

DEVELOPMENT OF A BIMA FOLKLORE-BASED COMIC TO STRENGTHEN COOPERATION AND INDEPENDENCE CHARACTER TRAITS OF FIFTH GRADE ELEMENTARY STUDENTS

Manuscript Info

Manuscript History

Received: xxxxxxxxxxxxxxxxx

Final Accepted: xxxxxxxxxxxxxxxxx

Published: xxxxxxxxxxxxxxxxx

Key words:-

Comics, Bima Folklore, Cooperative Character, Independent Character, Elementary School.

Abstract

This study aims to develop a learning medium in the form of a comic based on the Bima folk tale entitled “La Golo: Strong Because We Are Together, Great Because We Are Independent” to improve the character of mutual cooperation and independence among elementary school students. The development was carried out using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research sample consisted of 48 fifth-grade students, divided into 24 students in the experimental class and 24 students in the control class, selected using purposive sampling. Data collection was conducted through expert validation questionnaires related to media, materials, and language, teacher and student response questionnaires, and multiple-choice character tests that had been tested for validity and reliability. Data analysis was conducted descriptively and inferentially, including normality tests, homogeneity tests, N-Gain calculations, and t-tests (Paired Sample t-test). The results showed that the La Golo comic was considered highly valid by experts, and the responses from teachers and students were categorized as highly practical. Its effectiveness was evident from the increase in mutual cooperation character in the experimental class with an N-Gain of 0.65 (moderate category), higher than the control class with 0.28 (low category), and $p < 0.05$. The character of independence also increased with an N-Gain of 0.62 in the experimental class compared to 0.29 in the control class, with $p < 0.05$. These findings indicate that comics based on Bima folklore can be used as a valid, practical, and effective learning medium to strengthen the characters of mutual cooperation and independence in fifth-grade students.

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Introduction:-

Character education is an effort aimed at shaping individuals who possess moral foundations, ethical awareness, and positive values in life. This approach not only emphasizes the cognitive dimension but also fosters the awareness and willingness to apply these values across various aspects of life, including relationships with God, oneself, others, the environment, and the nation (Putri & Wiranata, 2025). When structured systematically, character education can develop individuals who are ethical, virtuous, and capable of becoming a generation with integrity and responsibility (Suhara et al., 2024). Experiential learning approaches have likewise been shown to strengthen character values, as they provide learners with opportunities to internalize moral values through direct engagement in the learning process (Darmiany et al., 2021).

In the context of human resource development, character education serves as a strategic component for shaping individuals who are adaptive, competitive, and globally resilient. It additionally contributes to emotional stability and

personality formation, supporting the creation of a harmonious and productive society (Ma'arif et al., 2020). However, advances in technology and the intensive use of social media have influenced student behavior; excessive engagement with digital devices tends to foster individualism, impatience, and reduced face-to-face interaction. These conditions impede the internalization of moral values. Furthermore, overly permissive parenting patterns limit children's opportunities to develop independence, as they become accustomed to relying on others for support (Iksal et al., 2024).

As formal institutions, schools play an essential role in cultivating character values through learning activities and social interactions (Siswanto et al., 2024; Salama, 2025). One fundamental character trait that must be strengthened at the elementary school level is cooperative character values. This value is reflected in various forms of interaction, including group work, mutual assistance, and participation in social activities. Kusuma (2024) notes that cooperation is manifested through collaborative group efforts, helping behaviors, and activities such as classroom duties or visiting sick peers. Andriani et al. (2022) further explain that individual responsibility in completing tasks and participation in collective projects are indicators of cooperative character development. Sholikah et al. (2025) categorize cooperation into three main aspects: collaborative discussion, concern for peers, and the exchange of ideas and feedback. Rezhi et al. (2025) further emphasize that effective communication, project-based collaboration, and appreciation for group members' contributions are essential foundations for fostering cooperative character values in schools.

Several studies indicate that cooperative character values have not yet developed optimally in students' daily practices. Low engagement in group work and limited participation in social activities reflect a gap between expected outcomes and actual conditions. Hasanah (2022) reports that the weak internalization of cooperative character values is influenced by a lack of varied learning approaches and minimal active participation. Salim & Kuntarto (2025) further note that the absence of appropriate and consistent pedagogical strategies poses a major challenge in strengthening this value at the elementary level. Airlanda (2023) highlights that monotonous, teacher-centered learning methods reduce students' motivation to collaborate actively. Musdalifah & Mustika (2024) moreover explain that differences in student characteristics and limited teacher understanding of the principles of the Pancasila Student Profile (P5) complicate the cultivation of a cooperative culture.

Observations conducted on 10 February 2025 in Grade V at SDN 03 Hu'u show that students' cooperative character values remain weak. Only a small number of students took the initiative during cleaning activities, while the majority remained passive. Participation in community service and environmental projects was low, reflecting limited social awareness and collective responsibility. During group discussions, the dominance of certain students and high dependency on peers indicated underdeveloped collaborative skills. These conditions suggest that the current learning approach has not effectively instilled cooperative character values, thereby requiring strategies or media that are more engaging, participatory, and contextually relevant to facilitate stronger value internalization.

In addition, strengthening independent character is another essential aspect of character education. Various studies have identified indicators of independent character. Khairani et al. (2022) state that managing study schedules, completing tasks without assistance, and handling personal needs independently are characteristics of self-reliant students. Proactiveness, decision-making ability, and responsibility for one's own learning are also integral components of independent character (Ramadhan et al., 2025). Farhana et al. (2023) add that initiative in completing tasks, learning discipline, and perseverance in facing challenges are other key indicators. Tamba et al. (2025) emphasize the importance of time management, independent task completion, and confidence in dealing with various situations.

Despite these clearly established indicators, efforts to strengthen independent character are often constrained by low teacher motivation in guiding students (Iffanasari et al., 2023) and rapid technological developments that are not balanced with parental supervision, resulting in children becoming increasingly dependent and less self-regulated (Amelia & Dafit, 2023). Limited teacher creativity in designing student-centered learning also contributes to student

passivity and low motivation for independent learning (Rahim & Yusnan, 2022). Saniah & Sesrita(2024)further note that unappealing learning media and limited opportunities for active involvement hinder the development of independent character.

Observations on 10 February 2025 in Grade V at SDN 03 Hu'u also revealedthat students' independent character remains low. Students had not developed routines for planning task completion, were dependent on peers and tended to wait for teacher guidance. Low self-confidence in making decisions and a tendency to give up easily when facing difficulties reflect weak initiative and self-regulation. These findings indicate that existing learning strategies have not yet fostered personal responsibility and intrinsic motivation, necessitating the use of more challenging, contextual, and participatory approaches and media to support students in developing self-management skills, decision-making skills, and independent task completion.

Observations and interviews with classroom teachers also showed that most Grade V students at SDN 03 Hu'u have visual and kinesthetic learning styles. Students respond better to learning activities that incorporate images, stories, movement-based tasks, or imaginative engagement. Conversely, conventional methods such as lectures or extended text reduce focus and lead to passive participation. This suggests that misalignment between learning media and student characteristics can hinder the internalization of character values, including cooperation and independence. Thus, contextual, engaging, and interactive learning media are needed to increase student involvement and strengthen character values more effectively.

Based on the analysis, a solution is needed to enhance the cooperative and independent character of Grade V students at SDN 03 Hu'u. One relevant alternative is the development of instructional media aligned with students' needs and learning characteristics, such as comics based on local folktales. Research demonstrates thatcomics serve not only as reading material but also as effective tools for improving understanding and shaping student character. Suparmi et al.(2024)report that the visual appeal of comics can increase learning motivation. Apriliani et al.(2024)find that comics grounded in local wisdom help students understand social and cultural diversity. Candrayani et al. (2024)show that character-based comics enhance conceptual understanding while fostering positive attitudes. Similarly, Natasha et al. (2025)reveal that comics incorporating character education can instill moral values aligned with the principles of Pancasila.

The integration of comics with folktales has been explored in several studies. Suwitri et al. (2021)developed the comic "Asal Usul Sungai Sorai" to support school literacy programs. Jumyati et al. (2024)created the comic "Legenda Gunung Pinang" to strengthen cultural literacy. Izzatunnisa(2024)developed the comic "Pulau Simardan" to improve students' reading comprehension. Zain et al. (2024)utilized the "Sasak" folktale in animated comic form to enhance reading and writing literacy. Hidayah et al. (2024)developed a comic based on the local wisdom of the Mbojo ethnic group, which proved effective both as a learning medium and in strengthening cultural understanding.

These studies show that folktale-based comics have been developed primarily to improve skills such as fictional story writing, cultural literacy, reading comprehension, and understanding of local culture. However, no research has yet developed a Bima folktale based comic, "La Golo," to strengthen cooperative and independent character in elementary school students.This story follows an overly dependent young man who becomes lost in the forest and learns to survive alongside three other youths by collaborating to face various challenges,including an encounter with a giant. These experiences foster his independence and sense of responsibility, while cooperative values are reflected through teamwork among the characters (Febtaria, 2018). The story's relevance to children's lives makes it suitable as a medium for culturally rooted character education.

This study introduces the "La Golo" comic as an interactive, contextual learning medium that cultivates cooperative and independent character values within the cultural setting of the Bima community. The novelty of this research lies in the design of the "La Golo" comic, which combines visual storytelling with systematic reinforcement of character values. The comic includes a brief synopsis on each page to help students follow the storyline and provides

explicit explanations of character behaviors as representations of specific values. In addition, the illustrations of traditional clothing, local environments, and cultural elements of Bima are presented authentically, allowing students to understand character values within the context of their daily lives. This integration of narrative and educational elements has not been observed in previous studies, allowing character internalization to occur more coherently and progressively throughout the reading process.

Methods:-

This study employed a research and development (R&D) approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019). The model was applied to develop a Bima folktale-based comic designed to strengthen cooperative and independent character values among elementary school students. The development stages consisted of needs analysis, product design, product development, classroom implementation, and evaluation.

The effectiveness of the comic was examined using a quasi-experimental design, namely a nonequivalent control group design. Class VA served as the experimental group and received instruction using the La Golo comic, while Class VB functioned as the control group and followed conventional instruction. The research subjects consisted of 48 fifth-grade students and one teacher during the second semester of the 2024/2025 academic year. The sample was selected through purposive sampling based on the following considerations: (1) the school's willingness to participate; (2) accessibility, particularly proximity to the research site; (3) student characteristics, specifically fifth-grade learners; and (4) suitability of instructional media. Data were collected using a four-point Likert-scale questionnaire and a character assessment test.

Product feasibility was assessed through expert validation in media, content, and language, categorized from highly valid to invalid. Practicality was evaluated based on teacher and student responses, categorized from highly practical to impractical. The test instruments were examined using item validity (point biserial) and reliability (Cronbach's Alpha).

The effectiveness analysis was conducted in two stages. In the small-scale trial, initial effectiveness was analyzed descriptively using N-Gain to determine improvements in character abilities after using the comic. In the large-scale trial, analysis included: (1) descriptive examination of learning improvement using N-Gain; (2) prerequisite tests involving normality (Shapiro–Wilk) and homogeneity of variance (Levene's Test); and (3) hypothesis testing using a paired sample t-test to evaluate differences between pretest and posttest scores in the experimental group. The significance level was set at $p < 0.05$.

Results and Discussion:-

1. Prototype of the Bima Folklore Based Comic

The product developed in this study is a comic titled “La Golo: Strong Together, Excellent in Independence.” Its development followed a Research and Development (R&D) approach using the ADDIE model. The model comprises five stages: analysis, design, development, implementation, and evaluation. The outcomes of each stage of the development process are described as follows.

Stage 1 – Analysis Problem:

The analysis stage aimed to identify learning needs, relevant character values, folktale content, and student characteristics as the foundation for developing the comic. The results indicated that learning at SDN 03 Hu'u remained conventional, lacked engagement, and had not optimally integrated character values. Cooperation and independence were selected as the target values because both were found to be low among fifth-grade students. The folktale “La Golo” was considered the most relevant source material, as it contains moral messages related to collaboration, responsibility, and independence that reflect the local culture of Bima. Considering that the students

are at the concrete operational stage, the comic was designed using colored illustrations, simple language, and culturally familiar contexts to ensure that moral messages can be more easily understood and internalized by the learners.

Stage 2 – Design:

The design stage resulted in the development framework for the instructional comic “La Golo: Strong Through Solidarity, Excellent Through Independence,” formulated based on the needs analysis and the characteristics of fifth-grade elementary students. The design was aligned with students’ cognitive, affective, and social development, emphasizing the integration of cooperative and independent character values. The visual structure of the comic was organized into a four-panel storyboard per page, accompanied by a synopsis and character descriptions corresponding to each scene. Colored illustrations incorporated elements of Bima culture such as traditional clothing and rural village settings to reinforce local contextualization.

The design process employed IbisPaint X for digital illustration and coloring, while Adobe Photoshop was used for text layout and final visual refinement. The comic included a cover, preface, learning objectives, character introductions, story content, character reflection sections, and quizzes, resulting in an engaging, contextually relevant, and effective design for fostering cooperative and independent character values.

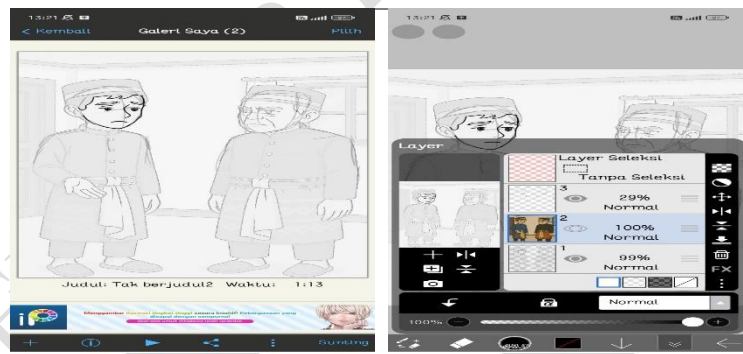
Stage 3 – Development:

The development stage aimed to produce the comic “La Golo: Strong Together, Excellent in Independence” as an instructional medium ready for classroom use. This process was conducted through several systematic steps as follows.

Initial Sketch Creation

The first step involved designing the initial sketches of the main characters and story settings using the Ibis Paint X application. Each character was illustrated with expressions and gestures that conveyed emotions and personality traits aligned with the storyline, ensuring that elementary students could easily understand the visual narrative.

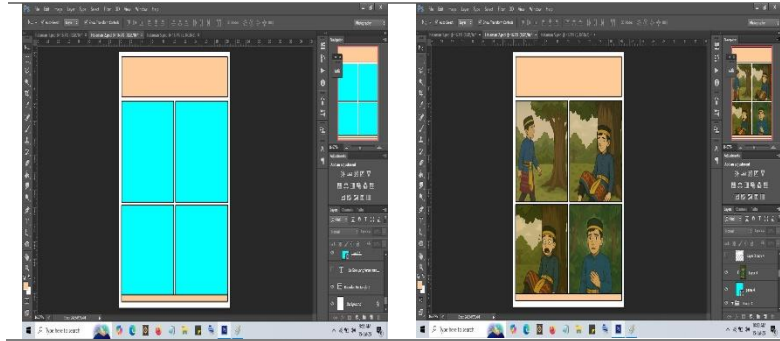
Figure 1. Initial Character Sketches in the Comic



Panel Arrangement and Page Layout

After completing the sketches, the colored illustrations were organized into four panels per page using Photoshop. The panels were arranged sequentially to ensure clarity of the storyline and smooth transitions between scenes, with attention to spatial balance and background composition to maintain readability.

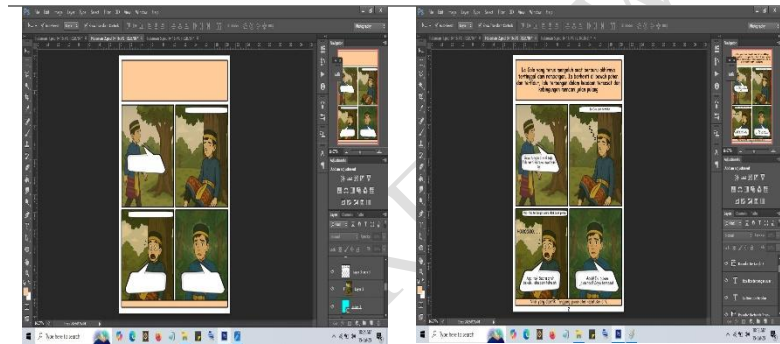
Figure 2. Panel Arrangement and Page Layout



Addition of Speech Balloons and Dialogue Text

This stage included adding speech balloons and inserting dialogue and narrative text into the comic “La Golo: Strong Together, Excellent in Independence.” The dialogues were composed based on the characters’ interactions to enhance clarity and reinforce the conveyed moral messages. The language used was simple, communicative, and appropriate for fifth-grade students, supported by readable font choices. Harmonization between illustration and text strengthened the contextual understanding of cooperation and independence values.

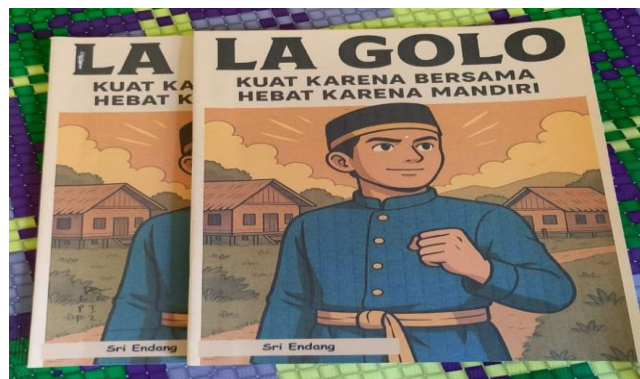
Figure 3. Speech Balloons and Dialogue Text



Final Comic Product Development

The initial product developed was a full-color A4 instructional comic consisting of nine main story pages and several supporting sections, including the cover, preface, table of contents, learning outcomes, character reflection, quiz, and author biography. Each panel illustrated the transformation of the main character from a dependent child into a responsible and cooperative individual, using simple language and expressive illustrations suited to elementary school learners.

Figure 4. Printed Prototype of the Initial Comic



After the development process, the comic “La Golo: Strong Together, Excellent in Independence” was validated by three experts media, content, and language to ensure its appropriateness as a character-education learning medium

for elementary students. The validation assessed content quality, visual presentation, and linguistic accuracy, ensuring the comic met pedagogical, aesthetic, and linguistic standards before implementation. The validation results are presented in the following table.

Table 1. Comic Validation Results

Validator	Mean Score	Percentage	Category
Media Expert	3,86	96,6%	Excellent
Content Expert	3,73	93,2%	Excellent
Language Expert	3,68	92,0%	Excellent
Overall Percentage		93,9%	Excellent

Based on Table 1, the comic “La Golo: Strong Together, Excellent in Independence” achieved an overall score of 93.9% in the “excellent” category, indicating strong feasibility in terms of media design, content, and language. The media expert provided a score of 96.6% due to its engaging visual presentation, layout, and color use suitable for elementary students. The content expert assigned 93.2% because the storyline and moral messages aligned well with learning outcomes, particularly cooperation and independence. The language expert rated it 92.0% due to its simple, communicative, and developmentally appropriate language for fifth-grade learners. According to Sugiyono's(2019)product validity criteria, with a validity range of 81-100% classified as highly valid, the comic is deemed suitable for use as a character-education learning medium with minor revisions based on expert suggestions.

Stage 4 – Implementation:

The implementation stage aimed to examine the feasibility and effectiveness of the comic “La Golo: Strong Together, Excellent in Independence” as a character-education learning medium for fifth-grade elementary students through two trials: a small group trial and a large group trial. The small group trial, involving 15 students, yielded a practicality level of 96.7%, categorized as highly practical. The comic was considered engaging, easy to understand, and conducive to creating a more enjoyable learning atmosphere. Students demonstrated active participation, confidence, cooperation, and independence. Teachers also provided positive responses (95.0%), indicating that the comic was easy to use and supportive of character education, with minor suggestions related to color refinement and layout adjustments.

The subsequent large group trial involved 48 students from SDN 03 Hu'u, divided into experimental and control classes. The experimental class used the comic across four sessions through activities such as guided reading, discussions, role-playing, and character reflection, resulting in high levels of engagement and enthusiasm. In contrast, the control class, which used conventional text-based methods, exhibited lower student participation and a greater dominance of teacher-centered instruction.

Stage 5 –Evaluation:

The evaluation stage aimed to assess the feasibility and effectiveness of the comic “La Golo: Strong Together, Excellent in Independence” as a character-education learning medium for elementary school students through both formative and summative evaluations. The formative evaluation included expert validation and small-scale trials. The expert validation resulted in scores of 96.6% for media, 93.2% for content, and 92.0% for language, with an overall average of 93.9% (excellent), indicating that the comic met the required standards for content, presentation, and linguistic quality. The small-scale trial involving 15 students showed a practicality level of 96.7% (highly practical) and moderate improvements in cooperation (0.45) and independence (0.54). Expert suggestions regarding visual refinement, font size, learning outcomes, glossary inclusion, story sources, quiz format, and placement of the synopsis were implemented prior to the large-scale trial.

In the summative evaluation involving 48 students using a Nonequivalent Control Group Design, significant improvements were recorded for cooperation (N-Gain 0.65) and independence (N-Gain 0.62) in the experimental

class compared with the control class ($p < 0.05$). Teacher and student responses were highly positive, with practicality levels of 97.5% and 98.1%, respectively (both categorized as highly practical).

2. Practicality Test of the Bima Folklore Based Comic

The practicality test aimed to evaluate the extent to which the comic “La Golo: Strong Together, Excellent in Independence” is easy to use, understandable, and beneficial for character education from the perspectives of teachers and students. The assessment covered content relevance, media presentation, and usefulness, using a 1-4 Likert scale.

Table 1. Teacher Response Results

Aspect	Mean Score	Percentage	Category
Content	3,86	96,5%	Highly Practical
Presentation	3,84	96,0%	Highly Practical
Usefulness	4,00	100,0%	Highly Practical
Overall Percentage			

The results show that teachers rated the comic as highly practical for instructional use. They found it easy to use, clearly and attractively presented, supported by illustrations aligned with students’ experiences, and effective in conveying the character values of cooperation and independence.

Table 2. Large-Group Student Response Results

Aspect	Mean Score	Percentage	Category
Content	3,98	99,4%	Highly Practical
Media	3,89	97,1%	Highly Practical
Overall Percentage			

The results in Table 2 indicate that students perceived the comic as highly practical because the content was easy to understand, the visuals were appealing, and the moral messages were clear and relevant to everyday life. This practicality was reinforced by full-color illustrations, simple language, a coherent storyline, and cultural elements of Bima that fostered emotional connection and learning motivation.

These findings are consistent with previous studies, such as Amrullah & Istiningsih (2025), which reported a practicality level of 95.12% for the digital comic “Putri Mandalika”, as well as Perdana & Christy (2023), who obtained practicality levels of 93.3% from teachers and 91.6% from students. Compared to those studies, the La Golo comic achieved a higher level of practicality due to the strengthening of local cultural elements and the alignment of its content with the developmental characteristics of elementary school students, making it an effective medium for character education based on local wisdom.

3. Effectiveness Test of the Bima Folklore-Based Comic on Cooperative Character

Descriptive Analysis

A descriptive analysis was conducted using the N-Gain calculation to measure the improvement in students’ cooperative character between the control and experimental classes. This analysis aimed to determine the increase in cooperative character scores following the implementation of the comic “La Golo: Strong Together, Independent by Nature” as a learning medium.

Table 3. N-Gain Analysis of Cooperative Character

Class	N-Gain Score	N-gain (%)	Criteria	Category
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Control	0,2810	28,10%	Low	Less Effective
Experimental	0,6479	64,79%	Medium	Fairly Effective

Based on Table 3, the N-Gain score for the experimental class is 0.6479 (64.79%), classified as medium and considered fairly effective. Meanwhile, the control class achieved only 0.2810 (28.10%), categorized as low (less effective). These results indicate that the use of the comic positively contributes to improving elementary students' cooperative character.

Assumption Testing

Prior to hypothesis testing, prerequisite tests were conducted, including normality and homogeneity tests, to ensure the data met statistical assumptions. The Shapiro–Wilk test showed significance values for pretest and posttest scores in both the control and experimental classes greater than 0.05, indicating normally distributed data. Levene's Test yielded a significance value of $0.254 > 0.05$, showing homogeneous variance across groups. Therefore, the data were appropriate for valid hypothesis testing.

Hypothesis Testing

A paired-sample t-test was performed to determine the effect of the comic on changes in cooperative character scores before and after treatment.

Table 4. Paired Sample t-Test Results for Cooperative Character

		Paired Samples Test						
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean				
Pair 1	Pretest - Posttest	-9.208	1.933	.395	-10.025 -8.392	-23.335	23	0,000

Based on Table 4, the significance value $p = 0.000 < 0.05$ indicates a significant difference between pretest and posttest scores. Thus, the comic “La Golo: Strong Together, Independent by Nature” is proven effective in enhancing cooperative character among elementary school students. The use of the comic encouraged students to collaborate, help one another, and express opinions respectfully, fostering collective values through social interaction.

These findings align with social constructivist theory (Vygotsky, 1978; Piaget, 1952), which emphasizes the role of collaborative experiences in social development, as well as humanistic theory (Maslow, 1943; Rogers, 1969), which argues that a supportive and enjoyable learning environment fosters empathy and care. These values contribute to the development of moral awareness as described by Lickona (1991) through the dimensions of moral knowing, moral feeling, and moral action.

This result is consistent with previous studies by Pustika & Sunaryati (2023). Fianto et al. (2024), Darmiany et al. (2022), and Topkaya et al. (2023), all of which demonstrated that comics can enhance cooperative behavior, collaborative spirit, and students' social participation. Therefore, the “La Golo” comic is effective in fostering cooperative character through interactive, collaborative, and culturally grounded learning.

4. Effectiveness Test of the Bima Folklore-Based Comic on Independent Character

Descriptive Analysis

A descriptive analysis using the N-Gain calculation was conducted to measure the improvement in students' independent character between the control and experimental classes. The purpose of this analysis was to evaluate the effectiveness of the comic "La Golo: Strong Together, Independent by Nature" in fostering independent character after the learning process.

Table 5. N-Gain Analysis of Independent Character

Class	N-Gain Score	N-Gain (%)	Criteria	Category
Control	0,2912	29,12%	Low	Less Effective
Experimental	0,6240	62,40%	Medium	Fairly Effective

Based on Table 5, the experimental class obtained an N-Gain score of 0.6240 (62.40%), categorized as medium and considered fairly effective, while the control class reached only 0.2912 (29.12%) categorized as low (less effective). These results indicate that the use of the comic positively contributes to enhancing independent character in elementary school students.

Assumption Testing

Before hypothesis testing, prerequisite tests for normality and homogeneity were conducted to ensure that statistical assumptions were met. The Shapiro–Wilk normality test indicated that all pretest and posttest scores in both the control and experimental classes were normally distributed ($p > 0.05$). The homogeneity test using Levene's Test produced $p = 0.236 > 0.05$, indicating homogeneous variance across groups. Thus, the data met the requirements for normality and homogeneity, allowing hypothesis testing to proceed.

Hypothesis Testing

A paired-sample t-test was used to determine the effect of the comic on changes in independent character scores before and after the intervention.

Table 6. Paired Sample t-Test Results for Independent Character

		Paired Samples Test							
		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-8.667	2.632	.537	-9.778	-7.555	-16.131	23	0,000

Based on Table 6, the significance value $p = 0.000 < 0.05$ indicates a significant difference between pretest and posttest scores, demonstrating that the "La Golo" comic is effective in enhancing independent character among elementary school students. The experimental group showed a greater increase than the control group, confirming that the comic contributes directly to strengthening students' independence.

Theoretically, this effectiveness aligns with Piaget's (1952) perspective, which emphasizes moral development through concrete experiences, and Bandura's, (1977) framework, which highlights learning through observation and character modeling. The reinforcement of moral experiences and personal responsibility is also consistent with Kohlberg's (1984) developmental framework. Additionally, the comic provides reflective opportunities for students to express, evaluate, and make independent decisions, in line with humanistic perspectives proposed by Maslow (1943) and Rogers (1969), while supporting the dimensions of moral knowing, moral feeling, and moral action as described by Lickona (1991).

These findings are consistent with Fitri et al. (2023) and Julianti et al. (2024), who demonstrated that character-based educational comics effectively enhance responsibility, perseverance, and student confidence. The integration of local cultural elements further strengthens the relevance and internalization of moral values, making them more contextual and meaningful for students' daily experiences.

Thus, the "La Golo" comic serves not only as an engaging instructional medium but also as an effective tool for fostering independent character in a contextual, meaningful, and sustainable manner.

Conclusion:-

Based on the results of this study, the Bima folklore-based comic "La Golo: Strong Together, Independent by Nature" was proven valid, practical, and effective as a learning medium for enhancing cooperation and independence among elementary school students, developed through the ADDIE model.

Prototype of the Bima Folklore-Based Comic

The comic was developed with engaging visual design and content aligned with the characteristics of fifth-grade students. Expert validation yielded an average score of 93.94%, comprising 96.59% for media aspects, 93.18% for content, and 92.05% for language, demonstrating that the comic is appropriate and feasible for use as an effective character education medium.

Practicality of the Bima Folklore-Based Comic

Practicality testing through teacher and student questionnaires showed scores of 96.67% from teachers and 98.19% from students, both categorized as highly practical. Teachers found the comic relevant, easy to implement, and effective in delivering material, while students perceived it as engaging, easy to understand, and motivating.

Effectiveness in Strengthening Cooperative Character

The N-Gain analysis and t-test revealed a significant improvement in cooperative character in the experimental class (N-Gain = 0.65) compared to the control class (N-Gain = 0.28; $p < 0.05$), confirming that the comic effectively strengthens collaborative attitudes, mutual assistance, and social concern.

Effectiveness in Strengthening Independent Character

Students' independent character increased significantly in the experimental class (N-Gain = 0.62) compared to the control class (N-Gain = 0.29; $p < 0.05$), reflecting enhanced self-confidence, discipline, decision-making ability, and task completion skills.

Acknowledgments

The author extends sincere appreciation to the principals, teachers, and students of SD Negeri 12 Hu'u and SD Negeri 03 Hu'u for their support and participation in the implementation of this study. Gratitude is also conveyed to the academic advisors, examiners, and experts in design, content, and language for their valuable insights during the product validation process. The author further expresses thanks to colleagues and academic mentors for their guidance, motivation, and constructive suggestions throughout the preparation of this manuscript.

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