Development of Comic Character as a Media to Foster Caring and Responsibility for Children

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Abstract

A significant issue is the limited availability of educational media that can effectively nurture children's character traits, particularly caring and responsibility. This study developed a comic-based learning medium aimed at fostering caring and responsibility in children aged 9–12 years. Using a Research and Development approach with nine stages, the comic titled 'Si Ame dan Tongat' was validated by media and material experts and tested for effectiveness among 25 third-grade students in Siosar. The study employed pre-test and post-test designs to measure cognitive understanding of caring and responsibility, showing a significant improvement with an N-gain score of 0.63. The comic comprises 36 pages featuring four main characters, Ame, Tongat, Bulang, and Mamak set in a rural environment that reflect everyday life situations relevant to children. Its content and visuals are tailored to the cognitive and moral development of elementary students, helping them understand and internalize the values of caring and responsibility. Media experts rated the comic with an average score of 3.88, and material experts gave it a 3.61, both indicating the product's high validity and suitability as a learning tool. The comic's design uses engaging visuals and relatable narratives, which make it a practical medium for both independent learning and classroom instruction. Overall, the comic effectively supports character education by embedding moral lessons into an engaging and culturally relevant storyline.

Keywords: Caring, Character, Comic, Responsibility.

Introduction

Character is an important part in the development of a nation, especially the Indonesian nation. Character refers to the attitudes, traits, behaviors, or dispositions that reflect a person's personality. Character can be explained as mental, moral, or ethical traits or characteristics that differentiate a person from other people (1). Character education is a conscious activity or activity carried out in a structured manner to help others understand and pay attention to ethical values (2). Character education is a deliberate attempt to help people understand, care, act on core ethical values, judge what is right (3). Currently, the Indonesian government is developing cultural education values and national character. This is necessary because the Indonesian nation is experiencing a character crisis along with the times. Because this is considered important, the President issued a regulation, namely Presidential Regulation of the Republic of Indonesia No. 87 in 2017 concerning strengthening character education. Strengthening character education is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, feeling, thought, and sports with involvement and cooperation between the education unit, family, and community. Given the ongoing character crisis and the lack of effective tools for character education, this research provides a timely solution by leveraging culturally relevant comics to enhance caring and responsibility in children. Its urgency lies in the potential to address foundational issues in character development, ensuring that students are equipped with the values necessary for personal and societal growth. The aims of strengthening educational character are to (a) build and equip students as Indonesia's golden generation in 2045 with the spirit of

Pancasila and good educational character to face the dynamics of change in the future, (b) develop a national education platform that places character education as the main soul in providing education for students with the support of community involvement carried out through formal, non-formal and informal education channels by taking into account the diversity of Indonesian culture; (c) Rejuvenating and reinforcing the potential and competency of educators, educational personnel, students, communities, and family environments in executing the enhancement of character education. The formation of character-strengthening regulations is based on the consideration that Indonesia as a cultured nation is a country that upholds moral values, wisdom, and character. In its implementation, character education is the responsibility of the family, educational unit, and community. Strengthening of character values can take in educational institutions, families, or the environment through independent learning activities. Character education should be instilled and developed from an early age as an initial foundation for advancing social life (4). To instill social awareness in elementary school children, parents play a crucial role, as they are the first educators for their children (5). The quality of a child's social awareness, whether good or bad, largely depends on their parents. Family and school are important parts of cultivating character education. A good family can influence the formation of positive character for each family member. However, there are times when families cannot fully control each family member, especially children. Previous studies have focused on developing comic-based learning media for various purposes, such as improving independent learning (6) and fostering environmental awareness (7). However, there is limited research exploring comics as a medium for character education, specifically in fostering caring and responsibility in children. Furthermore, few studies have integrated local cultural values into the design of educational comics, which limits their contextual relevance and effectiveness. This research addresses these gaps by developing a culturally relevant comic to enhance caring and responsibility traits in children aged 9–12 years. Cultural values play a

significant role in shaping perceptions of moral traits such as caring and responsibility. Because social attitudes tend to be based on experience, the educational process received tends to influence at every stage of the social development process, so that a social sense grows which is the basis for interactions in society (8) In the Indonesian context, these values include principles like gotong royong (mutual cooperation) and respect for elders, which are integral to character education. By embedding these values into the comic's storyline, the study seeks to create a culturally relevant educational tool that aligns with the moral framework familiar to the target audience. Based on the interviews conducted, Siosar School still lacks adequate learning resources to support character education, whether at school, in the community, or within the family environment. Another issue pertains to the social dynamics in the relocation area. The frequent visits from outsiders to the relocation area have influenced the level of care and concern for others. There are several challenges related to empathy and responsibility. According to research (9), it was found that fifth-grade students still face various character issues, such as a lack of responsibility and empathy. Some behaviors reflecting this include disrespect toward teachers, lack of tolerance among students, failure to complete homework, inattentiveness during lessons, arriving late to school, improper disposal of waste, reluctance to participate in class cleaning duties, and excessive use of gadgets. Therefore, solutions must be found to effectively foster a sense of care and responsibility in students. Education is not only a process of knowledge transfer but also a process of value transfer (10). Education is the application of developing national character values (2). Eighteen values in character education are strengthened such as religious, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship, love of peace, passion, love of reading, environmental care, social care and responsibility. Instilling character education requires alternative learning media, especially for students who are generally children. The learning media needed can not only be used in the school environment but can also be

used as a learning resource for students in the family environment. Learning media, according to one previous study (11), is a tool used to channel messages to students to make communication between teachers and students more effective in learning so that with learning media it will be easier for teachers to convey learning content. Learning Media is a learning tool used by someone using tools created to make it easier to deliver material when teaching at school (12). One important factor in making education good is the use of learning media (13). Learning media can increase students' learning power because of the stimulation of interest in students to learn (14). Various instructional media can be utilized by teachers in science education to foster environmental awareness among elementary school students. These include visual media such as graphics, diagrams, charts, posters, cartoons, and comics; audio media such as radio, tape recorders, and language laboratories; projected still media like slides, overhead projectors (OHP), and in-focus projectors; and projected motion media, including films, television, videos, and computers (15). According to researchers in the past (16), the most important thing in delivering teaching and learning materials optimally is learning media. The presence of media has quite an important meaning in relation to the learning process (17). The use of media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students (18). Alternative learning media generally consists of several types, namely visual, audio and audio visual. Some of these alternative learning media include posters, cartoons, educational toys, audio cassettes, radio programs, television programs, educational software and comics. The media in the learning process can be grouped into four major groups, namely visual media, audio media, audiovisual media and multimedia means media can involve many senses and organs during the learning process (19). Along with the need to improve the character of caring and responsibility in children, effective learning media must be able to present relevant, interesting, and easy-to-understand experiences. Comics, as one of the popular visual

media, have great potential to achieve this goal. As a medium that combines narrative and visuals, comics not only attract attention but also facilitate the transfer of values through relevant and interactive stories (20). According to Bandura's social learning theory, children can learn values and behaviors through observing characters that attract their attention. In this context, comic characters can function as positive behavioral models, helping children understand and internalize values such as caring and responsibility (21). In addition, the visual nature of comics strengthens children's cognitive and emotional engagement. The colors, illustrations, and expressions of the characters in comics can stimulate children's imaginations, creating emotional connections that strengthen the moral messages conveyed. In previous studies, comic media have been shown to increase children's learning motivation and understanding of educational materials, including character development. Comics are a visual medium that has the function of conveying messages that are generally made to be easy to understand, interesting, and fun. Comics are stories that are arranged in such a way with pictures (22, 23). Comics represent an excellent way of encouraging children to think creatively (24). In its development, comics have become a medium for depicting history, conveying various aspirations, and representing a culture. In Indonesia, comics are generally a medium that is popular with various groups, ages, and levels of society, especially children. The comic strip approach is one of the techniques that has been shown to be effective and capable of optimizing learning outcomes (25). One of the learning media that can be used to motivate students is learning media in the form of comics (26). Comics have various types, starting from comic books that are printed in series, to comic strips that are printed like newspapers as entertainment media that usually contain humorous stories, to annual comics, which are comics that are published through a selection of the best comics that are published once a year (27). The benefits of comic media include being able to inspire students during the teaching and learning process, educational comics can permanently improve the quality of learning,

and comics can attract students' interest in reading and direct them towards the reading process, especially for those who do not like to read (28). The existing comic media often falls short in promoting character learning, particularly in areas such as caring and responsibility. These shortcomings include a lack of relevance to local contexts, a focus on entertainment over character values, limited use of contextual visuals, insufficient effectiveness assessments, and a neglect of affective and psychomotor domains. The development of the Si Ame dan Tongat comic, which addresses these issues through its culturally relevant content, comprehensive evaluation, and holistic approach to character education, offers a promising solution. Comics contain pictures that illustrate an event through a story (29). The typical fun element of comics surpasses any other technique in holding the interest of learners. The learners many a times get to know about the culture of the target language which makes learning easier and interesting (30). To support this research, the researchers also use some previous studies. The first previous study was a journal "The Development of Comic-based Teaching Material The Contextual Approach to students of Amalyatul Huda Elementary School Medan" (31). Based on the conclusions from five experts, stated that comic-based teaching material using contextual approach were included in the good category and deserved to be used. Meanwhile, based on student assessment result of the teaching material in the first and second trials, the category was excellent. It can be concluded that the development of comic-based teaching material using contextual approach is feasible and effective for students. Suggest that the study can be used as a starting point for development result of comics teaching material on other subjects. The second previous study is a journal entitled "Development of Comic-based Learning media to Improve the Independent Learning Character of Elementary School Students (6). This research produces a learning media specifically to increase the learning independence of grade 3 elementary school students with a comic. The development of learning comic media goes through the stages of defining, designing, and developing. Based on the

results of product validity by media experts, material experts, and language experts, it is said that it is suitable for use as a learning medium to improve the character of independent learning in grade 3 elementary school students. It is said to be suitable for use because in the validation test media experts got a percentage of 75%, material experts got a percentage of 71%, and got a percentage of 75% of the validation test results of language experts, these three validation results are included in the high category. The next previous study is a journal entitled "Development of Learning Media using Comics Based on Local Culture to Strengthen Character following the Pancasila Student Profile at Elementary School Level" (7). The conclusion of the study shows that development of learning media using comics based on local culture to strengthen character following the profile of Pancasila students at the elementary school level has produced a product in the form of comic learning media which can be used as a medium in the learning process and foster an attitude of enthusiasm and cooperation among fifth-grade elementary school students. The feasibility of Smart Joglo teaching aids in the validity aspect received a percentage from stage I media experts 70.58%, stage II 83.82%, stage I assessment experts 62.5% stage II 77.5%, and practitioner experts 90% with a very valid category. In the practical aspect, the results of responses by students received very practical criteria and the results of responses by observers received very practical criteria. Based on the validity and practicality of data, the development of learning media using comics can be said to be suitable for use in the learning process. The last previous study is a journal (32) entitled "Digital Comic Development to Improve Life Skill in Early Children. The results indicate that digital comic learning media is classified as good, meaning it is effectively used to enhance early childhood life skills. Qualitatively, digital comics as a learning medium can capture students' interest, facilitate learning, and help students remember the material more easily. This study introduces a novel approach by developing a comic-based educational tool that integrates local cultural values and targets specific character traits, namely caring and responsibility. Unlike prior

research (7) that primarily focuses on general educational outcomes, this study uniquely emphasizes the cultural relevance and age-specific design of the comic. By addressing these aspects, the study contributes to the broader goals of national character education while providing a contextualized solution to the character development challenges faced by elementary school children. This study aims to develop a comic medium that is suitable for use as a learning tool to foster the character traits of care and responsibility in children. The research questions addressed in this study include: how to develop a comic medium suitable for character education, the feasibility of the comic from the aspects of media, content, and user responses, and its effectiveness in shaping the character traits of care and responsibility. The development of this comic also aims to evaluate its feasibility as an educational medium, both in terms of content and presentation. Additionally, this study seeks to measure the extent to which the comic is effective in enhancing the character traits of care and responsibility in children. Thus, the research

results are expected to provide practical solutions to support character education for children.

Methodology
Research Design and Procedure
The development of comic as a media for learning caring and responsibility for children was carried out using research and development methods. Research and development methods are research methods used to produce certain products (33). This research refers to the research and development model by Borg and Gall which consisted of 10 steps namely Research and information collecting, Planning, Develop preliminary form of product, Preliminary field testing, Main product revision, Main field test; Operational products revision, Operational field testing, Final product revision, Dissemination and Implementation. However, in the research and development of this learning comic, it only applies up to the ninth step considering time and cost limitations. The design on this research can be perceived in Figure 1.
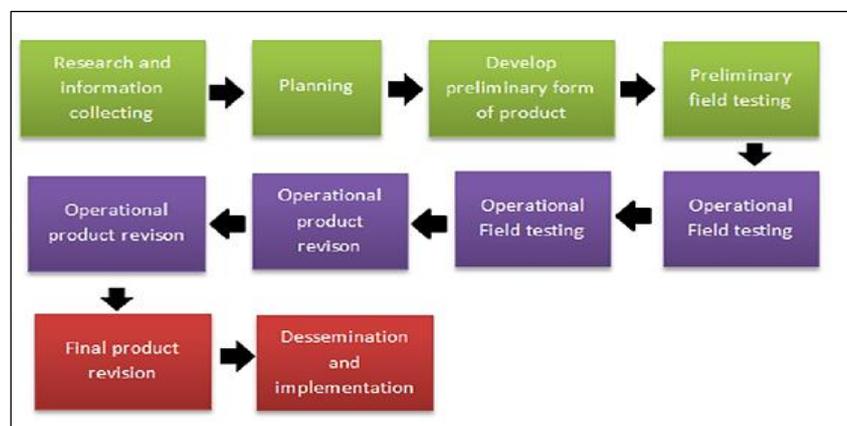

Figure 1: Research Method

Participant
The research subjects comprised 25 students from Siosar Elementary School, with 5 students participating in the preliminary field test and 20 students involved in the main field test. The comic was specifically designed for children aged 9–12 years, a developmental stage characterized by increasing cognitive and moral capacities. This age range was chosen to ensure the relevance and appropriateness of the comic's content and visual design in fostering the traits of caring and responsibility. The sampling technique employed

was simple random sampling, ensuring an unbiased selection of participants. This method facilitated a representative assessment of the developed comic medium. Such an approach was crucial in evaluating the feasibility and effectiveness of the comic as an educational tool for fostering the character traits of care and responsibility among children

Material
Qualitative data were collected through interviews and needs analysis questionnaires, providing initial input for the development of the

preliminary product. This qualitative input helped identify the specific requirements and expectations for the comic as a learning tool. Quantitative data, on the other hand, were obtained from the feasibility assessment scores provided by media experts, material experts, and users, which evaluated various aspects of the learning comic. Additionally, quantitative data included the results of product effectiveness tests, which measured the impact of the comic in fostering the character traits of care and responsibility among children.

Data Collection Techniques and Instruments

Data collection instruments were employed to gather the necessary data for this research. The instruments used include expert judgment assessment sheets for the comic media, which serve as tools to collect data on the feasibility of the developed comic aimed at fostering care and responsibility in children. The effectiveness of the comic was assessed using a combination of quantitative and qualitative methods. A pre-test and post-test were administered to measure cognitive understanding of caring and responsibility. The test consisted of multiple-choice and short-answer questions aligned with the comic's content, focusing on students' comprehension of scenarios that depict caring and responsible behaviors. Expert validation in this study involved assessments from material experts and media experts. The media expert validation sheet was used to evaluate the comic from a media perspective, focusing on its overall design and presentation. Validation aims to identify the strengths and weaknesses of the interactive media developed by the researcher (34). Meanwhile, the material expert validation sheet assessed the content, ensuring the accuracy and appropriateness of the educational material within the comic. Additionally, a student assessment sheet was used to gather data on children's responses to the comic, evaluating both the content and visual aspects to gauge their engagement and feedback during the product trial process.

Data Analysis

The data collected in this study included both quantitative and qualitative data. Qualitative data were obtained from interviews and needs questionnaires, which served as initial input for the development of the preliminary product. Quantitative data were gathered from the feasibility assessment scores of the learning comic, evaluated by media experts, material experts, and users, as well as data from product effectiveness tests. The detailed data analysis techniques used are as follows:

Data Analysis Technique for Comic Feasibility Assessment

This analysis technique was employed to evaluate the feasibility of the developed learning comic. The quantitative data obtained from the feasibility assessment questionnaires were converted into a Likert scale to interpret the results. The scores from the feasibility assessment were used to determine the suitability of the comic as an educational tool.

Data Analysis Technique for User Response

The data for user response were collected through response questionnaires administered to 20 children. The children's responses were tabulated and categorized based on the total scores to assess their reception of the comic.

Data Analysis Technique for Product Effectiveness Test

The quantitative data from pre-test and post-test were analyzed using the Normalized-gain formula to determine the effectiveness of the comic in fostering caring and responsibility. The effectiveness of the product was tested using the One Group Pretest-Posttest Design, which involved one class to collect data on children's learning outcomes before and after using the learning comic. The comparison of pretest and posttest results was analyzed using the Normalized-gain formula (35). The gain score was calculated based on the average difference between pretest and posttest scores, which was then interpreted according to predefined gain value categories.

Results and Discussion

Development of Comic as a Media for Learning Caring and Responsibility for Children

The comic development process begins with research and information gathering, planning,

initial product format development, initial field testing, initial product revision, main field testing, operational testing, operational product revision, final product revision and producing the final product. The final product in the form of character learning comics for children aged 9-12 years. Research and information gathering was done by need analysis. Needs analysis aims to look at problems and needs for product design development. Need analysis is a solid and effective instrument that assists teachers in clarifying the essential needs of students (36). The selection of media should be in accordance with the students' needs, interests, conditions, individual differences, and should pay attention to students learning styles (37). This needs analysis is the basis for developing learning comics which focus on developing caring and responsible characters in children aged 9-12 years. This stage is the first step in preparing comic development. Needs analysis consists of three stages, namely observation, interviews and literature study. The caring and responsibility learning comic was developed based on Corel Draw, Clip Paint Studio and Microsoft Publisher. The design of the comic 'Si Ame dan Tongat' was guided by principles of character education and cultural relevance. The development process involved designing characters, crafting relatable storylines, and creating visually engaging illustrations. The following sections detail the key elements of the comic's design, including character traits, narrative structure, and visual components, along with revisions made based on expert feedback.

Table 1: Validation Results from Media and Material Experts

Aspect Evaluated	Media Expert (Average)	Material Expert (Average)	Validation Criteria
Comic Character	3.8	3.6	Very Appropriate
Visual Design	3.9	-	Very Appropriate
Language and Narrative	-	3.7	Very Appropriate
Total Average	3.88	3.61	Very Appropriate

The suitability of this comic is assessed by the Media and Material Validator. Validation of learning comic products is carried out by media experts to assess the character of the characters, aspects of presentation and completeness as well as graphic aspects consisting of text aspects and illustration aspects. Material experts assess introductory aspects, learning aspects, content/language assessment aspects and presentation and completeness aspects. Media Expert I assessed the learning comic with an average score of 3.84 on a scale of 4 with the criteria "Very Appropriate" and Media Expert II assessed it with an average score of 3.91 on a scale of 4 with the criteria "Very Appropriate". The overall average media expert assessment score is 3.88 with the criteria "Very Appropriate". Material experts assessed learning comics with an average score of 3.61 on a scale of 4 with the criteria "Very Appropriate". The content of this comic contains examples of caring and responsible characters played by the characters through activities in everyday life. Comic content contains story atmosphere according to the characteristics of children aged 9-12 years and the characteristics of the regional environment and culture. Based on the study above, it can be concluded that this caring and responsible learning comic is one of the learning media that can be used to instill caring and responsible characters in children aged 9-12 years. The depiction of caring and responsibility in the comic is closely tied to cultural values prevalent in the target audience's environment. For instance, the characters' actions, such as helping neighbors and respecting elders, reflect the cultural emphasis on communal living and filial piety. These cultural dimensions not only enhance the comic's relevance but also strengthen its impact by resonating with the audience's lived experiences and moral framework. The cover illustrates the Siosar environment, located near Mount Sinabung, where the primary occupation is farming, as can be seen in Figure 2. The main characters in the comic "Si Ame dan Tongat" are designed to explicitly model the values of caring and responsibility through their actions, dialogues, and interactions in the story. Ame, as one of the main characters, shows concern for the environment and the people around him. In one

scene, Ame helps a friend who has difficulty carrying luggage on the road. In addition, he also shows concern for the environment by cleaning up trash around his village. This behavior provides a concrete example of how children can contribute to creating a clean and harmonious environment. Tongat, as another main character, models responsibility through various actions in the story. He is depicted as a child who always completes his tasks, both at school and at home.

For example, Tongat helps his parents take care of the garden without being asked, showing initiative and a high sense of responsibility. In another scene, Tongat completes his homework on time despite being tempted to play, emphasizing the importance of discipline and commitment. The display of comic as a media for learning caring and responsibility for children is show in Figure 2 and 3.
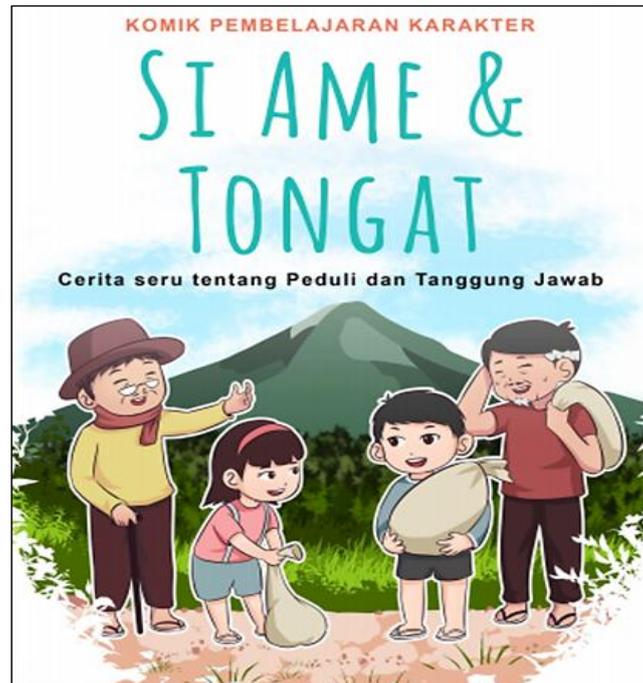

Figure 2: Cover of Comic as a Media for Learning Caring and Responsibility

The stories in the comics use everyday situations that are relevant to the lives of children aged 9–12, such as helping neighbors, looking after personal belongings, or working together with friends. This allows children to identify with the characters in the comics and understand the values conveyed. In addition, the dialogues between the characters are designed to reinforce these values. For example, For example, when Ame helps a woman whose belongings have fallen, she recalls advice from her sibling, "If someone needs help, we should assist them as long as we are able to." Messages like this provide readers with a direct understanding of the importance of empathy and solidarity. This approach is also supported by visual elements, such as facial expressions and illustrations of actions, which highlight the positive impact of caring and responsible behavior. In this way,

children not only understand these concepts cognitively, but also feel their impact emotionally, thus encouraging the internalization of these values. Therefore, the comic "Si Ame dan Tongat" is designed not only to entertain, but also to convey character values through narratives that are relevant to children's daily lives. This is important in an effort to instill caring and responsible characters, especially at elementary school age, where children's moral development is at the concrete operational stage. Giving the title "Si Ame and Tongat" to this learning comic shows that the story in this comic is about the lives of Ame and Tongat who are children who live in a village. This selection is in accordance with the target users, namely children aged 9-12 years who are experiencing cognitive development at a concrete operational level. Stories that contain character values are also

adapted to the age of children who are in moral development at the elementary school level. Moral development in elementary school age children is that children are able to follow the rules or demands of their parents or social environment. At the end of this age, children can understand the reasons underlying a rule. Besides that, children can associate every form of behavior with the concept of right, wrong or good and bad. Some of the comic's content can be seen in Figure 3.

Figure 3: Some of the Comic's Content as a Media for Learning Caring and Responsibility

The story in this comic is based on everyday life and the story contains the values of caring and responsibility. Values of characters are important to be integrated into the comic to make them more interested to be applied by students in their daily lives (38). The story is packaged so that in the story there is a process of observing and imitating. This is in accordance with Bandura's theory which explains human behavior in the context of continuous reciprocal interactions between cognitive, behavioral and environmental influences. Meanwhile, children can remember information well by doing three things, namely getting the information, storing it and bringing it out again through action. The completeness aspect of this learning comic shows that this comic can be used for self-study, but this comic can also be used as a learning medium for teachers at school. In accordance with the opinion of some researchers the self-instructional module

is one of the educational materials or learning packages that help individualized learning for achieving pre-specified objectives (39). On the comic cover, the message design in the comic contains focused attention and visual elements. According to some researchers (40) attention is ability to sustain concentration on a particular object, action, or thought, and ability to manage competing demands in our environment. The tagging used in a message has a big influence on student attention. One of the markings in this comic is the use of different sizes and colors. The design of a message must direct attention to highlighting important objects in the message. The writing on the cover is designed in a larger size and more striking color compared to the other components so that students' attention is focused on the title. In this comic, the visual component that depicts the title is a picture of two children with two grandfathers where they are helping the grandfather with beaming faces. The background for the cover of this comic is an illustration of the rural area around the mountain. With this choice, the depiction supports the title in the comic. Based on the final research results above, it is concluded that the form of character learning comics for children aged 9-12 years is said to be a very suitable product for learning characters of caring and responsible to children.

The Effectiveness of Comic as a Media for Learning Caring and Responsibility for Children

The development of media comic characters aimed to develop a comic to improve the caring and responsibility character for children. The initial stage begins with designing characters that will become characters in comics about learning about care and responsibility. In this learning comic, there are 4 main characters, namely Ame, Tongat, Bulang and Mamak as well as two supporting characters. The comic titled "Si Ame dan Tongat" is specifically designed for children aged 9-12 years, featuring a total of 36 pages printed on both sides. Its dimensions are set at A4 size, measuring 20 by 30 centimeters. The cover is made from ivory paper weighing 230 grams, while the inner pages utilize Hvs paper with a weight of 80 grams. The material within focuses on nurturing caring character traits and fostering

a sense of responsibility in daily life situations. The effectiveness test involved 22 children aged 9-12 in the relocation area Siosar. Assessment is carried out by assessing the results of the questions the child has worked on after reading the learning comic. The effectiveness of this comic is by providing pretest and posttest questions. This caring and responsibility learning comic only tests effectiveness in the cognitive domain, not in the affective and psychomotor domains. The questions are designed by referring to competency standards, indicators and objectives that have been designed which look at the child's learning outcomes regarding knowledge about caring and responsibility and will influence the child's affective and psychomotor skills. The difference between the average initial test results (Pre-test) and the average final test results (Post-test) is 2.08. In the Pretest, the lowest score obtained by the child was 4 and the highest score was 8.6. In the post-test results, the lowest score was 8 and the highest score was 10. By utilizing comic, students have the advantage of being presented with images related to their daily lives. As explained, the advantage of this comic-based teaching material is to present images related to students' daily lives (contextual) so that students will be more interested in reading the material presented by the teacher (31). Comics can motivate, are visual, permanent, mediating and are popular reading. Research shows that using comic media in learning can encourage children to increase their curiosity, knowledge and insight (41). As an educational tool, comic serves as a means to convey instructional content effectively through visual communication, facilitating the interaction between students and learning materials, as indicated by the communication process outlined in the study (42).

Conclusion

This study demonstrates the potential of culturally relevant comics as an effective medium for fostering caring and responsibility in children aged 9–12 years. Through engaging narratives and relatable characters, the comic successfully integrates moral education into a format that appeals to young learners. The findings highlight the comic's feasibility as a learning tool and its moderate effectiveness in enhancing key

character traits. These results underscore the importance of developing educational media tailored to the cultural and developmental needs of students. Future research could explore the inclusion of additional character traits and extend the evaluation to affective and psychomotor domains for a more comprehensive understanding of its impact.

Abbreviation

Nil.

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Authors Contribution

All authors have been personally and actively engaged in significant contributions that led to the creation of this paper. First author contributed on writing, literature review, analysis and original drafting. Second and the corresponding author contributed on reviewing, editing, validation and conceptualization.

Conflict of Interest

The authors declare no conflict of interest.

Ethics Approval

Not applicable.

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