

Efforts to Increase the Sense of Nationalism Through Bhineka's Careful Comic Media

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Abstract

This study aims to find out efforts to increase the sense of nationalism through the comic media Cermat Bhineka at the 'Aisyiyah Pandan Guidance Studio, Malaysia. Nationalism is an important value in the formation of national identity that must be instilled in the younger generation, especially in a multicultural context. Cermat Bhineka's comic media was chosen as a tool to convey national messages in a more interesting and easy-to-understand way for children. This study uses a qualitative approach with the classroom action research method, which involves planning, implementation, observation, and reflection activities in certain cycles. Data were collected through observation, interviews, and documentation during the learning process at the 'Aisyiyah Pandan Guidance Center. With the subject, namely 22 students. The results of the study showed that there was a significant increase in students' sense of nationalism after the implementation of Cermat Bhineka's comic media. At the pre-action stage, most of the students were in the low category, with a percentage of 41.4%. However, after the application of the Cermat Bhineka comic in Cycle I, there was an increase with a better average score of 60.8%. Further improvements were recorded in Cycle II, where all students were in the high category with an average excellent score of 85.3%. In addition, the assessment of the practicality of Cermat Bhineka's comic media showed that the use of this media was very practical in improving student understanding, with the percentage of practicality reaching 90.75%. The use of Cermat Bhineka comics can increase students' understanding and sense of nationalism, which is reflected in increased participation, discussion, and appreciation of cultural diversity and national values. Based on these findings, it is recommended that comic media continue to be developed and used as one of the learning methods to arouse the spirit of nationalism in the younger generation, especially in a multicultural environment such as Malaysia.

Keywords: Bhineka Careful Comics, Bullying Media, Nationalism

Introduction

A sense of nationalism is a fundamental element that forms the identity and unity of a nation, including in Indonesia, which is rich in ethnic, cultural, and religious diversity (Andayani, 2021). A sense of nationalism is a feeling of love, pride, and loyalty to the nation or country that is a person's identity (Umi Kalsum P. S., 2023). Nationalism involves understanding and appreciating the values that exist in a nation, such as

culture, history, language, and symbols of the state (Netty Zakiah, 2024). In the Indonesian context, nationalism refers to a sense of pride in the Indonesian homeland, as well as a commitment to maintaining unity, unity, and diversity in it. A sense of nationalism is not only shown through national symbols such as flags, national anthems, or state ceremonies, but also through attitudes and actions that show love for the country. In general, a sense of nationalism can be seen as an emotional and intellectual bond that encourages individuals to feel connected to their homeland and fellow citizens, as well as to work together to achieve common progress (Akhriani & Riska, 2020).

In the current era of globalization, strengthening the sense of nationalism is very important, especially among the younger generation (Dahlia & Iskandar, 2024). Globalization often brings with it the influence of outside cultures that can obscure national identity, causing young people to be more interested in foreign cultures than to recognize and understand their own culture (Topan Iskandar, 2023). One of the main problems faced is a lack of understanding of national values, such as the importance of unity in diversity, which are often only known through symbols such as flags and national anthems without a deeper understanding of the meaning behind them (Nurlaila Sapitri, 2023). For example, many students only know Pancasila as a symbol of the state, but do not understand the values in each precept that teaches about the unity and unity of the nation (Nurfauzi, 2024).

In addition, the influence of globalization has also caused many students to be more interested in foreign cultures, such as Hollywood movies or K-pop music, than in studying Indonesian history or culture (Putri Syahri, 2024). This phenomenon shows how foreign cultures are often more dominant, thus causing a decrease in love for the homeland among the younger generation (Nursamsi & Jumardi, 2022). For example, students who live abroad, may be more exposed to the local culture and identify themselves more with the culture of the country than with the culture of Indonesia. This makes them often less aware or less proud of their own Indonesian cultural roots (Iskandar, 2021). Another problem faced is the lack of interesting and relevant learning media to convey the message of nationalism. Many of the materials taught tend to be rigid and boring for students, especially if they are only delivered in the form of texts or lectures without any fun and easy-to-understand media (Umi Kalsum Z. Z., 2024). For example, historical stories or national values that are conveyed without visualization or an approach that is attractive to young people.

Based on what happened at the 'Aisyiyah Pandan Guidance Center, Malaysia, which is an educational institution, the challenge in increasing the sense of nationalism among students is very real. Many students who, despite being from Indonesia, live and attend school in the Malaysian environment. This causes them to sometimes identify more with the local culture and this problem can also be seen through various symptoms such as a lack of understanding of the nation's history, cultural differences that sometimes create divisions, and indifference to diversity, without realizing that they also have rich Indonesian cultural roots. Therefore, it is important to look for new approaches that can better attract students' attention, so that they can understand and feel the values of nationalism more deeply.

Literature Studies

Nationalism is a sense of love, pride, and loyalty to the homeland owned by every citizen. However, in the context of education in schools, a sense of nationalism is often a challenge, especially among the younger generation who are increasingly exposed to the various influences of globalization and technological advances that can reduce attention to national values (Azis, 2024). Education is one of the most strategic means of instilling a sense of nationalism. Through education, the younger generation can be equipped with knowledge of history, culture, and national values that will shape their character (Dewi & Suyanto, 2020).

In this case, the educational media has an important role in conveying the messages of nationalism (Intan Bayzura Sirait, 2025). One of the media that can be used effectively is comics, especially Komik Cermat Bhineka, not only presenting entertainment, but also in-depth information and education about national values and diversity (Hartati, 2021). However, in its implementation, there are challenges that must be faced. One of them is the difference in students' educational and cultural backgrounds. Each student has a different experience, so not all students will receive the material presented in the comic in the same way (Huda, 2018). Therefore, it is important to conduct in-depth research on how Bhineka Comics can be used effectively in this context. This research aims to explore methods and strategies that can be used to maximize the positive impact of Komik Cermat Bhineka in increasing the sense of nationalism among students.

In the midst of technological advances and wider access to information, the challenge of maintaining a sense of nationalism is also increasingly complex (Hendri Yahya Sahputra, 2024). Many students are exposed to information from various sources, both positive and negative. This affects their perspective on identity and love for the homeland (Rizki Inayah Putri, 2023). Therefore, creating media that not only educates but also attracts students' attention is very important. Cermat Bhineka comics are expected to be a means that is able to compete with outside information circulating, so that students still have a sense of pride in the cultural identity and history of the Indonesian nation (Udi, 2024).

The Bhineka Careful Comic can also be a tool to ease the differences that exist among students. With themes that depict diversity, students can learn to respect each other and understand each other's differences (Haryanto, 2024). This is especially important in a multicultural environment such as the 'Aisyiyah Pandan Guidance Center, where students come from different backgrounds. By utilizing Bhineka's Comic Meticulous, it is hoped that students can realize that despite differences, everyone has the same right to be appreciated and accepted (Ismail & Putra, 2020). In order for Comic Cermat Bhineka to be effective in increasing the sense of nationalism, the right strategy is needed in delivering the material. The role of educators in this process is very crucial. A collaborative approach between educators and students can create a more dynamic and interactive learning atmosphere. This approach not only focuses on knowledge transfer, but also encourages students to think critically and creatively in understanding national values (Kurniawati, 2021). Therefore, training for educators on how to utilize Bhineka Comics optimally in the learning process is needed.

Evaluation of the effectiveness of the use of Bhineka Cermat Comics in increasing the sense of nationalism is also an important aspect to pay attention to (Mariani, 2020). An appropriate evaluation method needs to be developed to measure how far students understand national values after using Bhineka's Cermat Comics. Thus, it can be known whether the efforts made really have a positive impact or not (Maulana, 2023). This is important so that this program can be improved and adjusted to the needs of students, so that the impact is maximized.

In relevant studies, various previous studies have shown the influence of the use of comics in increasing the sense of nationalism. Research conducted by (Adnan & Hidayat, 2020) The results of this study show that product trials to individuals with an average individual trial assessment of 82.33% with very feasible criteria, small group trials of 86.45% with very feasible criteria and large group trials of 87.67% with very feasible criteria. The results of the evaluation refer to expert validation data and product trials, showing that this digital comic can be applied to elementary school students in learning and non-learning. In addition, research by (Alimuddin & Putri, 2021)) The results of this study explained that in Bhineka Meticulous Comics, the optimization of the values of the Diversity for the nation's successors can be realized through

the basic education level. The concept and presentation of learning through comic media is believed to attract children's interest in reading and understanding the values contained in Bhineka Tunggal Ika so that in the future a generation will be created that has high nationalism to the nation and state. These studies strengthen the urgency of using the media of Komik Cermat Bhineka as a form to increase the sense of nationalism in children.

Thus, the existence of Komik Cermat Bhineka as an educational media is very relevant to the learning characteristics of children and adolescents who like visuals. Comics, with their compelling illustrations and simple narratives, can be an effective tool for conveying complex ideas. This is in line with the learning theory which states that humans tend to understand information more easily through media that have variations. Therefore, the use of Komik Cermat Bhineka is expected to create a more interactive and fun learning atmosphere. In addition, Komik Cermat Bhineka can also be a tool to stimulate discussions in groups, where students can share their views and experiences related to the theme raised.

Research Methods

The method used in this study is the classroom action research method. Classroom Action Research is an observation that applies reflective actions in the classroom by performing certain actions or by using rules in accordance with the research methodology carried out in several periods or cycles in order to improve or improve learning practices that are carried out together in the classroom professionally so that an increase in understanding or quality or target has been determined. The cycle flow of the class action research cycle used is as follows (Creswell, 2020):

The subjects and objects in this study are students in grades IV and V with a total of 22 students while the object in this study is the sense of nationalism of students after using the media of Cermat Bhineka in class by referring to how the sense of nationalism of students in learning is. In addition, the data collection technique used in this study is using observation sheets and questionnaire sheets to obtain the desired data (Sugiyono, 2022). Then the data analysis technique uses qualitative descriptive statistical analysis, starting from data calculation, compiling or arranging data, presenting data and analyzing numerical data. In this case, the formula used to calculate the value of the activity observation sheet to review the student's sense of nationalism is as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage of students

F = Frequency of student scores

N = Total frequency

100% = Constant number

The results obtained are interpreted using the following criteria:

Table 1. Assessment Criteria for Student Activity Sheet

No	Percentage	Criteria
1	81-100%	Very High
2	61-80%	High

3	51-60%	Moderate
4	0-50%	Low

Meanwhile, the formula used to calculate the data of teacher and student questionnaires to review the response to the use of Komik Cermat Bhineka media in increasing the sense of nationalism is using the following formula:

$$\text{Percentage} = \frac{\text{Raw Score}}{\text{Ideal Maximum Score}} \times 100\%$$

Description:

Percentage : Percentage obtained

Raw Score : Score obtained based on the assessment rubric

Maximum Score : Total score

The results obtained are interpreted using the following criteria:

Table. 2 Criteria for Practicality Assessment of Bhineka Meticulous Comics Media Usage in Enhancing Students' Nationalism

No	Presentase	Kriteria
1	81-100%	Very Practical
2	61-80%	Practical
3	41-60%	Fairly Practical
4	<40%	Less Practical

Result

Initial observations indicate that the 4th and 5th-grade students at Sanggar Bimbingan 'Aisyiyah Pandan, Malaysia, exhibit a low sense of nationalism. This can be seen in how they sometimes identify more with local culture. The issue is also reflected in various symptoms, such as a lack of understanding of the nation's history, cultural differences that sometimes lead to division, and indifference toward diversity, without realizing that they also have rich Indonesian cultural roots. The researcher found that most students have a low level of nationalism, with 21 out of 22 students exhibiting a low sense of nationalism. Only 1 (one) student had a moderate level of nationalism not low but also not high.

This situation is a result of ineffective teaching strategies in enhancing or maintaining the values of nationalism in students, causing them to tend to follow the local culture where they are educated. This is the case with the students at Sanggar Bimbingan 'Aisyiyah Pandan, Malaysia, even though they have Indonesian cultural roots. The detailed data on students' nationalism at Sanggar Bimbingan 'Aisyiyah Pandan, Malaysia, can be seen in Tables 1, 2, and 3, which present a comparison between students with a high level of nationalism and those with a low level of nationalism. The purpose of this improvement effort is to enhance the sense of nationalism in students who are studying or pursuing education abroad, ensuring they still have a high sense of nationalism toward their country despite studying abroad.

Pra-Action

During the pre-action stage, initial observations were made to identify the level of nationalism among students at Sanggar Bimbingan 'Aisyiyah Pandan, Malaysia. Based on the observations, it was found that most students have a low understanding of national values and diversity. This was evident from the recapitulation of students' activity results regarding their sense of nationalism before using the Bhineka Meticulous Comics media, with a rating scale of 1-4 based on 10 observed aspects. Below is the recapitulation of Table 1:

Table 1. Recapitulation of Students' Activity Results on Pre-action Nationalism

No	Description	Data Obtained
1	Highest Score	22
2	Lowest Score	14
3	Number of Students in Very High Category	-
4	Number of Students in High Category	-
5	Number of Students in Moderate Category	1
6	Number of Students in Low Category	21
7	Total Student Scores	364
8	Average Score	16.55
9	Average Percentage	41,4%
10	Students' Nationalism Level Percentage	Low (0-50%)

The results of the pre-action reflection indicate that the level of students' nationalism is categorized as low. Out of the 22 students observed, the highest score obtained was 22, while the lowest score was 14. A total of 21 students demonstrated a sense of nationalism in the low category (0-50%), while only 1 student was in the moderate category (51-60%). There were no students in the high (61-80%) or very high categories (81-100%).

The total score for all students was 364, with an average score of 16.55. The average percentage of students' nationalism was 41.4%, which falls into the low category. These results indicate that before using the Bhineka Meticulous Comics (Komik Cermat Bhineka) media, students' level of nationalism was still low, and further actions are needed to enhance nationalism through more contextual and engaging learning approaches. The implementation of Bhineka Meticulous Comics media is expected to improve learning outcomes in the next cycle.

Cycle I

In Cycle I of this classroom action research (CAR), focused on efforts to increase nationalism through Bhineka Meticulous Comics media at the Sanggar Bimbingan 'Aisyiyah Pandan Malaysia, improvements were made based on the pre-action results, which showed low student nationalism. The average percentage

of nationalism in the pre-action phase was only 41.4%, with the majority of students in the low category. Therefore, in this cycle, Bhineka Meticulous Comics media was integrated into the learning process to increase student interest and understanding of national values, aiming to improve their sense of nationalism. The results are shown in the following table:

Table 2. Recapitulation of Student Nationalism Observation Results in Cycle I

No	Keterangan	Perolehan Data
1	Highest Score	26
2	Lowest Score	23
3	Number of Students in Very High Category	-
4	Number of Students in High Category	8
5	Number of Students in Moderate Category	14
6	Number of Students in Low Category	-
7	Total Student Scores	535
8	Average Score	24.32
9	Average Percentage	60,8%
10	Students' Nationalism Level Percentage	Moderate (51-60%)

Reflecting on the results of Cycle I after the implementation of Bhineka Meticulous Comics media, there was an improvement in nationalism compared to the pre-action phase. The average student score reached 24.32, with a percentage of 60.8%, falling into the moderate category. Although the overall level had not yet reached the high category, 8 students were in the high category. This shows that Bhineka Meticulous Comics media began to have a positive impact, though further refinement is needed to increase students' nationalism to higher levels.

Cycle II

After completing the pre-action and Cycle I stages, the learning continued in Cycle II with a focus on refining the methods applied in Cycle I. Considering the pre-action results, which showed that most students had low nationalism, and the progress in Cycle I, which indicated an increase to the moderate category, additional steps were taken to elevate students' nationalism to higher levels. In this cycle, the use of Bhineka Meticulous Comics media was strengthened with a more interactive and engaging learning approach, aiming to further enhance students' nationalism. The data obtained is presented in the following table:

Table 3. Recapitulation of Student Nationalism Observation Results in Cycle II

No	Description	Data Obtained
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1	Highest Score	36
2	Lowest Score	32
3	Number of Students in Very High Category	-
4	Number of Students in High Category	22
5	Number of Students in Moderate Category	-
6	Number of Students in Low Category	-
7	Total Student Scores	759
8	Average Score	34.5
9	Average Percentage	86,3%
10	Students' Nationalism Level Percentage	Very High (81-100%)

The reflection from Cycle II shows a significant improvement in students' nationalism after using Bhineka Meticulous Comics media. The average score reached 34.5, with an average percentage of 86.3%, which falls into the very high category. All students were in the high category, with the highest score being 36 and the lowest being 32. This increase reflects the success of using Bhineka Meticulous Comics media to enhance students' participation and understanding of national values during the learning process. The results in Cycle II were better than those in Cycle I, indicating that Bhineka Meticulous Comics media effectively met the learning objectives.

The findings indicate that using KCB media significantly increased students' nationalism. In the pre-action phase, students' nationalism was in the low category, with an average score of 16.55 and a percentage of 41.4%. Most students (21) were in the low category, while only 1 student reached the moderate category. No students were in the high or very high categories. After the application of Bhineka Meticulous Comics media in Cycle I, there was an increase, with the average score rising to 24.32 and the percentage to 60.8%, placing the students in the moderate category. Although the majority were still in the moderate category, 8 students had reached the high category, showing the positive effect of Bhineka Meticulous Comics media, though further improvement was needed. In Cycle II, a significant increase was observed, with an average score of 34.5 and a percentage of 86.3%, falling into the very high category. All students were in the high category, with no students in the low or moderate categories. This demonstrates that Bhineka Meticulous Comics media effectively enhances students' participation and understanding of nationalism values. The practicality of using Bhineka Meticulous Comics media is illustrated in the following table:

Table 4. Practicality Percentage of Using KCB Media

Description	Before Using KCB Media	After Using KCB Media
Total Student Scores	460	1.198
Average Score	20,91	54,45

Average Percentage	34,85%	90,75%
Practicality Category	Less Practical (<40%)	Very Practical (81-100%)

The practicality analysis shows that before using Bhineka Meticulous Comics media, the practicality percentage was low, at 34.85%. This indicates that the regular media used in learning had little impact on increasing students' nationalism. After implementing Bhineka Meticulous Comics media, the practicality significantly increased, with the practicality percentage rising to 90.75%, placing it in the very practical category. Therefore, it can be concluded that KCB media is very practical for enhancing students' understanding and participation in learning, effectively supporting the improvement of their nationalism.

Discussion

A strong sense of nationalism is one of the key aspects in maintaining the unity and integrity of a nation, especially among the younger generation. With the development of technology, social media, and various communication platforms, media has become a highly effective tool in conveying the values of nationalism. One type of media that can be utilized in this regard is comics. As an easily digestible and enjoyable medium, comics can be used to convey important messages, including those about nationalism.

One of the efforts to increase the sense of nationalism among the younger generation can be seen in the application of Komik Cermat Bhineka media at the 'Aisiyiah Pandan Guidance Studio Malaysia. This comic is designed to build national awareness, introduce Indonesian cultural diversity, and instill a sense of pride in national identity among the participants in the studio. In various studies on the use of comics in education, it was found that comics can be an effective means of transferring values and knowledge to children and adolescents. Comics have a strong visual appeal, blending stories with images that make it easy to understand and foster interest. Komik Cermat Bhineka is here to provide education about the diversity of Indonesian culture, language, and ethnicity which is the basis of the concept of Bhinneka Tunggal Ika. As explained in the research by (Anwar, 2024), comics can build empathy and a deeper understanding of national values. In the context of the Sanggar Bimbingan 'Aisiyiah Pandan Malaysia, the use of Komik Cermat Bhineka aims for students to understand Indonesia's diversity and foster attitudes of tolerance and unity.

Sanggar Bimbingan 'Aisiyiah Pandan Malaysia is an educational institution that plays an important role in guiding Indonesian children and teenagers abroad. One of the challenges faced is maintaining a sense of nationalism among students who may be less exposed to Indonesia's social and cultural conditions daily. Media such as Komik Cermat Bhineka becomes essential as it serves as a bridge between their daily experiences abroad and Indonesian national values. According to research by (Kartini & Puspita, 2021), learning through comics can enhance children's understanding of the material being presented. In this case, Komik Cermat Bhineka is specifically designed to raise awareness and pride in Indonesia through visuals that convey deep moral messages.

Bhineka Meticulous Comics offers a visual approach that addresses various topics related to Indonesia's diversity, such as culture, traditions, and national history. Emphasizing national values in this comic is highly relevant, especially since strengthening national identity is crucial for Indonesian children living abroad. According to (Melati & Rizki, 2022), the images in comics can reinforce the message being conveyed, especially for younger audiences. In this context, Komik Cermat Bhineka combines entertainment and education by presenting stories related to daily life that help participants understand the

importance of nationalism in their lives. Additionally, the use of characters in the comic from diverse Indonesian cultural backgrounds strengthens the message of unity in diversity.

Efforts to enhance nationalism through *Komik Cermat Bhineka* at Sanggar Bimbingan 'Aisyiyah Pandan Malaysia are also accompanied by an evaluation of the effectiveness of this media in achieving its goals. Based on a study by (Susanto & Fatimah, 2023), the evaluation of learning using comics can measure student engagement and changes in their attitudes towards the material being taught. This evaluation can take the form of knowledge tests about Indonesia and nationalism after being exposed to the material from the comic, as well as observations of changes in their attitudes and understanding in daily life. Active engagement of students in discussing the stories within *Komik Cermat Bhineka* and their reactions to the messages contained in the comic serve as important indicators of the success of this program.

Through the implementation of *Komik Cermat Bhineka* at Sanggar Bimbingan 'Aisyiyah Pandan Malaysia, there has been a tangible effort to introduce and strengthen nationalism among Indonesian youth abroad. Comics as an educational medium offer an effective approach to conveying national values, given their engaging and easily understandable nature. It is hoped that learning through this comic will positively impact by fostering love for the country, appreciation for diversity, and a spirit of unity among students.

Conclusion

Based on the above explanation about "Efforts to Increase Nationalism through *Komik Cermat Bhineka* at Sanggar Bimbingan 'Aisyiyah Pandan Malaysia", it can be concluded that the use of *Komik Cermat Bhineka* has proven to be very effective in increasing students' sense of nationalism. In the pre-action stage, the level of nationalism was still in the low category, with an average score of 16.55 (41.4%), indicating that previous learning methods had not significantly fostered students' nationalism. However, after the implementation of *Komik Cermat Bhineka*, there was a significant increase in Cycle I, with an average score of 24.32 (60.8%), which fell into the moderate category, along with a reduction in the number of students in the low category. In Cycle II, the application of *Komik Cermat Bhineka* produced extraordinary improvement, with the average score reaching 34.5 (86.3%), and all students falling into the high category, demonstrating the significant positive impact of this media. Furthermore, the practicality analysis also indicated that *Komik Cermat Bhineka* was highly practical for use in learning, with a score of 90.75%, classified as very practical. This shows that *Komik Cermat Bhineka* not only enhances students' nationalism but also improves the effectiveness and efficiency of the learning process. Overall, these findings confirm that the use of *Komik Cermat Bhineka* has great potential to support the improvement of students' sense of nationalism while making learning more engaging and meaningful for them.

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