



## Instilling Hindu Character Values through the Development of E-Comic Based Balinese *Satua* in Kindergarten

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### ABSTRAK

Banyak manfaat yang diperoleh dari penggunaan e-comics sebagai media pengembangan karakter Hindu pada anak usia dini. Tujuan penelitian adalah mengembangkan media Bali berbasis e-comic untuk menanamkan karakter Hindu pada anak usia dini. Penelitian menggunakan Research and Development (R&D) dengan model 4D (define, design, development, disseminate). Prototipe *Satua* Bali berbasis e-comic untuk menanamkan karakter Hindu pada siswa dikembangkan melalui tahapan pembuatan naskah, penokohan, sketsa, digitalisasi karakter, pembuatan storyboard dan pemindahan file gambar ke program LibreOffice Impress (PowerPoint). Dilanjutkan untuk mengkonversi file PowerPoint menjadi video. Instrumen yang digunakan meliputi lembar observasi, wawancara, serta lembar validasi, praktikalitas, dan efektivitas. Teknik analisis data untuk validitas menggunakan skor rata-rata dengan kriteria valid dengan skor lebih dari 8,00. Aspek kepraktisan menggunakan tiga kriteria; sangat praktis (7-10), praktis (4-6) dan tidak praktis (1-3). Aspek efektivitas dilakukan dengan menggunakan uji t. Hasil validasi dari ahli dan praktisi menunjukkan aspek materi berada pada kategori valid. Kepraktisan e-comic berbasis *Satua* Bali untuk menanamkan nilai-nilai karakter Hindu pada siswa mendapatkan hasil respon praktis. Hasil penelitian menunjukkan bahwa terdapat pengaruh penerapan *Satua* Bali berbasis e-comic dalam menanamkan nilai-nilai karakter Hindu pada siswa. Oleh karena itu, dapat disimpulkan bahwa media *Satua* Bali berbasis e-comic dalam penanaman karakter Hindu pada anak usia dini telah dikembangkan dengan baik dan bermanfaat sebagai media pembelajaran.

### ABSTRACT

There are many benefits associated with the usage of e-comics as a medium for developing Hindu character in early childhood. The aim of the research is to develop e-comic based Balinese media to instill Hindu characters in early childhood. The research uses Research and Development (R&D) with a 4D (define, design, develop, disseminate) model. The e-comic based *Satua* Bali prototype to instill Hindu characters in students was developed through the stages of making a script, characterizing, sketching, digitizing characters, making storyboards and transferring image files to the LibreOffice Impress (PowerPoint) program. Continued to convert the PowerPoint file into a video. Instruments include observation sheets, interviews, as well as validation, practicality and effectiveness sheets. The data analysis technique for validity uses an average score with valid criteria with a score of more than 8.00. The practical aspect uses three criteria; very practical (7-10), practical (4-6) and impractical (1-3). The effectiveness aspect is carried out using the t-test. Validation results from experts and practitioners show that the material aspect is in the valid category. The practicality of e-comic based *Satua* Bali to instill Hindu character values in students gets practical response results. The results show that there is an influence of implementing e-comic based *Satua* Bali in instilling Hindu character values in students. Therefore, it can be concluded that e-comic based Balinese *Satua* media in instilling Hindu characters in early childhood has been well developed and is useful as a learning medium.

### 1. INTRODUCTION

Every parent undeniably dreams of having quality children. In creating quality generation, obviously parents must play an active role in looking after and caring for their children as well as possible. Every child has their own uniqueness and characteristics that differentiate them from others. The age of 0-6 years is a rapid phase in the growth and development of children, thus this phase is called the golden age

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(Sumaryanti, 2018; Sunanik, 2014). In forming intelligence in children, the most important part that is used as a benchmark is the brain. In this golden age phase, the child's brain will develop significantly. Research shows that children's brain development in the golden age phase can reach 80% of the capacity when the child grows up. Furthermore, from the age of 6 years and above, children's brain development is only 20% and the rest is the expansion of the brain surface and the dendritic network becomes more complicated. Consequently, this golden phase is the most effective period for parents to plan and stimulate all the needs required by children (Bosica et al., 2021; Martinez et al., 2015).

Growing the students of early childhood education programs is not as identical as educating children at elementary school age. The aim of early childhood education programs, which is also called preschool education, is to guide children by giving them the opportunity to have the benefit of their world, especially the world of play (Boyd-Swan & Herbst, 2020; Kong & Yong, 2022; Love & Horn, 2021). Since children learn through playing, early childhood education programs can be interpreted as playing. According to previous study religious and moral values, social and emotional skills, physical and motor skills, cognitive skills, language skills and artistic skills are all mentioned in the learning and play activities developed in early childhood education programs (Fauziddin & Mufarizuddin, 2018). Smart and quality children are not only seen from their intellectual skills (level of intelligence), but also their ability to supervise their emotions (Emotional Quotient) which have an impact on their daily routines. Education is not only characterized by scientific (logical) movement, but also is equipped with character. Character is the development of mentality, way of behaving, inspiration and ability (Buckley & Doyle, 2016; Siti et al., 2021). The synchronization between academics and character must be prepared from the beginning. The instillation of character values in Balinese Hindu society has been inherited from generation to generation through storytelling activities (*mesatua*) (Ramdhani et al., 2019; Suarta, 2017). In Balinese, *satua* is very crucial in writing *Purwa Bali* as a *gancaran* (composition). *Satua* Bali is full of moral messages which are presented well from the start. *Tri Hita Karana* or Three Causes of Happiness, namely *Parhyangan* (the relationship between human and God or *Ida Sang Hyang Widhi Wasa*), *Pawongan* (the relationship among human beings), and *Palemahan* (the relationship between human and the environment) (Karmini et al., 2021; Wiweka, 2014). These are the values that can be developed in Bali.

The implementation of the early childhood education programs is designed with a curriculum that is able to acclimatize to the times and is in accordance with community needs. In this digital era, learning activities are no longer limited to sitting and listening to the teacher in class, but are carried out anywhere and anytime via the internet (Ngafifi, 2020; Widiara, 2018). At the present time, people are very familiar with using gadgets, including the students of early childhood education programs. By using this device, undoubtedly, there are positive and negative impacts. Gadgets make people's lives easier, gadgets can have an addictive effect on users if they are not given a time limit in the usage (Mardiyana, 2022; Miranti & Putri, 2021; Rahmawati, 2020). The various contents that children usually access, such as games and shows, makes them less likely to interact with the surrounding environment and receive less character development that is in accordance with the values and teachings of Hinduism. Consequently, it is necessary to incorporate the teachings of Hinduism, especially the development of Hindu characters as stated in teachings such as *Tri Hita Karana*, *Tat Twam Asi* and *Karma Phala*. These lessons are direct and close to the world of children and can be introduced in a structure that can be appreciated through devices (Alhalafawy & Zaki, 2019; Kim et al., 2021). Utilizing digital comic media or also called e-comics is one option.

E-comics are stories with illustrations that are distributed electronically (Afriana & Prastowo, 2021; Irianti, 2022; Rina et al., 2020). The choice of e-comics as a mechanism for developing Hindu character among teenagers was chosen considering that it has many benefits and the possibility of being disseminated quickly via virtual media. Learning with image and visual encouragement will increase understanding through learning outcomes such as remembering, recognizing, connecting facts and concepts, as well as understanding (Muttaqien, 2019; Pramowardani & Nurwidiati, 2021). E-comic media will assist students learn more effectively by using comics rather than reading text in reading materials where images and variations dominate the writing alone (Fatimah & Santiana, 2017; Setyaningsih et al., 2022). Students have a better understanding of what they are learning than just listening to the teacher.

The dominance of e-comic media compared to existing learning media can be seen. It is hoped that the use of e-comic media can offer a new atmosphere for students so that learning becomes very interesting and fun. Apart from that, the development of e-comic media was motivated by the desire to improve student learning outcomes. The aim of the research is to develop e-comic-based Balinese media to instill Hindu characters in early childhood children; measuring the validity of the media and measuring the practicality and effectiveness of the media. The novelty of these media children accustomed to listening and speaking Balinese based on *Satua* Bali, assisted by e-comic-based religious teachings which are often heard by young children, but the character values in *Satua* Bali can also be applied in everyday life.

## 2. METHOD

Development of e-comic-based *Satua* Bali media to instill Hindu characters in early childhood education programs, using design and product development (Design and Development) through 4D models. 4D models are used to develop learning tools. Define, Design, Develop and Disseminate are the four main stages of a 4D model, as the name suggests (Latifah et al., 2020; Sugiyono, 2015). In the definition stage, an analysis of development needs is carried out, the need to develop items according to needs as well as innovative work models in making items. In the design stage, an initial product (prototype) or design is created. This stage is carried out to generate e-comic based media that fits the content framework resulting from curriculum and material analysis as the development of teaching materials. This stage is to develop a conceptual framework for media and material content that is adapted to children's needs and combined with Hindu religious teachings in the context of developing *Satua* Bali; an e-comic. In this research, a design stage was carried out to construct an e-comic based on Balinese unity that adheres to the content framework established in the previous definition stage. Images and content are tested during the development phase, with experts participating in design validation. The expert team in validation consists of expert illustrator and expert in the field of early childhood education programs. The test results were used as modification material so that the e-comic-based Balinese comic design truly answered the client's problems, in this case the students of early childhood education programs. In the dissemination stage of this research, this was not the actual research objective. Hence the direct distribution stage is to distribute e-comic based *Satua* Bali to test the adequacy of the media content.

The test subjects were 30 the students of early childhood education programs at Pratama Widya Pasraman (PWP). In this case, the teachers of early childhood education programs responded to the e-comic based *Satua* Bali media in instilling Hindu characters in early childhood education programs students. Primary data is interviews given to comic experts, linguists and practitioners (the teachers of early childhood education programs). Secondary data is in the form of e-comic based Balinese learning media which links Hindu religious teachings to instill Hindu character in the students of early childhood education programs at Pratama Widya Pasraman. Data regarding the layout of the images and the appropriateness of the images to the story in the e-comic, the grammar contained in the e-comic, as well as the value of the e-comic as shown by the responses of early childhood education programs teachers and students. The instruments in the development of e-comic based *Satua* Bali are observations, structured interviews and tests, examples of instruments are presented in Table 1.

**Table 1.** Example of Instrument

No	Aspect	Question	Reaction		Note
			Yes	No	
1	Psychology	Are the children happy and get motivated to study at school? Are the children glad when the teachers assess their works?			
2	Skill	Are the children able to finish their assignments without any assistance from the teacher? Are the children able to communicate well in the learning process?			
3	Experience	Have the children ever been given lessons that relate to local wisdom? Have students ever been read stories related to local wisdom?			

The results are presented in the form of descriptive analysis in the form of percentages. E-comic quality must assemble validity, practicality and effectiveness. The data analysis technique for validity uses an average score with valid criteria with a score of more than 8.00 (Herdini et al., 2020). The practical aspect uses three criteria; very practical (7-10), practical (4-6) and not practical (1-3) (Mawarinda et al., 2022). As a final point, the effectiveness aspect is carried out using the t-test.

### 3. RESULT AND DISCUSSION

#### Result

The results of research at the Define stage (Front-End Analysis) – data from structured interviews with PWP teachers and students in Buleleng district which was carried out in PWPs throughout Buleleng district obtained results including, on the psychological aspect, as many as 75% of respondents of the teacher said the children were motivated during learning and the children felt happy if their work was assessed correctly by the teacher. In the meantime, 100% of the results of interviews with children said that they were happy learning at school and they said that they felt proud if they answered their teacher's questions correctly. In terms of ability, 100% of teacher respondents said that children were able to do assignments without the assistance of a teacher and 75% of children were able to communicate well during learning nevertheless 25% said that children were not able to communicate well and even tended to remain silent when the learning process takes place. In the experience aspect, as many as 90% of respondents said that children had been given lessons that linked local wisdom.

Data analysis of students, according to the results of observations and structured interviews with children and teachers, obtained the following results: the results of observations show that the majority of PWP students in Buleleng district show delight when they are in the school environment, are active and want to join in playing with friends. Moreover, if a Balinese *satua* or story is given using e-comic based Balinese language which contains the teachings of *Tri Hita Karana*, subsequently the students' Hindu characteristic will be well ingrained in the students; In the psychological aspect, 100% of teacher respondents (30 respondents) said that they were interested in knowing e-comic based *satua* or stories and all respondents were also very motivated to create e-comic based *Satua* Bali. Of the students, 100% were also interested in knowing e-comic based *Satua* or stories and 82% were motivated to listen to e-comic based *Satua* or stories read by the teacher, 18% of students were not interested. In the ability aspect, as many as 100% of respondents were able to apply e-comic based Balinese *Satua* which contains Hindu religious teachings, especially *Tri Hita Karana* teachings to students. Of the students, 75% of respondents said that they were able to apply the content of the e-comic based *Satua* Bali which contains Hindu religious teachings, especially the *Tri Hita Karana* teachings, in their daily lives. Task analysis data is obtained from the results of material analysis and initial final analysis. The tasks that students will accomplish including: understanding good behaviour, recognizing the importance of the surrounding environment and being able to protect the surrounding environment. Data on the formulation of objectives (specifying objectives) shows that each kindergarten/early childhood education programs used as a research sample has used the 2013 curriculum, with the intention that the learning targets implemented are directed at empowering students to improve their ideals in order to provide a foundation for becoming Indonesian persons who have a dignified life character, as human beings and citizens who are unwavering, useful, imaginative, creative and full of feeling and ready to increase community activities, development of the country and the world.

The results of the research at the design stage which was divided into four stages obtained data, including (1) the first stage of preparing the e-comic script in the form of character dialogues; (2) in the second stage, creating an e-comic based Balinese unity starting from the sketching stage, digitizing, making storyboards, transferring image files to the LibreOffice Impress (PowerPoint) program. Continue to convert the PowerPoint file into a video. The results of the development stage research are followed by evaluation by experts. Input suggestions are used in e-comic based *Satua* Bali media to instill Hindu characters in young children. Evaluation of e-comic based *Satua* Bali media to instill Hindu characters in early childhood using educational experts in the field of early childhood education programs. The suggestions given are more related to writing system and use of vocabulary. Prototyping is the next step after compiling the content of the story. The information that has been prepared will be transcribed into a story script which is then accompanied by pictures. Prototype design aims to develop a product design or model until it becomes a final product that can meet the needs and desires of its users. The e-comic based *Satua* Bali prototype that has been compiled is show in [Figure 1](#).

The research results at the development stage are evaluated by experts. Input suggestions are used in e-comic based *Satua* Bali media to instill Hindu characters in young children. Evaluation of e-comic based *Satua* Bali media to instill Hindu characters in early childhood using education experts in the field of early childhood education programs, expert illustrators and practitioners from PWP teachers in Buleleng district. Validation from experts is using instruments and analysis is using the Gregory formula. The summary of the validation results is show in [Table 2](#). Base on [Table 2](#) the validity test showed that the quality of the e-comic based *Satua* Bali that had been made was in the very high category. Furthermore, the validation results for material aspects from practitioners obtained a score of 9.8, the language validation results were 10. The visual validation results were 12 with an average of 10.6 in the valid category. The testing method shows that the measuring instrument can measure what it should, namely the process or action of validating the

data. Agreeing to this exploratory information is a significant interaction to measure regardless of whether a poll is valid or not. If the research data validation test is able to provide accurate measurement results, then according to the purpose of testing or data validation, a product or questionnaire is said to have high validity. Validation is also important in obtaining irrelevant data. The aim is to carry out the test as a low validity test so that the validity of the data can be differentiated and evaluated. In this study, the validation tests obtained were classified as accurate and suitable for use for further research.



Figure 1. Satua Bali Media Design Based on E-Comics

Table 2. Evaluation Results of E-Comic Based Satua Bali Media

No	Analyzed aspect	Average score	Note
1	Material	9.8	-
2	Language	10	-
3	Visual	12	-
<b>Average score</b>		<b>10.6</b>	<b>Valid</b>

Subsequently is to measure the level of practicality of the media designed in this research. When evaluating the level of practicality associated with creating instruments or other types of learning materials, experts consider that the materials are easy to use and useful for both teachers and students. Teaching materials developed through development research are considered practical if experts and practitioners state that the media can theoretically be applied in the field and the level of implementation of the teaching materials is considered "good". The expression "good" actually requires a marker which is expected to determine the degree of "goodness" in the implementation of the performance material created. Practicality can be seen as practical from the teacher's teaching implementation. Observed the activities carried out by the teacher in the implementation of the teaching and learning process, observed the use of teaching materials used when transferring knowledge, as well as students' learning motivation during the lesson. In the practicality test, response results were obtained as shown in Table 3.

Table 3. Practicality Test Results for E-Comic Based Satua Bali Media

No	Questionnaire	Aspect	Score	Criterion
1	Expert	Affective	7	Very practical
		Interactive	6	Practical
		Attractive	5	Practical
		Efficient	6	Practical
		Creative	6	Practical
2	Practitioner	Affective	7	Very practical
		Interactive	5	Practical
		Attractive	7	Very practical
		Efficient	5	Practical
		Creative	4	Practical

The next stage is an effectiveness test, the material presented can be said to be effective assuming that normal students are dynamic in learning exercises. Taken as a whole, students are dynamic in completing assignments. The typical substitute student is attractive in general worth dominating the educational material. Students' reactions to the learning carried out were very good/positive and educators' reactions to the learning carried out were very good/positive as well. The effectiveness of comics is measured based on the achievement of the goals of the comics that have been developed. The effectiveness trial aims to obtain information about the effectiveness of the e-comic based *Satua* Bali that has been developed. In testing the effectiveness of the instrument, it was stated that all questionnaires for cultivating Hindu character in students at PWP throughout Buleleng Regency were valid. Furthermore, the questionnaire reliability test stated that the Cronbach's alpha value was > 0.60 thus the questionnaire was reliable. The results of the data normality test stated that the data for groups of children before and after implementing the e-comic based *Satua* Bali obtained Kolmogorov-Smirnov and Shapiro-Wilk values above 0.05, subsequently the data had a normal distribution. Table 4 summarizes the data normality tests carried out during the research.

**Table 4.** Data Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	0.107	30	0.084	0.968	30	0.103
Y	0.118	30	0.063	0.963	30	0.079

Table 4 show homogeneity test results show a significance value of 0.365 > 0.05, thus the variants come from the same group. The results of the paired sample t-test stated that the average score for children's concern for the environment among children who were not implemented with e-comics was 30.21, while children who were implemented with e-comics was greater at 36.27. From the results of the SPSS variant 26 test, it was found that the significant value was 0.000 < 0.05, hence the use of e-comic-based *Satua* Bali had an influence on the development of Hindu character among the students of early childhood education programs.

**Tabel 5.** Paired Samples T-test

		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	X	30.21	30	2.848	0.362				
	y	36.27	30	2.497	0.317				
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval Of the Difference	t	df	Sig. (2-Tailed)	
					Lower	Upper			
Pair 1	x-Y	-4.048	3.311	0.421	-4.889	-3.207	-9.627	30	0.000

Table 5 states that the average score for children's concern for the environment among children who were not given e-comic implementation was 30.21, while children who were implemented e-comic media was greater at 36.27. From the results, the significance value is 0.000 < 0.05, so the application of e-comic based *Satua* Bali influences the cultivation of Hindu characters in early childhood. Subsequently, at the disseminate stage, researchers distributed *Satua* Bali media based on e-comics on social media accounts which were obviously easily accessible to early childhood education programs educators and parents to introduce this media to children.

**Discussion**

Comics are a medium for communicating ideas, imagination and creativity both verbally and visually. Comics are very popular to read; currently comics have become popular in all circles. In the comic, there are interesting pictures (Azis, 2019; Lestari et al., 2019; Marlini, 2021). Comics can also be a learning medium that is able to convey messages through personal values in comics. Quintessentially, children like to imitate the way the characters they like behave. Reading comics that suit your personality is a fun activity because it provides both entertainment and education. Comics are a unique viewing material, which associates text and images in an imaginative structure. The use of comics as a learning medium can arouse interest in learning and assist people easily remember the topics they are studying (Mediawati, 2011; Pratyaksa, 2019).

The e-comic based *Satua* Bali in this research contains values from Hindu teachings. These values are told using simple Balinese language, of course which is in accordance with children's language in their daily lives. The characterizations are very interesting and the activities listed are not far from the lives of early childhood. The material contains Hindu teachings about *Karma Phala*, namely the consequences of throwing rubbish in ditches and the *Tri Hita Karana* teachings, namely containing the *Parhyangan* aspect, containing material about always being grateful for God's creation and being able to take good care of God's creation (Diantari & Gede Agung, 2021; Yuliandari & Sunariani, 2020). The *Pawongan* aspect, in the Balinese *Satua* it tells the story of a child who wants to help his mother throw away rubbish. For the *Palemahan* aspect, it tells the consequences of throwing rubbish carelessly.

When the teacher told about the e-comic based *Satua* Bali which contains Hindu teachings, the students were very interested and enthusiastic about listening to it. The educators of early childhood education programs can easily provide education related to cultivating children's character through interesting stories which are obviously appropriate to the child's character and the story material is not far from the child's life, with the intention that the moral message is easy to understand and can also be implemented in life (Mondi et al., 2021; Rahiem, 2021). Electronic comics have become an innovative medium for increasing understanding and are beneficial for the younger generation (Swandi et al., 2020; Syarah et al., 2018).

Previous study stated that electronic comic media is useful for creating various aspects of children's growth and development, for example preparing mental capacity in counting and perceiving numbers, preparing children's coordination abilities when playing electronic comic slides on children's gadgets directed by the educators at school and parents at home, practicing skills by examining different tones, various comic images, social preparation while playing together through story games introduced in electronic comic stories and expanding children's information after understanding comics (Rahmita et al., 2021). Apart from that, electronic comic media can also stimulate children's interest in playing and learning, make children enthusiastic when thinking, are not tiring and make learning interesting for children. Other study revealed that e-comics have the potential to make a contribution; improving student learning outcomes due to a better understanding of the material based on experience from the material presented in the form of more realistic and illustrated stories that are simpler to understand (Setyaningsih et al., 2022). Apart from that, it is also useful for educators and schools to complement and support existing material in understanding the material for students and making teaching and learning exercises easier in class.

This research can make an important contribution to the development of Hindu character among young children. By using e-comic media based on Balinese folklore (*Satua*), Hindu values and teachings can be conveyed more interestingly and effectively to children. By using Balinese folklore as the basis for e-comics, this research can help introduce and increase children's understanding of their local culture. This can help in maintaining and strengthening Balinese cultural identity and traditions. However, this research also has limitations. The results of this research may not be directly applicable to different cultural and religious contexts. Due to the focus on Hindu character development among Balinese children, generalization of the results of this study needs to be considered with caution. The effectiveness of e-comics as a learning medium may depend on technological accessibility and technology use skills among children and educators. The context of technological infrastructure and access to electronic devices needs to be considered.

#### 4. CONCLUSION

Based on the results presented, the e-comic based *Satua* Bali media in instilling Hindu characters in early childhood education programs has been well developed as a learning medium. The validity of e-comic based *Satua* Bali to instill Hindu character values in PWP students throughout Buleleng Regency was carried out by early childhood education programs experts and illustrator experts, as well as PWP teacher practitioners. Validation results from experts and practitioners show that the material, language and visual aspects with an average score are in the valid category. The practicality of e-comic based *Satua* Bali to instill Hindu character values in PWP students throughout Buleleng Regency, obtained very practical and practical response results. The effectiveness of e-comic based *Satua* Bali in instilling Hindu character values in PWP students in Buleleng Regency has received a significant effectiveness test with the intention that there is an influence of implementing e-comic based *Satua* Bali in instilling Hindu character values in PWP students in Buleleng Regency.

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