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<https://jurnal.citrabakti.ac.id/index.php/jil>**DEVELOPMENT OF HEYZINE-BASED E-COMIC MEDIA TO IMPROVE LEARNING OUTCOMES IN PANCASILA EDUCATION FOR FOURTH GRADE ELEMENTARY SCHOOL STUDENTS**

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*Corresponding author email: nurulhidayahtriginawati22@students.unnes.ac.id**Article History**Received:
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February 14, 2026**Abstract**

The lack of utilisation of technology-based learning media at Karanganyar 01 State Primary School is one of the factors affecting student learning outcomes. This study aims to develop and test the feasibility, practicality, and effectiveness of Heyzine-based E-Comic media. It uses a Research and Development (R&D) approach based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The population in this study involved 28 fourth-grade students at Karanganyar 01 Public Elementary School. The data collection techniques used were tests (pre-test and post-test) and non-tests in the form of observations, questionnaires, interview results, and documentation. Feasibility was assessed through expert validation, which showed that the Heyzine-based E-Comic media was "highly feasible" with a material expert score of 86.67% and a media expert score of 95.00%. Practicality was determined through questionnaires for teachers and students, which showed a "very positive" level of satisfaction. Effectiveness was demonstrated through a t-test, yielding a significant value of 0.001 ($p < 0.05$) and a moderate increase in N-Gain. This study reinforces that Heyzine-based E-Comic media is practically effective in improving learning outcomes in Pancasila Education on the subject of Understanding the Surrounding Environment at Karanganyar 01 State Elementary School.

Keywords: Learning outcomes, Heyzine, E-Comic media, Pancasila Education

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Background

Education is the main foundation for the progress of a nation, serving to develop personal potential, broaden knowledge, and prepare future generations through training and teaching efforts. Education plays a strategic role in developing human resources (HR) so that they have the ability to think and compete globally (Parinduri et al., 2022). Education is also defined as a planned effort carried out by a group of people or institutions to help individuals and groups achieve educational goals (Nur Saputra et al., 2021). In achieving these goals, education must be tailored to educational objectives and the implementation of a quality curriculum (Mahya & Setiawan, 2024).

The latest curriculum design implemented is the Merdeka Curriculum, which is used as the national standard (Angga et al., 2022). The implementation of this curriculum is specifically aimed at encouraging improvements in the quality of education so that it can meet Indonesian education standards (Widodo et al., 2025). In Law No. 20 of 2003 concerning the National Education System (Angga et al., 2022), there is Government Regulation No. 4 of 2022 which emphasises Pancasila Education as a compulsory subject in the curriculum at all levels of education. Pancasila Education is a discipline that teaches the basic values that serve as moral guidelines in nation and state building (Firmansyah & Dewi, 2021). Pancasila Education is also defined as the ideological foundation of the Indonesian nation, designed to shape citizens of character (Akhyar & Dewi, 2022).

Pancasila Education learning gives students the freedom to play an active and responsible role in dealing with social issues in everyday life based on cultural values (R. M. Dewi et al., 2023). In line with this, Pancasila Education plays an important role in influencing cultural diversity in Indonesia by uniting differences in ethnicity, religion, and culture into one national identity (Parwati et al., 2023). Pancasila Education also serves as a forum for

shaping a generation that is intelligent, has character, and is adaptive, so that it is hoped that it will be able to help students improve their understanding of the material and apply it in diverse social life (Habibah & Fathurrahman, 2025).

One way to facilitate the delivery of Pancasila Education material in primary schools is to use appropriate, innovative and effective learning media to improve student learning outcomes on abstract concepts (Ani Daniyati et al., 2023). Appropriate learning media can improve thinking skills while stimulating students' psychomotor abilities (Eka Fahriyanti et al., 2022). The use of media in the learning process is an effective way to create an interactive and enjoyable learning atmosphere that can motivate students to improve their learning outcomes (Hasan et al., 2021). Learning media are tools and means used to deliver lesson material so that students are actively involved and encouraged to learn (Nisyaa & Widodo, 2025). Learning media can be visual, audio, audio-visual, and e-learning media (Maharani et al., 2024).

In field learning, several problems were found, particularly the limitations of learning media and the use of media that was not innovative enough. On the other hand, students were required to understand the concepts taught by teachers in depth (Septiana et al., 2025). This problem caused students' interest in learning Pancasila Education to be low, considering that most of the material was presented in the form of memorisation. As a result, students often view Pancasila Education as a boring subject compared to other subjects, which ultimately affects the low learning outcomes of Pancasila Education (Siregar et al., 2024).

Based on the results of observations and interviews at Karanganyar 01 State Elementary School, the researcher found a similar problem, namely the lack of media implementation in the learning process. The process of identifying problems in Pancasila Education learning shows that students are still reluctant to read and find it difficult to understand certain materials. In addition, the lack of media in Pancasila Education learning is also one of the main factors. The learning media used for Pancasila Education learning only includes pictures, YouTube videos, and concrete objects in the surrounding environment. In the learning process, teachers have not fully utilised technology-assisted learning media. Often, during Pancasila Education lessons, students feel sleepy and bored because they only watch YouTube videos. Teachers only use teacher books, student books, and student worksheets in the learning process. Meanwhile, the material coverage in teacher books and student books is incomplete, causing a lack of enthusiasm from students to learn. Various These problems have an impact on the Pancasila Education learning outcomes of Grade 4 students at Karanganyar 01 Public Elementary School. More than half of the students have not met the minimum competency standards applied in Pancasila Education learning. A

recap of the student scores at Karanganyar 01 Public Elementary School shows that out of 28 students, 19 students (68%) did not meet the KKTP, and only 9 students (32%) met the KKTP of 70.

The solution to overcome the above problems is to develop innovative, creative, and interesting technology-based learning media. Learning media can increase students' interest and motivation, which is expected to improve their learning outcomes. This is supported by previous findings stating that digital learning media can make learning more enjoyable and help students understand Pancasila Education material (Hanafi et al., 2025). One medium that can be used to improve Pancasila Education learning is Heyzine-based E-Comics. E-Comics are a digital form of comics that serve as a medium for conveying scientific information with content that is both entertaining and educational. E-comics have developed into a very attractive learning medium, mainly because of their advantage in facilitating understanding of the material (Laksmi & Suniasih, 2021). The advantages of Heyzine-based E-Comics include the presentation of material with animated characters accompanied by games that attract students' attention, as well as being accessible anytime and anywhere, thereby increasing student learning activities (Setyaningsih & Sakti, 2020).

Based on the existing problems, this study focuses on developing Heyzine-based E-Comic learning media to improve student learning outcomes in the material Understanding the Surrounding Environment in Pancasila Education for 4th grade students at Karanganyar 01 Public Elementary School. The purpose of this research and development is to test the feasibility, practicality and effectiveness of the developed product. The development of this E-Comic uses the Canva application by utilising the Heyzine Flipbooks feature. The development of this E-comic can make it easier for students to understand the material and can be accessed at any time. The development of this Heyzine-based E-Comic combines wordwall-based games and flipbooks on the cultures of 38 provinces in Indonesia. It is hoped that this medium will facilitate students in understanding the Pancasila Education material for Grade IV at SDN Karanganyar 01.

Method

The type of research used is Research and Development (R&D) research that will produce a product in the form of innovative Heyzine-based E-Comic media in Pancasila Education learning to improve the learning outcomes of fourth-grade students at Karanganyar 01 Public Elementary School. In the research and development of innovative Heyzine-based E-Comic media based on Heyzine, the researcher followed the development procedure using the ADDIE model, which consists of several stages, namely: (1) Analysis; (2) Design; (3) Development; (4) Implementation; and (5) Evaluation (Sugiyono, 2023).

The analysis stage was conducted to understand the needs of students and teachers as well as the use of existing technology in schools through observation, interviews, questionnaires on the needs of teachers and students, and documenting data in the form of learning outcomes of Pancasila Education in grade IV of Karanganyar 01 Public Elementary School. The next stage was product design, which began with compiling the concept and product framework. After designing the product, the next stage is development. This stage serves to illustrate the differences that form the basis for the product being the result of a development process. After product development is complete, the researcher proceeds to validation by media validators and subject matter experts who are competent in their respective fields to assess the product's suitability before implementation.

The next stage was the implementation of the product, which was tested on a small scale involving six Year 4 pupils at SDN Karangnyar 01. This small-scale trial aimed to introduce the product and gauge the response of pupils and teachers to the developed product. After the small-scale trial, the product was tested on a larger scale. The researcher tested the product on 28 fourth-grade students in the 2025/2026 academic year to determine the effectiveness of the developed product based on student learning outcomes. The final stage is evaluation. This stage is carried out to assess the developed product and determine the difference in learning outcomes before and after using the Heyzine-based E-Comic media.

Results and Discussion

Results

Based on the research results and identified problems, it was found that teachers have not fully utilised the technology available in schools, such as WiFi, LCD projectors, laptops, smart TVs, and mobile phones in the learning process learning process. The learning media used by teachers is still limited to simple concrete media, such as smart boards and picture cards, so there is no innovation in learning media. The methods used by teachers are still lecture-based, which results in students being less active in the learning process. In addition, the learning outcomes of Grade IV students at Karanganyar 01 Public Elementary School have not met the Learning Objective Achievement Criteria (KKTP), which is set at 70. This is evidenced by the fact that out of 28 students, 19 students (68%) did not meet the KKTP, and only 9 students (32%) met the KKTP.

The initial data collection stage was conducted through curriculum analysis using interviews with classroom teachers. The interview results showed that the curriculum used in the learning process was the Merdeka Curriculum. Next, the researchers conducted a needs analysis using questionnaires distributed to teachers and students to identify the learning

media needed. The data collection results showed that the material in the teacher's book and student's book was not comprehensive. Although teachers had used learning media, its use was not optimal in attracting students' attention and motivation. On the other hand, the availability of teaching materials at the school was also still limited, so it was not able to meet material needs comprehensively.

Teachers need additional learning materials to broaden students' understanding of the material on Getting to Know the Surrounding Environment. Based on the results of the needs questionnaire given to teachers and students, it is known that the learning media that needs to be developed is Heyzine-based E-Comic as digital media, with material presentation tailored to student characteristics and the use of clear and easy-to-understand language. Teachers suggested that the learning media be equipped with educational games and more pictures to help students understand the material more optimally. This is in line with the needs of students who want attractive learning media and agree to use Heyzine-based E-Comic media with the help of mobile phones and laptops during learning.

Furthermore, based on the results of the needs analysis, the material presented in the Heyzine-based E-Comic media needs to be equipped with learning support features, in the form of a Flipbook containing information about the 38 provinces in Indonesia and educational games to strengthen students' understanding of the material. Additionally, the learning evaluation instruments used, both in the pre-test and post-test stages, are designed in the form of multiple-choice questions to objectively measure improvements in students' understanding.

This Heyzine-based e-comic is designed in accordance with the Learning Outcomes and Learning Objectives that must be achieved in the Pancasila Education subject, specifically the topic of Understanding the Surrounding Environment, specifically the topic of Community Identity in My Neighbourhood. This medium is designed with a concept that includes text, images, and games that are tailored to the characteristics of students so that they can easily understand it. The development process of the E-Comic was carried out through the compilation of material and the design of images using the Canva application.

The E-Comic media was designed and created using the Canva application and completed with the Heyzine Flipbooks feature. The E-Comic media created includes Wordwall-based interactive games and flipbooks on the cultures of 38 provinces in Indonesia. The final product will be uploaded to the web and shared with students via a barcode scan link, which requires internet access to use. This Heyzine-based E-Comic consists of the following sections:



Figure 1. Front Cover

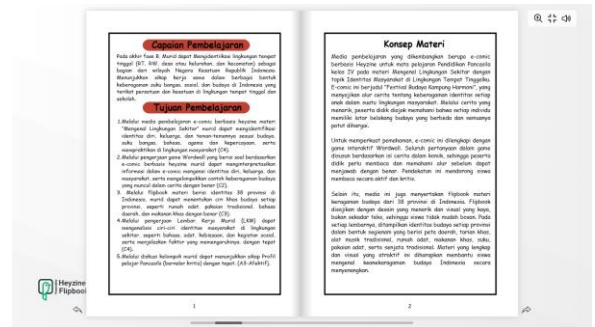


Figure 2. CP, TP, & Material Concepts



Figure 3. Comic Display

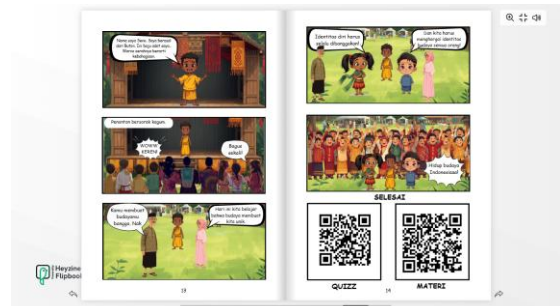


Figure 4. Barcode Integration in E-Comics

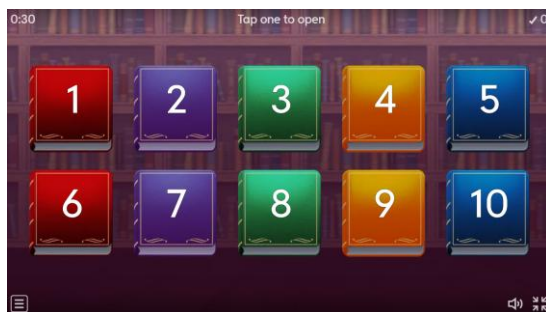


Figure 5. Wordwall-based Interactive Game

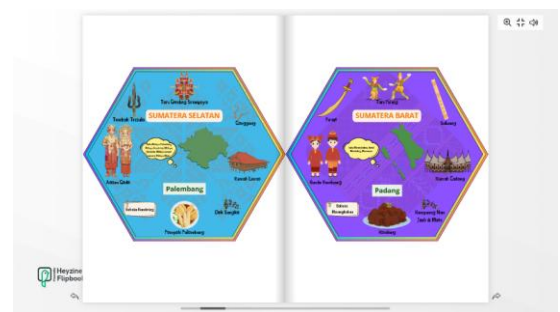


Figure 6. Flipbook of 38 Provinces in Indonesia

The steps in designing the product include: (1) Creating the E-Comic story script, preparing the material, format, and design layout tailored to the students' learning needs; (2) Creating the product design by integrating barcodes containing games and Flipbook material; (3) Implementing Canva, specifically Heyzine Flipbooks, in the creation of Digital Flipbooks.

Feasibility of Heyzine-based E-Comic Media

At this stage, researchers validated the product by involving competent expert validators, including media experts, subject matter experts, and language experts. The media experts were lecturers from the Primary School Teacher Education Study Programme, the subject matter experts were lecturers of the Civic Education course from the Primary School Teacher Education Study Programme, while the language experts were from the Indonesian Language and Literature Education Study Programme. This validation process aims to test the feasibility of the developed product and assess its suitability with the established

requirements and standards. Based on the validators' assessment results, the product is categorised into several levels of feasibility, namely highly feasible with a score of 82%–100%, feasible with a score of 63%–81%, fairly feasible with a score of 44%–62%, less feasible with a score of 25%–43%, and highly infeasible with a score of less than 25%. After the evaluation process is complete, the validators provide suggestions and input as a basis for researchers to revise the developed products.

Table 1. Summary of Expert Validator Results for Products

Validator	Score	Maximum Score	Percentage	Criteria
Language Expert	70	80	87,50%	Sangat Layak
Subject Matter Expert	52	60	86,67%	
Media Expert	76	80	95,00%	

The validation results by experts (Table 1) indicate that the Heyzine-based E-Comic media meets excellent feasibility criteria in all aspects, namely material (86.67%), language (87.50%), and media (95.00%). Based on these results, it can be concluded that the Heyzine-based e-comic learning material has met the testing requirements.

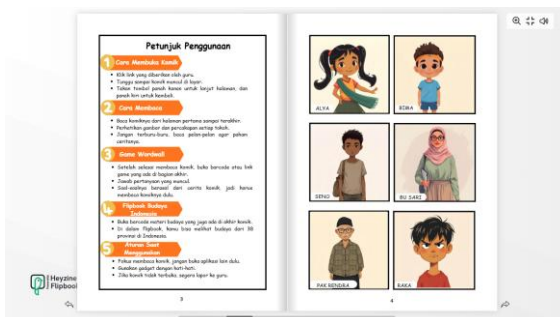


Figure 7. Adding Instructions for Use



Figure 8. Adding Author Profile

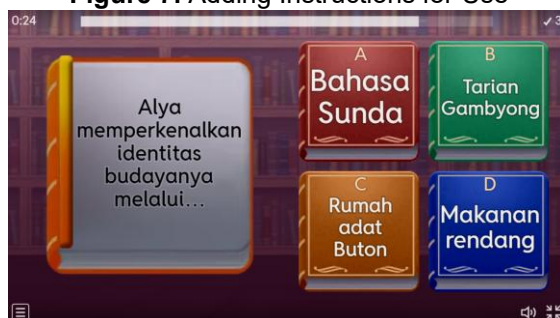


Figure 9. Adjusting Wordwall Questions with E-Comic



Figure 10. Text Display, Conversation Layout, and Fonts in Accordance with Standards

Practicality of Heyzine-based E-Comics (Product Trial)

This implementation was carried out through small-scale and large-scale trials. In the small-scale trial, there were six Year 4 students from Karanganyar 01 State Primary School in the 2025/2026 academic year, who were selected heterogeneously based on their ability levels: two low-achieving students, two medium-achieving students, and two high-achieving students, who became the subjects of the trial. After the students were involved in the

learning process, both the students and teachers were given response sheets containing 15 questions based on a 1-4 Likert scale, to be filled in according to their experience using the product developed by the researcher and evaluated to determine the level of practicality of the product. The results of this questionnaire will be categorised as highly feasible if they score between 82% and 100%, feasible if they score between 63% and 81%, reasonably feasible if they score between 44% and 62%, less feasible if they score between 25% and 43%, and highly infeasible if they score less than 25%.

Table 2. Teachers' and Students' Responses to Heyzine anva-based E-Comics on a Small Scale

Respondents	Percentage	Category
Teachers	100%	Very Positive
Students	86,35%	Very Positive

Data analysis in Table 2 shows that the responses from teachers and students to the E- Comic media assisted by Heyzine Flipbook are considered very positive in all aspects evaluated. These highly satisfactory results indicate that the E-Comic media has great potential for widespread application in learning activities. Based on the average scores on the Likert questionnaire, it can be concluded that this E-Comic media is very positive and practical to use.

Table 3. Teacher and Student Responses to Heyzine-based E-Comic on a Large Scale

Respondents	Percentage	Category
Teachers	100%	Very Positive
Students	85,18%	Very Positive

Analysis of the data (Table 3) shows that both teachers and students responded positively to the use of Heyzine-based E-Comic media. Based on 15 questionnaire questions using a 1-4 Likert scale, E-Comic media was considered very practical, with an average score above 75%. This shows that Heyzine-based E-Comic media can be widely applied in learning.

Effectiveness of Heyzine-based E-Comic Media

The evaluation was conducted in a large-scale trial using Heyzine-based E-Comic media in Pancasila Education lessons on the topic of Getting to Know the Surrounding Environment to determine the effectiveness of the product based on student learning outcomes. The design used was a pre-experimental design with a single-group pretest-posttest model, where the pretest was given before the treatment and the posttest was given after the treatment.

Table 4. Small-Scale Trial Pretest and Posttest Results

Type of Test	Average Percentage (%)	Difference in Average Percentage (%)
Pre Test	60.83%	20,84%

Post Test	81.67%
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Quantitative data analysis in (Table 4) shows a significant difference between students' learning outcomes before and after being given treatment using Heyzine-based E-Comic material. An average increase of 20.48% shows that the use of Heyzine-based e-comic material is effective in improving students' understanding of material related to the surrounding environment.

Table 5. Pre-test and Post-test Results of Large-scale Trials

Type of Test	Average Percentage (%)	Difference in Average Percentage (%)
Pre Test	71.43%	16,25%
Post Test	87.68%	

Furthermore, a large-scale trial was conducted on 28 fourth-grade students at Karanganyar 01 State Elementary School using heyzine-based e-comics on the subject of Pancasila Education, specifically on the topic of understanding the surrounding environment. The results of the Pre-Test and Post-Test showed an increase in scores from an average of 71.43% to 87.68%, with a difference of 16.25%.

Discussion

Further data analysis was conducted using the Normality Test, Paired Sample Test (T- Test), and N-Gain Test. Based on the Shapiro-Wilk Normality Test, the Pre-Test and Post-Test data in the small group (significance 0.068 and 0.091) and the large group (significance 0.060 and 0.095) showed that the data was normally distributed because all significance values were > 0.05 .

Table 6. Results of the Data Normality Test

Scale	Test Type	Significance Value	Description
Small Scale	Pre Test	0.068	Normal (Sig. $> 0,05$)
	Post Test	0.091	Normal (Sig. $> 0,05$)
Large Scale	Pre Test	0.060	Normal (Sig. $> 0,05$)
	Post Test	0.095	Normal (Sig. $> 0,05$)

Next is the Paired Sample Test (T-Test) in (Table 6) to test the difference in the average learning outcomes of students before and after being given treatment using Heyzine-based E- Comic media. If the significance value is 0.001 (Sig. 2-tailed < 0.05), it means that there is a significant difference between learning outcomes before and after using Heyzine-based E-Comic media. This shows that Heyzine-based E-Comic media has a positive impact on improving student learning outcomes.

In addition, an analysis to determine the effectiveness of the improvement was also conducted using N-Gain analysis (Table 7). The test results showed a value of 0.571 for the

small scale and 0.581 for the large scale. The N-gain analysis results indicate that Heyzine-based E- Comic media is effective in improving student learning outcomes, although the improvement is in the moderate category.

Table 7. T-Test and N-Gain Results

Scale	Data Normality	T-test (Sig.)	N-Gain	Effectiveness
Small Scale	Normal	0.001	0.571	Fairly Effective
Large Scale	Normal	0.001	0.581	Fairly Effective

Based on data analysis, Heyzine-based E-Comic media has met all the criteria set, in terms of feasibility, practicality, and effectiveness in improving the learning outcomes of fourth- grade students in Pancasila Education learning material on Understanding the Surrounding Environment. This finding is in line with other studies showing that Heyzine-based E-Comic media can attract students' attention and improve their learning outcomes (Silvian & Wicaksono, 2024). In addition, the E-Comic media design is interactive to suit the characteristics of students in the digital era (Rasyika et al., 2025). The use of E-Comic media can create a meaningful and enjoyable learning process, so that learning objectives can be conveyed optimally (Putri et al., 2024). In terms of cognition, E-Comic media plays a role in improving students' critical thinking skills because the contextual, visual, and interactive presentation of material encourages students to analyse and draw conclusions independently (Cahyono et al., 2023).

Heyzine-based E-Comic media has advantages over conventional print media because it can increase students' interest in learning and provides easy access via mobile devices anytime and anywhere (J. S. Dewi & Wijayanti, 2025). Furthermore, the development of Heyzine-based E- Comic media is equipped with Wordwall interactive games as a means of reinforcing material and increasing student active engagement in learning (Silvian & Wicaksono, 2024). In addition to the development of Wordwall interactive games, Heyzine-based E-Comic media is also equipped with barcodes linked to Flipbook media containing cultural material from 38 provinces in Indonesia. The Flipbook presentation allows students to gain a more comprehensive and concrete understanding of Indonesia's cultural diversity through visual displays and structured information, thereby helping students understand the material more deeply (Putriningtyas et al., n.d.). The results of this study prove that the development of Heyzine- based E-Comic media has a positive impact on improving the learning outcomes of fourth-grade students in Pancasila Education and supports student understanding through various digital content in one medium.

Conclusion

This study shows that Heyzine-based E-Comic media is effective in improving the learning outcomes of Pancasila Education on the subject of Getting to Know the Surrounding Environment for fourth-grade students at Karanganyar 01 Public Elementary School. This is supported by expert validation stating that the product is very feasible, as well as receiving positive responses from students and teachers. The effectiveness test showed an average increase of 0.001 with an N-Gain of 0.581, which is categorised as moderate. These findings imply that Heyzine-based E-Comic media can be an innovative solution in Pancasila Education learning, especially in the material on Understanding the Surrounding Environment, with the potential to increase student engagement and understanding.

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