
STUDENTS' SKILLS IN DIGITAL LITERATURE USING COMIC PAGE CREATOR TO REALIZE PANCASILA STUDENT PROFILE

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Abstract

The purpose of this study was to determine the extent to which digital literacy skills possessed by 5th grade students of SDN 2 Kedungrejo in thematic learning (Indonesian subjects with KD. 3.5 and 4.5) to realize the profile of Pancasila students by using a comic page creator. The steps used in solving this problem is to use descriptive research methods. The implementation of this research was carried out with the subject of 5th grade students of SD Negeri 2 Kedungrejo Kec. Kab. Lamongan consisting of 13 students with details of 5 male students and 8 female students. This activity lasts for 1 month in September 2021. The standard content of Indonesian subjects at the elementary level states that one of the objectives is for students to be able to convey their ideas and knowledge both orally and in writing . Literacy skills to realize the Pancasila student profile when associated with the objectives of these subjects can be summarized by the statement that digital literacy skills are Indonesian language skills by utilizing digital devices as a communication tool to convey ideas and knowledge in order to have global competence and behave according to Pancasila values. The use of the comic page creator application that can be accessed via a smartphone or gadget is one of the efforts as a form of teacher innovation in learning to develop student literacy skills through digital literacy activities to create a Pancasila student profile.

Keywords – Students' Skills, Digital Literature, Comic Page Creator

1. Introduction

Life in the 21st century requires a person to master various skills. Everyone must be able to master critical thinking skills, creative thinking, flexible problem solving, collaborate and innovate and communicate so that they are expected to be successful in work and life. In addition to these four skills, other skills that must be mastered by students are literacy skills. Literacy skills are one of the language skills. Literacy skills require students to master writing or letters, both receptively and expressively. In addition, it also requires students to search, browse, process, and understand information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, and to participate in the social environment.

Literacy skills which include reading skills and writing skills are believed to be able to form an independent person who is able to adapt to the development of science and technology (USAID, 2014:25). Through literacy learning, students are expected to have a high level of understanding and thinking skills from an early age, not just literal understanding. There are six types of literacy, namely literacy, numeracy, scientific literacy, financial literacy, digital literacy, cultural literacy and citizenship.

The world is currently in the era of the industrial revolution 4.0 or as a digital revolution in which all human life relies on information technology, which is marked by many sources of information (Kasali, 2018). Therefore, both teachers and students must have digital literacy skills. This literacy is very relevant to the era where humans always use information technology in digital channels in their daily lives. Digital literacy is knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interaction. in everyday life (Kemdikbud, 2017).

Based on the results of the Indonesian Digital Literacy Survey in 2021 conducted by the Ministry of Communication and Information together with GNLD Siberkreasi and KIC stated that the digital literacy index in Indonesia reached a score of 3.47 on a scale of 1-5. This means that the digital literacy ability of the Indonesian people has not yet reached a good level. Meanwhile, the results of research conducted by wearesocial (Nugroho, 2017) as of January 2017 revealed that Indonesian people can stare at their smartphone screen for approximately 9 hours a day. In addition, Indonesians rank 5th

in the world in terms of fussiness on social media. It is not surprising that provocation information, hoaxes, fraud, spreading hatred, misleading opinions, and slander are increasingly widespread. If the problem is not immediately addressed, it can become a serious threat that can divide the Unitary State of the Republic of Indonesia.

For this reason, education and learning today must prepare the nation's next generation who can use and master digital literacy skills well, critically, wisely, intelligently, and creatively. Through these skills, it is hoped that they will not only use information technology but also produce useful works. This is in accordance with the Pancasila student profile which has been adopted by the Ministry of Education and Culture as one of the Vision and Mission of the Ministry of Education and Culture and has been listed in the 2020-2024 Strategic Plan. The Pancasila student profile is a manifestation as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics, namely faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative.

skills to realize the Pancasila student profile when linked to the objectives of Indonesian language subjects can be summarized by the statement that digital literacy skills are Indonesian language skills by utilizing digital devices as a communication tool to convey ideas and knowledge in order to have global competence and behave according to values. Pancasila. The types of devices that can be used in learning activities to improve digital literacy skills are gadgets or smartphones.

Based on the problems above, the approach taken to overcome the problem of increasing students' digital literacy skills to realize the profile of Pancasila students in grade 5 SDN 2 Kedungrejo, namely.

- a. Paying attention to the learning principles of elementary school students and reflecting diverse characteristics and developments (likes to play, likes to move, likes to work in groups, and likes to feel/do things directly).
- b. Utilizing information technology in learning.
- c. Creating a conducive and fun atmosphere for students.

d. Pay attention to and provide material/media according to the child's development and the level of student achievement according to learning needs.

The purpose of this study was to determine the extent to which digital literacy skills possessed by 5th grade students of SDN 2 Kedungrejo in thematic learning (Indonesian subjects with KD. 3.5 and 4.5) to realize the profile of Pancasila students by using a comic page creator .

The benefit of this research is to direct students and teachers to be wiser in using gadgets and to accommodate and develop students' digital skills in thematic learning (Indonesian subjects with KD. 3.5 and 4.5) to realize the Pancasila student profile.

2. Method

a. Reasons for Choosing a Problem-Solving Strategy

The main reason for choosing a strategy for using gadgets or smartphones to improve students' digital literacy skills in order to realize the Pancasila student profile. First, in the 21st century, everyone must be able to master the 4 basic skills and digital literacy skills. Second, the misuse of the increasingly widespread use of information technology can divide the Unitary State of the Republic of Indonesia so that efforts are needed to develop character and behavior according to the values of Pancasila.

b. Troubleshooting Steps and Barriers

The steps used in solving this problem is to use descriptive research methods. From the planning, implementation, and reporting stages, it was carried out for 1 month, in September 2021, with the following details.

Table 1. The steps used in solving this problem

Week-	Activity
1	Planning, which includes the preparation of learning tools, with a focus on basic Indonesian language skills, with sound. 3.5 Exploring important information from historical narrative texts presented orally and deafly using aspects: what, where, when, who, why and how 4.5 Presenting important information from historical narrative texts using the aspects of : what , where, when, who, why, and how as well as a standard vocabulary of effective sentences. (Permendikbud No. 37 of 2018)

2	Instrument preparation and instrument validation. Acting as a validator is a class 5 teacher from SDN 1 Kedungrejo, for reasons of consideration for the same school accreditation
3	Implementation
4	Data processing and final report preparation

The obstacles that occurred during the activity, namely the granting of permission from parents to allow students to bring gadgets or smartphones to school. These obstacles can be solved by providing an understanding to parents that the use of technology is intended for learning in the classroom so that it is allowed to bring it to school.

c. Tools / Instruments Used

Data collection tools used in this study are:

- a. Photo . Photos are used to document activities during the learning process.
- b. Field Notes. Field notes are used to record important things during the learning process. The data analysis technique was carried out in a qualitative descriptive manner.
- c. Unstructured Interview . Unstructured interviews are used to determine student responses after the implementation of learning. The data analysis technique was carried out in a qualitative descriptive manner.
- d. Research Instruments . This instrument consists of a test (checklist of digital literacy skills and product assessment sheets-picture stories) and non-test (checklist of Pancasila student profiles). The data analysis technique used descriptive statistical techniques. The data analysis instrument is in the form of a classification table. The following is a description of the research instrument carried out.

Table 1. Digital Skills Checklist

No. Student	Digital Literacy (Yes/No)					Amount	Mark
	K-1	K-2	K-3	K-4	K-5		
1							
etc							

Sources: Jones-Kavalier & Flannigan (2008) and Alkali & Amichai-Hamburger (2004)

Description:

K-1 : Hypertextuality skills K-4: Reproduction skills
 K-2 : Socio-emotional skills K-5: Photo-visual skills
 K-3 : Skills in evaluating the quality and validity of information

Table 3. Digital Skills Assessment Classification

No.	Category	Value Range
1	Very good	85 value 100
2	Good	70 value 84
3	Enough	60 value 69
4	Not enough	0 value 59

Table 4. Product Rating Sheet-Picture Story

No. Student	Rated aspect				Amount	Mark
	A-1	A-2	A-3	A-4		
1						
Etc						

Description:

A-1 : Content/ test A-2: Design
 A-3 : Figure A-4: Purpose of message delivery

Table 5. Product Rating Classification-Picture Story

No.	Category	Value Range
1	Very good	85 value 100
2	Good	70 value 84
3	Enough	60 value 69
4	Not enough	0 value 59

Table 6. Product Rating Description-Picture Story

Aspect	4	3	2	1
Contents/ text	The contents of the text are short, dense with information, clearly legible and in accordance with the storyboard that has	Meets three criteria	Meets two criteria	Meets one criterion

	been made			
Design	Attractive colors, proportionate size of the constituent elements, the message you want to convey becomes the center of attention	Meets two criteria	Meets one criterion	Does not meet the criteria
Picture	Interesting pictures, good color selection, according to the storyboard that has been made	Meets two criteria	Meets one criterion	Does not meet the criteria
Purpose of message delivery	The message is very easy to catch and fits the storyline in the selected text	Messages are easy to catch and don't fit the storyline in the selected text or vice versa	The message is easy to catch but does not match the storyline in the selected text or vice versa	The message is not easy to catch and does not fit the storyline in the selected text

Table 7. Pancasila Student Profile Checklist

No. Student	Pancasila Student Profile (Yes/No)						Amount	Mark
	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6		
1								
etc								

Source: <https://cerdasbercharacter.kemdikbud.go.id/profile-pelajar-pancasila/>

Description:

- Profile 1 : Faith and fear of God
- Profile 2 : Global diversity
- Profile 3 : Gotong royong
- Profile 4 : Independent
- Profile 5 : Critical reasoning
- Profile 6 : Creative

Table 8. Classification of Pancasila Student Profile Assessment

No.	Category	Value Range
1	Very good	85 value 100
2	Good	70 value 84
3	Enough	60 value 69
4	Not enough	0 value 59

d. Place and time

The implementation of this research was carried out with the subject of 5th grade students of SD Negeri 2 Kedungrejo Kec. Kab. Lamongan consisting of 13 students with details of 5 male students and 8 female students. This activity lasts for 1 month in September 2021.

e. Institutions that Support Implementation

The institution that supports the implementation of this research is SD Negeri 2 Kedungrejo Kec. Kab. Lamongan.

3. Result and Discussion

Description of Solving Results/ Activities

The operational stages of implementing learning activities that have been carried out by using gadgets or smartphones to improve students' digital literacy skills in order to realize the Pancasila student profile are.

a. Preparation phase

At this stage the teacher's activities that have been carried out are preparing learning tools, which consist of a learning implementation plan (RPP), LKS, and learning resources.

b. Instrument Preparation and Validation Stage

At this stage, the teacher's activities are the teacher compiling a research instrument consisting of a test (checklist of digital literacy skills and product assessment sheets-picture stories) and non-test (checklist of Pancasila student profiles). Acting as a validator was a 5th grade teacher from SDN 1 Kedungrejo,

named Briliannaka Rawshan F, S.Pd, with the reason for considering the same school accreditation .

c. Implementation Stage

1) Meeting Implementation Stage 1

At this stage the teacher's activities that have been carried out are the teacher starting the learning by saying the lesson and creating a conducive learning environment or atmosphere; perform apperception and convey learning objectives; forming study groups; deliver learning materials and distribute learning resources and worksheets; ask students to read the material that has been prepared; ask students to discuss and work together in compiling a storyboard; ask students to display their work in front of the class and present it while other students pay attention and provide feedback; provide feedback, opportunities to ask questions, and provide rewards; invite students to make conclusions; and the teacher closes the learning activities.

2) Meeting Implementation Stage 2

At this stage the teacher's activities that have been carried out are the teacher starting the learning by saying the lesson and creating a conducive learning environment or atmosphere; perform apperception and convey learning objectives; forming study groups; deliver learning materials and distribute learning resources and worksheets; ask students to prepare storyboards that have been arranged; asking students to discuss and work together in compiling illustrated stories using the *comic page creator application* by using a smartphone or gadget; print student work; ask students to display their work in front of the class and present it while other students pay attention and provide feedback; provide feedback, opportunities to ask questions, and provide rewards; invite students to make conclusions; and close the learning activities.

d. Reporting Stage

At this stage the teacher's activities that have been carried out are the teacher processing the research data and then compiling a *best practice research report*.

In summary, the stages of implementing learning activities through the use of gadgets or smartphones to improve students' digital literacy skills in order to realize the Pancasila student profile consist of several core activities. Among them are the formation of heterogeneous groups, reading of text scripts, compiling storyboards, compiling into visual form using the *comic page creator application* through a smartphone or smartphone, editing, and assessment.

Based on the results of the data obtained in the implementation of learning activities, the following results were obtained.

Table 9. Digital Skill Result Data

No. Student	Digital Literacy (Yes/No)					Amount	Mark
	K-1	K-2	K-3	K-4	K-5		
1	1	1	1	1	1	5	100
2	1	1	0	1	0	3	60
3	1	0	1	1	1	4	80
4	1	1	1	1	0	4	80
5	1	1	1	0	1	4	80
6	1	0	1	1	1	4	80
7	1	1	1	1	1	5	100
8	1	1	0	1	1	4	80
9	1	1	1	0	1	4	80
10	1	0	1	1	1	4	80
11	1	1	1	0	1	4	80
12	1	1	0	1	1	4	80
13	1	1	1	1	1	4	100
Average	1.0	0.8	0.8	0.8	0.8	4.15	83.08

Table 10. Product Assessment Results Data-Picture Stories

No.	Rated aspect				Amount	Mark
	A-1	A-2	A-3	A-4		
1	3	3	4	3	13	81.25
2	3	3	4	3	13	81.25
3	3	3	4	3	13	81.25
4	3	3	4	3	13	81.25
5	3	3	4	2	12	75
6	3	3	4	2	12	75

7	3	3	4	2	12	75
8	3	3	4	2	12	75
9	3	3	3	3	12	75
10	3	3	3	3	12	75
11	3	3	3	3	12	75
12	3	3	3	3	12	75
13	3	3	3	3	12	75
Average	3.00	3.00	3.62	2.69	12.31	76.92

Table 11. Pancasila Student Profile Results Data

No.	Pancasila Student Profile (Yes/No)						Amount	Mark
	Profile 1	Profile 2	3 Profile	Profile 4	Profile 5	6 . Profile		
1	1	1	1	1	1	1	6.0	100.0
2	1	0	1	1	1	1	5.0	83.3
3	1	1	0	1	1	0	4.0	66.7
4	1	1	1	0	1	1	5.0	83.3
5	1	0	1	0	1	1	4.0	66.7
6	1	1	0	1	1	1	5.0	83.3
7	1	0	1	1	1	1	5.0	83.3
8	1	1	0	1	1	0	4.0	66.7
9	1	1	1	0	1	1	5.0	83.3
10	1	1	1	1	0	1	5.0	83.3
11	1	1	0	1	1	0	4.0	66.7
12	1	1	1	0	1	1	5.0	83.3
13	1	1	1	1	1	1	6.0	100.0
Average	1.0	0.8	0.7	0.7	0.9	0.8	4.8	80.8

The recapitulation of research results consisting of data on the results of digital literacy skills, product-picture stories, and the character and behavior of 5th grade students of SDN 2 Kedungrejo which shows Pancasila values during learning activities can be seen in diagram 1 below.

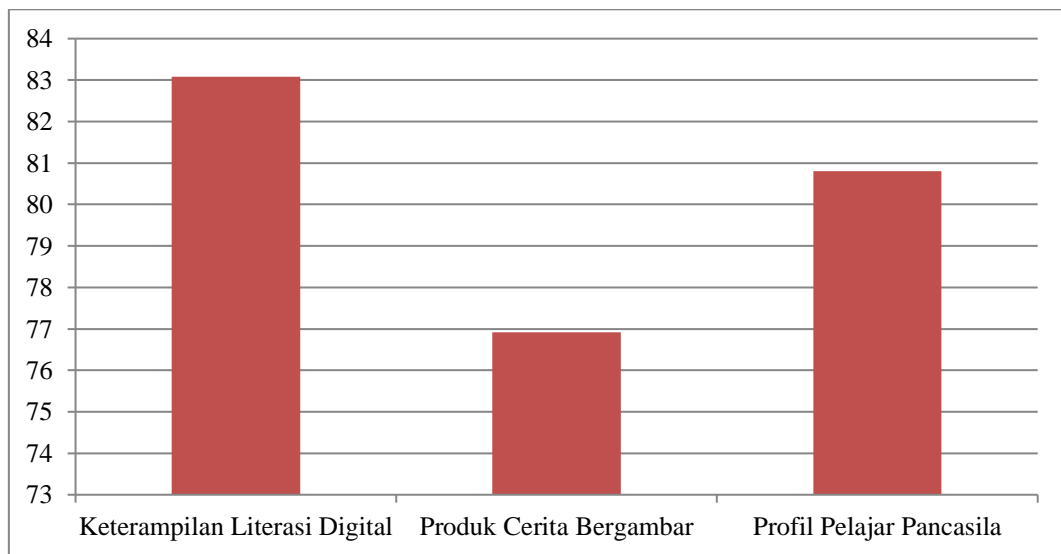


Image 1. Chart of results of research on Digital Literacy Skills in Realizing Pancasila Student Profile

Based on the data above, it can be seen that the digital literacy skills of 5th grade students of SDN 2 Kedungrejo obtained an average score of 81.54 with a good category. The details are as follows. First, as many as 13 students have hypertextuality skills, namely linking their knowledge, both linear with the given learning task and non-linear. Second, 10 out of 13 students have socio-emotional skills, which include understanding rules or ethics in cyberspace and making use of their understanding. Third, 10 out of 13 students have the skills to evaluate the quality and validity of information. Fourth, 10 out of 13 students have reproductive skills, namely using digital reproduction to produce something new, in the form of picture stories compiled by utilizing digital technology from pre-existing materials, namely in the form of historical narrative texts that have been read. Fifth, 11 out of 13 students have photo-visual skills, namely reading graphic display skills.

The results of the learning activities students are asked to compile a product in the form of a picture story which is done in groups by using a gadget or smart phone and using the comic page creator application . There are 3 groups in one class, where each group consists of 4 to 5 students. Each group arranges a storyboard and then turns it into a picture story. The title of each group is different. The titles were obtained from learning resources in the form of historical narrative texts containing local wisdom by researchers/writers. The titles of the illustrated stories include Dewi

Sekardadu, Sunan Drajat, and Mahapatih Gajah Mada. The results of the average picture story assessment obtained were 76.92 in the good category.

Meanwhile, the character and behavior of the 5th grade students of SDN 2 Kedungrejo who showed Pancasila values during learning activities obtained an average rating of 80.8 in the good category. The details are as follows. First, as many as 13 students have a profile of 1 "Faith and fear God Almighty", which is indicated by praying before the activity begins. Second, as many as 10 out of 13 students have profile 2 "Global Diversity" by showing an attitude of being able to communicate and work well together when interacting with group members or with classmates. Third, 9 out of 13 students have a "Gotong Royong" 3 profile, which is indicated by helping each other among friends in completing the assigned learning tasks. Fourth, 9 out of 13 students have a profile of 4 "Independent", which is indicated by an independent attitude in completing the given task. Fifth, 12 out of 13 students have a profile of 5 "Critical Reasoning", with an attitude of being able to process the information that has been read. The activities carried out by students were reading historical narrative texts containing Lamongan wisdom, analyzing the information and concluding it in the form of a storyboard. After that, turn it into a final product in the form of a digital picture story. Sixth, 10 out of 13 students have 6 "Creative" profiles, shown by the arrangement of storyboards and assembling them into a picture story using a comic page creator application based on the storyline they have read.

Based on the results of the analysis that has been carried out, it can be concluded that the use of gadgets or smartphones in learning at school is very helpful for teachers in responding to the demands of the industrial revolution 4.0 by improving students' digital literacy skills. In addition, the learning activities that have been carried out have also helped teachers in realizing the profile of Pancasila students. Students are not only able to do fun playing and learning activities using gadgets or smartphones but also to take advantage of and produce useful works. This is in accordance with the embodiment of the profile of Pancasila students, namely having global competence and behaving according to the values of Pancasila.

Another finding obtained in the learning activity was that at the stage of the process of reading the text where the text contained Lamongan local content, the

students' insight and knowledge increased. Students can know and inherit the local cultures of Lamongan, so that their identity, cultural identity, social identity as members of the Lamongan community are not taken away and can create a sense of love and pride in owning that culture. In addition, students can also take life lessons and imitate positive characters that can be applied in everyday life.

Some of the advantages of the results of learning activities using gadgets or smartphones to improve students' digital literacy skills in order to realize the Pancasila student profile, namely. First, the reduced use of gadgets or smartphones for less useful activities. Second, students can get new information about the history of Lamongan local wisdom and the ethics of intelligent and wise use of information technology. Third, students can develop new thoughts or ideas in the preparation of illustrated stories using the comic page creator application through the use of gadgets or smartphones. Fourth, students can have learning motivation and self-confidence in their abilities. Fifth, students can produce learning products that are different from before, which previously were in the process of compiling picture stories manually with handwriting, but this time using digital information technology devices. Sixth, students can express and convey ideas or thoughts through creative media. And seventh, the stages of learning activities that have been carried out are able to train and direct students to form global competencies and behave according to the values of Pancasila.

This is in accordance with the opinion of Harjono (2018) which states that mastery of digital literacy allows learners to improve cognitive, affective, and psychomotor competencies through better, faster, easier, and more enjoyable learning activities in a digital learning environment.

4. Conclusion

The standard content of Indonesian subjects at the elementary level states that one of the objectives is for students to be able to convey their ideas and knowledge both orally and in writing . Literacy skills to realize the Pancasila student profile when associated with the objectives of these subjects can be summarized by the statement that digital literacy skills are Indonesian language skills by utilizing digital devices as a communication tool to convey ideas and knowledge in order to have global competence

and behave according to Pancasila values. The use of the comic page creator application that can be accessed via a smartphone or gadget is one of the efforts as a form of teacher innovation in learning to develop student literacy skills through digital literacy activities to create a Pancasila student profile.

The average digital literacy skills of 5th graders at SDN 2 Kedungrejo in Indonesian KD 3.5 and 4.5 show a value of 83.08 and the average picture story assessment obtained is 76.92 in the good category. Meanwhile, the character and behavior of the 5th grade students of SDN 2 Kedungrejo who showed Pancasila values during learning activities obtained an average rating of 80.8 in the good category.

The suggestions in this paper are that elementary school teachers are expected to make learning innovations in accordance with the times. For example, by implementing innovative learning strategies by utilizing information technology. Learning innovation by teachers is one way to realize the profile of Pancasila students. The use of information technology must be based on the Pancasila philosophy so that students as the nation's next generation have global competence and behave according to the values of Pancasila, which include faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative.

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A. APPENDICES



Figure 2. The teacher explains the subject matter



Figure 3. The teacher explains the technique of doing LKS



Figure 4. The teacher distributes worksheets and learning resources to each group



Figure 5. The teacher guides the students to compose a storyboard



Figure 6. Students complete study assignments



Figure 7. The teacher guides students how to operate the application



Figure 8. Students in groups complete study assignments

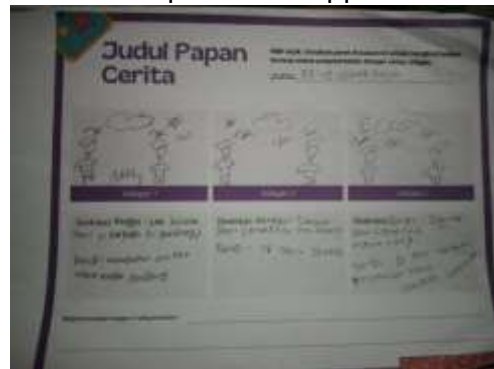


Figure 9. Storyboard "Dewi Sekardadu"

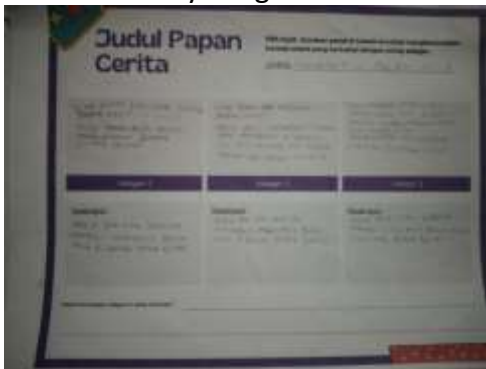


Figure 10. Storyboard "Mahapatih Gajah Mada"

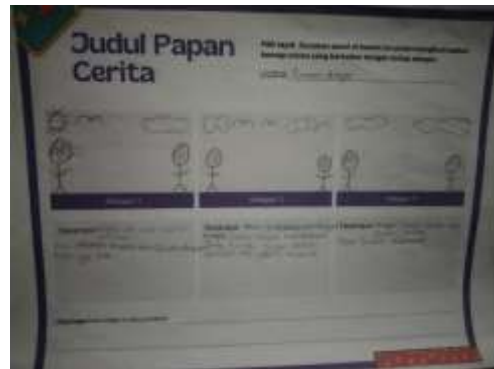


Figure 11. "Sunan Drajat" storyboard



Figures 12, 13, and 14

Picture stories using the *comic page creator application*



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