in digital comics make me reflect on good and bad behavior. | 0 | 2 | 6 | 15 |
| I feel more interested in learning character values when delivered through digital comics. | 0 | 1 | 11 | 11 |
| C. Impact of the Community Service Program on Students | | | | |
| After participating in this activity, I better understand the importance of being honest and responsible. | 0 | 1 | 8 | 12 |
| Digital comics help me understand the values of tolerance and mutual cooperation. | 0 | 1 | 13 | 9 |
| I feel more motivated to behave well after reading digital moral comics | 0 | 2 | 13 | 8 |
| I want to apply the values I learned from the comics in my daily life. | 0 | 3 | 13 | 7 |

*Note: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA)

In understanding Indonesian Nation's Noble Values, the colony of students showed that they had a good understanding of fundamental values such as mutual assistance, truthfulness, and responsibility. None of the 23 students participating in this survey disagreed or strongly disagreed with the fact that they understood what the nation's noble values were. More than 95% of students could understand that using these values is very important. They could come up with a few examples from school to bear it an expression of civic pride that one who upholds the noble virtues of one's own nation is an Indonesian. This indicates that the students already had a strong internal value system, and this exercise served to further make use of such pillars within their own lives, further consolidating Pancasila's internalization by doing something for a group other than themselves.

Regarding students' response to the use of moral-charged digital comics, they were also very positive (Figure 10). Most students enjoyed the digital comics with moral content, felt that it was easier to understand character values through this medium, and stated that the stories in the comics helped them reflect on good and bad behavior. It was noted that 21 out of 23 surveyed students agreed they like learning character values through digital comics. It means that digital comic media learning through creativity, with pleasure, education messages can be delivered appropriately and in line with visual storytelling styles as a preference by today's generation.

The Impact of the Program on Students showed a significant positive influence. A total of 20 students reported better understanding about the values of honesty and responsibility, while 22 stated that digital comics had taught them about other general or communal values like tolerance and mutual cooperation. Moreover, the majority of students also felt themselves as more inclined to behave positively and express a desire to act on the values they had been exposed to in everyday situations. This means that the educational approach using the digital comics contributes not only to cognitive aspects but also the affective and conative aspects of students.



Figure 10. Students' Enthusiasm Toward the Community Service Program

Conceptually, the results of this program can be explained through several contemporary learning theories. For example, the first is consistent with Piaget and Vygotsky's constructivist theory that has characters in comics become information carriers, allowing students to understand value concepts as they merge with reality (Huang, 2021; Veraksa et al., 2022; Yildirim & Sisman, 2025). Stories and images in comics also illustrate Trace Paivio's dual coding theory, which proposes that if material can be given to students both visually with text written alongside it as well as orally through audio tapes or video clips, then language processing will be facilitated by information from two channels instead of one (Glaser & Schwan, 2015; Paivio, 2017). The use of digital comics supports contextual teaching and learning, which emphasizes the importance of relating learning school materials into students' own real-life contexts to make learning more relevant and meaningful.

Furthermore, the program reflects the principles of character education as formulated by Lickona, moral knowing, moral feelings, and moral action (Berkowitz et al., 2020; Kurniawan & Fitriyani, 2023; Prasetya, 2020; Suroso & Husin, 2024). Students, by using emotional reading of digital comic strips, are not only knowledgeable about such values themselves, but they would also feel the necessity of applying those things in their own lives. This was deduced from the students' statements referring to being more motivated to be good and wanting to have what they learned put into practice.

This program also accommodates the learning styles of 21st-century students, who prefer digital, visual, and story-based media (Ghosh, 2017; Mynbayeva et al., 2018; Vital, 2018). This supports findings that the use of technology in character education can enhance engagement and the effectiveness of value-based learning, as noted in various recent studies in the field of educational technology. Educational comics can serve as one of the pedagogical tools that are relevant, contextual, and transformative in teaching values and morals.

The results of this program show that community service using digital comics as a medium for the dissemination of moral messages can be implemented and has an impact on students in SMP PGRI 01 Dau. The positive student responses across all aspects show that the program was able to link abstract materials in Pancasila Education with the real life of students. This success may also lay a foundation for future development of similar programs in other educational institutions, with the potential involvement of teachers and the strengthening of integration into the formal curriculum.

CONCLUSION

The community service program utilizing digital comics as an alternative learning medium for Pancasila Education values and morality is held at SMP PGRI 01 Dau respectively. Reinforcing the need for a storytelling program as it directly addresses the existing deficiency of an integrated and engaging learning tool really tailored-fit for students in a digital generation at our partner school. Based on observations, discussions, and responses from participants, digital comics can be applied effectively to improve the understanding of noble national values among students in such forms as mutual cooperation, tolerance, honesty, and responsibility. This interactive, visually narrative-based approach brought the learning process to life, otherwise seen as boring, and acted as a catalyst for students' active involvement in learning. In addition, digital comics reinforced the internalization of values by providing tales most akin to the daily lives of students.

Furthermore, evaluation results indicated that students not only understood value concepts cognitively but also demonstrated a tendency to apply these values in real life. Theoretically, the success of this program aligns with the constructivist approach, dual coding theory, and character education principles claiming that moral knowing should be linked with moral feeling, which should then lead to moral action. As a result, it is suggested also that the practice of

digital comics may be regarded as an exemplary model for value-based learning at secondary levels, and the same may as well portray somewhat role model practices easily replicable to others and in different areas of topics. In conclusion, the synergy between technology, national values, and participatory learning methods needs to be enhanced in order to achieve character education which is contextual and sustainable in the digital era.

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