



Developing an Intercultural Comic Book to Promote Global Citizenship Education for Elementary School Students

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Abstract

This study aimed to develop reading materials for fourth grade elementary school students in Sintang, West Kalimantan as a media to promote global citizenship education. Research and Development was used as the method and the data were collected through interview, questionnaire and field notes. From the data regarding to the students' need, materials related to intercultural competences is demanded to promote students' awareness of Global Citizenship Education and it is preferred by the students to be in a form of visual one. In order to meet the need, researchers developed an intercultural comic book as supplementary reading materials for the students. The appropriateness aspects of the developed product consist of content, language, and design. Regarding to theoretical validation by the expert, the average score was 3.7 in interval $3 \leq X \leq 3.9$ which was considered 'very good'. In terms for empirical validation, the product was categorized as 'excellent' by the teacher with the average score 4.3 in interval $4 \leq X \leq 5$. The developed product was categorized as 'appropriate' after the third implementation by the students. From the teacher's interview, the students had positive attitudes to the product and their knowledge towards intercultural competences was considered positive.

Keywords: *Global Citizenship Education; Intercultural Comic Book; Intercultural Competence; Supplementary Reading Materials*

Introduction

Today, globalization keeps on waving, which may cause people to expand their knowledge beyond their own nationality. In this era, students are expected to be prepared to expand beyond their national boundaries and to connect to the world (Gaudelli, 2016). Students should be prepared to connect globally; therefore, students should be prepared to be global citizens. Global citizens are simply defined as those who are able to accept and relate to others (Bourke, Bamber & Lyons, 2012). A global citizen is someone who identifies as a member of a growing global community and whose actions help to shape the values and practices of that community (Israel, 2012). In preparing the students, global citizen education should be introduced to them. Students should know about global citizenship education as it is one of the primaries of being a global citizen (Hammel et al., 2015).

Global citizenship education is a study which focuses on students' development regarding their skills or competence regarding the world. Global citizenship education helps students to feel familiar with others as Reimers (2020) stated that this education is simply defined as "there is no foreign for them" learning. In detail, The ACARA Australian, Curriculum, Assessment, and Reporting Authority Curriculum Corporation (2012) implies Global citizenship education as an educational strategy that places a strong emphasis on the unity of human civilization in order to encourage young people to get involved in creating a better future for everyone by fostering self-awareness and tolerance for cultural diversity affirming social justice and human rights, as well as efforts to promote peace and create a more sustainable future, and putting an emphasis on the creation of alliances with our international neighbors encouraging adaptability and the desire to take action in the face of change.

Global citizenship education encompasses both the behaviours that are directed by a set of goals and techniques that are designed to help students build global competencies, as well as the theories that explain and inform those practices and their outcomes (Reimers, 2020). Through global citizenship education, students are expected to enhance their knowledge, skills, values, and attitudes in order to contribute to a more inclusive, just, and peaceful society (UNESCO, 2017). The enhanced knowledge can be varied, like their social communication skill (Hameed, 2020), intercultural competence (Henderson, 2018), political competence (Veugelers, 2011), and economic skill (Andreotti, 2011).

As it is essential to promote global citizenship education, yet there are some things that could be improved in the process. UNESCO (2020) stated five challenges or obstacles in promoting global citizenship education, which is: 1) the legacy of today's system of education; 2) Outdated curricula and materials for learning; 3) the lack of teacher capacity; 4) inadequate focus on values and 5) lack of leadership on global citizenship. Rapoport (2015) also stated some causes of the challenges in promoting global citizenship education after his observations in some United Schools, he states that the cause is long-standing traditions of isolationism and noncritical patriotism in society, terminological ambiguity and vagueness, curricular instability in global and global citizenship education, and a lack of administrative support are some of the problems.

In Indonesia, global citizenship education is considered rare or even novel. Actually, Indonesia is currently attempting to integrate global citizenship education in the 2013 Curriculum successfully; however, it is still considered limited as elementary-grade students only get globalization into the curriculum and teaching-learning processes on globalization in the classroom (Wahyudin & Suwarta, 2017). In an interview in the preliminary research done by the researcher, she found that global citizenship education maybe never be introduced to the students during her teaching in the school for two years. She also stated that maybe she did teach about some Indonesia and foreign cultures, like tourist attractions, and she only thought it was the only material about global citizenship education that she had taught. As she also agreed about the importance of education, she also wanted to promote it, yet she stated that it may be difficult because the current materials from the book do not promote about any global materials. She also stated that since the students are expected to pass the standard competency in the curriculum so, to promote global citizenship education, the materials should be suitable with the curriculum.

As global citizenship education is vital for learners to enhance their knowledge globally, it is essential to promote it to the students earlier. Global citizenship education should be introduced to the learners from early years, starting from five years old (Oxfam, 2016). However, in this research, English was introduced in the fourth grade of elementary school, which is the age range of students 9-10 years old. Therefore, the researcher chose this level of elementary school students. From the interview, the researcher decided that materials about intercultural competence as one of the points needed in order to be a global citizen can be the materials that are suitable with the current curriculum in Indonesia and promote global citizenship education at the same time. Through this material, the students were expected to be aware of cultural differences as it is the first part of global citizenship education primary level

(UNESCO, 2018). It is also stated in Global School First (2019) that in the first dimension of global citizenship education, students are expected to discover themselves and others.

Through Intercultural competence, students may be able to develop a skill where they are able to know and respect about the diversity of different cultures that exist in this world. Bennet and Bennet (2004) define intercultural competence as the ability to communicate effectively in cross-cultural circumstances and relate appropriately in a range of cultural contexts. Intercultural competence can be defined as competence or capability between cultures (Lantz-Deaton & Golubeva, 2020). Intercultural competence is essential in global citizenship education as through this skill, the learners learn and accept the cultural diversity that exists in this world. Through intercultural competence, students are able to learn more because they do not also enlarge their knowledge but also be aware of the difference globally and how they should act in the future in a particular situation (Arasaratnam, 2016). Intercultural competence may help the learners to know about "them" as they learn and know about the other culture (Ari & Husisi-Sabek, 2019), which is not introduced in multiculturalism as there is a debate about the failure of multiculturalism because of the lack of the knowledge on "how" to be in a different culture (Cantle, 2012). Therefore, it is critical to enhance the knowledge to be a global citizen, and it is essential to be promoted to the learners.

Intercultural competence can be promoted to young learners as the earlier they can learn, and it is much better for them in the future. Enhancing young learners' intercultural competence can help them to become future global citizens as it builds students' sense of curiosity and acceptance (Hastings, 2018). It is crucial for children to learn and develop positive attitudes toward their own culture and the cultures of others is necessary for both social and personal development (Norton, 2010). Young learners can enhance their intercultural competence through many things. Young learners can learn through reading, observing, listening, exploring, experimenting and asking questions.

Reading as one of the ways for young learners to enhance their knowledge is important as they can open up their window to see and know more about things that they have either experienced or not through reading. Reading is one of the answers for elementary students to enlighten themselves and enlarge their knowledge (Woolley, 2011). Reading can also be done anywhere, as Barton (1994) defines literacy as an "ecological metaphor". Reading can be a power to teach and enrich themselves because as the students read the content, they may relate the things to their experience, background and expectation (Cairney, 2011). The effects of reading in enhancing young learners' knowledge are effective, as some studies about it have been done by some researchers (e.g., Chong, Ng & Renandya, (2019); Iftanti, 2018; Lee & Mallinder, 2017; Liu & Zhang, 2018; Nakanishi, 2015; Yamashita, 2013).

Through reading, students are able to become literate, as literacy is simply defined as the ability to read and write (Cameron, 2005). As students read more, they can enlarge more cognitive knowledge on how to do and don't, which is a good step to build up their awareness globally. By reading, students also develop their literacy as they are able to decode simple writing into a speech, recognize the text and cope with their real-life situations, then they are able to be an informational agent, and the last they are able to give proof about the wrong and the right (Wells, 1987). As reading is an essential element to enrich the learners' knowledge and awareness, it is an important thing to trigger the students to start varying from the strategy, technique or media used (Day, 2018).

However, reading materials were considered lacking. It is also stated by USAID Education (2013) that the lack of reading materials is one of the challenges in schools as one of the research done by Fitri (2021) concluded that one of Indonesian Education quality' problems is the lack of materials and media for teaching. It is also supported by the interview with the teacher, who said that reading materials are considered not enough. The teacher also stated that she sometimes took reading materials from the internet to support the learning process. The teacher said that one reading material in the textbook can be

used for one topic. A text, a monologue, a dialogue, or a song lyric is used on each topic only. Therefore, reading materials need to be added more.

As young learners get bored quickly, it is important to have interesting reading material as they keep on getting curious about the materials. Reading materials that may catch young learners' interest are the materials that make students feel at ease (Tomlinson, 2011). Students may find an easy reading material if the materials are designed in an exciting way, like using interactive designs or pictures (Glazer & Giorgis, 2005) and the written text should not be compacted (Violette-Irene, 2015). Young readers mostly prefer picture book as it looks interesting and fun (Moses et al., 2020). It is also stated that young readers are into visual media (Oza, 2019). Therefore, visual media should be a suitable media for young learners. However, Wasito (2022), in his research, suggested using visual media in a class. It is unfortunate that the media provided are considered lacking. Therefore, it is recommended to make or seek visual materials besides the ones that are provided to promote the teaching process. As Namiroh (2022), who conducted research for elementary school students, stated that she was in need to develop audiovisual media to make learning more interactive, it can be concluded that visual media is indeed still lacking. In addition, those statements were also in line with the interview with the teacher that was done with the researcher, where the teacher said that she needed more visual media that could be used in the school anytime. She also stated that she need visual media as the students are more into this kind of media rather than the audio ones.

The interview with the teacher revealed that students prefer visual media, particularly when activities involve lots of pictures, such as matching pictures and drawing. The teacher found that students were more enthusiastic when presented with picture cards and textbooks with lots of pictures. When students lost focus during the teaching process, the teacher sometimes asked them to do activities in the textbooks that used pictures to keep them engaged. The teacher often used pictures from the textbook or made picture cards for students. However, video usage was rare due to the limited LCD projector. The researcher suggested using a picture book for students, which the teacher agreed was suitable as students like pictures and she doesn't need a projector to show them. This approach helps students stay engaged and focused during the teaching process.

From the interview, the researcher also found that the materials related to global education were considered lacking. It was stated by the teacher that she found that there are a few topics in the current textbook that let the students learn more about the diversity in the world. She stated that there might be five topics that taught the students about cultural diversity from all grades. She stated that the topics are short narratives, tourist landmarks, and short descriptives for the sixth-grade students and holidays and weather for the fifth-grade students. She said that the materials for the fourth-grade students did not state about the different cultures at all.

Therefore, the researcher chose to make supplementary materials for the fourth-grade students related to culture to promote global citizenship education. As the researcher asked the teacher about the materials or topics that can be developed, she mentioned some topics that can be considered to be developed. She mentioned greetings, gestures, clothes, food & drink, hobbies and daily activity. She strongly suggests the developed topic should be clothes and food & drink because, at the current time, the materials that have been taught in the class were greetings and for hobbies and daily activity was for the next semester. Therefore, the researcher decided to develop supplementary materials about intercultural values related to clothes and food & drink.

Looking at the specification of reading materials and interview with the teacher, the researcher decided to develop a comic book as the visual media to promote intercultural competence through reading or literacy. A comic book can be used as it is full of pictures, it is in line with children's literature about the images being the original contribution to children's literature (Hunt, 2003). A comic book is composed of pictorial or other images, which is fundamentally a visual medium that can trigger students' interest,

and the medium text makes the students feel at ease to read it (Haugaard, 1997). Comic books also can be one of the buttons to turn on young learners' interest in reading.

According to the importance of global citizenship education for young learners, the researcher has a significant interest in developing learning materials about global knowledge. Therefore, the researcher developed supplementary material to promote both the main material and global education. On account of children's literacy, a picture book can be the media for young learners. Therefore, the researcher was interested in conducting a research study in developing an intercultural comic book to promote global citizenship education for elementary school students.

Method

Research Design

As the purpose of this study is to develop supplementary material for 4th grade elementary school students, this research is classified as Research and Development (R & D). R&D as in this method the researcher has to design, review, test and analyze to achieve the need of the learners. The researcher chose to use R&D as Sugiyono (2015) defined R&D as a research method used to produce a particular product and test the effectiveness of a product.

Research Site and Participants

The participants of this study were 85 elementary school students and one in fourth grade and one English teacher in Sintang, Kalimantan Barat in academic year 2022/2023. Specifically, in collecting the data for need analysis and evaluation for the product, the participants were 12 students chose by the English teacher and the English teacher herself. 85 students acted as the participants in the implementation process.

Data Collection and Analysis

In collecting the data, the instruments used in this research were questionnaires, interviews and observation. For the analysis stage, the instrument used were interview and the participants were English teacher and 12 students from three classes (4 students from each class). In the development stage, the instrument used was questionnaire and the participant was an expert in English Education (a lecture from Yogyakarta State University). For the implementation stage, the researcher used field notes as the instrument and in the evaluation stage, the researcher used an interview as the instruments with English teacher and 12 students from three classes as the responders. The researcher also used a questionnaire with the English teacher as the responder.

The data analysis was done after the researcher gets the data from the data collection instrument. The data was in the form of quantitative and qualitative data. The qualitative data will be taken from an interview with the English teacher and students in which referred to narrative analysis. In this part, the researcher listened to the teacher's and students' responds related to the question in the interview in which stated by Riessman (1993) that narrative analysis where the research participants interpret their own experiences through narrative. The researcher also used a field note and analyzed using the descriptive qualitative technique by Creswell (2015).

The quantitative data were taken from materials evaluation questionnaire with Likert-scale form consists of four options: 1 = worst, 2 = Poor, 3 = Decent, 4 = Good, 5 = Very good. The data obtained will then be analyzed using the formula suggested by Suharto (2006) below. Using the formula, the range will be found then the category of the score can be classified into four which are: Excellent, very good, good, poor, and very poor.

Findings and Discussion

Findings

The interview revealed that students believe education is important for themselves and others, but teachers believe global citizenship education is not being promoted properly. They teach students based on textbooks, aiming to achieve the target of each theme. However, the teacher believes that global citizenship education can be promoted if it aligns with the goals of each topic. Students are aware of their differences but are not aware of them with each other. To promote awareness of others' differences, formal introduction is necessary. This is important as students will live with different people and cultures in the future, making understanding cultural differences essential for real-life experiences.

Reading is crucial for both students and teachers, with some viewing it as a means to achieve good scores and others as a means to acquire new knowledge and information. The teacher emphasizes the importance of reading for young students to develop positive values. A need analysis interview revealed that students prefer materials featuring culture from Korea, Japan, Thailand, and Australia. The teacher suggests Australia as a potential partner for the school, and suggests developing themes like food, drinks, clothes, or hobbies. Students prefer colorful pictures and simple vocabulary, but new vocabulary can be added to help students develop new knowledge and skills. Overall, the teacher's approach to reading materials is aimed at fostering a love for reading.

The product aims to provide students with new vocabulary and expressions for real-life situations and intercultural skills by addressing cultural differences. The teacher expects students to be respectful and open-minded, fostering awareness of cultural differences. The reading materials should provide new information about students' and others' cultural differences, fostering a more inclusive and effective learning environment.

Some questions related to the layout design of the materials were given through the interview to some students. The questions were given to understand the students' preferable materials design since it can encourage the students to read the materials.

The product then was designed by collecting the materials related to traditional clothes and food and drink as the focus of this product, designing the scenario of the story, and designing the elements of the comic book. The first step in designing the product is by collecting the materials.

The researcher collected materials related to traditional clothes and food and drink from a school text book. They found that these materials were related to daily outfit vocabulary and language functions in simple present tense. The product aimed to promote global citizenship education, especially intercultural values, by providing language functions for clothing descriptions, food tastes, and food requests. Additionally, it included language functions related to intercultural values, such as how to wear clothes, eating utensils, and dining suggestions in restaurants.

The researcher designed a comic book based on Kietzman's (2020) design principles, focusing on traditional clothes, food, and drink. The storyboard was created using data collected from the storyboard, which was set in a restaurant. The illustrations were created manually using white papers, pencils, erasers, and rulers. The first draft illustrations were drafted and further details were added later. The comic book elements were designed following McCloud's (2003) design principles, including panel, gutter, balloon, explanation and narration, and effects. The parts of the comic book included the description, table of content, preface, character introduction, reading instructions, and chapter covers. The product's content was primarily related to traditional clothes and food and drink, as it was a subject taught in school. The storyline revolved around the main character, who shared her culture and aspired to learn about other cultures. The storyline aimed to teach the character about her own culture and the intercultural values of these items.

After the design of the product was made, the next step is to evaluate the product. To sum up the result of the expert judgment, the results showed that overall mean value for the product was 3,4 which means that the developed reading materials categorized as “very good” product. The result of the expert judgment showed that the developed reading materials was very good and appropriate to use for Elementary School students in West Kalimantan for their supplementary reading material. Before the materials are ready to be used, some suggestions were given by the expert and the product need some revision.

The implementation of the product or also known as the try-out was done after the reading material was checked by the expert. The product was implemented to the Elementary School students of grade four in West Kalimantan. 85 students and one English teacher was involved in this phase.

After the implementations, the final product evaluation was done to know about the study aimed to assess students' perceptions and responses to reading materials developed for them. Feedback was collected through interviews with students, focusing on content, language, and design. The materials were revised twice to improve comprehension. The content covered global citizenship education, but students struggled with new vocabulary and Bahasa words. The design of the product was praised by all students, but some students had difficulty recognizing characters due to the same font used in the comic book. To address this, the researcher revised the product by changing the color of the font representing each character to avoid difficulties for students. The students' feedback was collected through interviews and the product was revised to better understand the content and language. The study highlights the importance of understanding students' perspectives and addressing their needs to improve the quality of reading materials.

The researcher conducted an interview with two implementations and a questionnaire to gather teacher feedback on the appropriateness of a product. The interview focused on content, language, and design aspects. The teacher suggested adding a vocabulary list to make reading the comic book easier for students. The researcher revised the product accordingly. The questionnaire results showed an overall mean value of 4.3, indicating the product was considered "excellent." The developed reading materials were suitable for use by Elementary School students in West Kalimantan as supplementary reading material. The font used after the revision was considered good and no need for changes.

The final product from this research is an intercultural comic book used as supplementary reading materials for Elementary school students in West Kalimantan. The title for this comic book is “WEL (Wear.Eat.Learn.)”. There are five chapters in it. The validation and implementation processes are reflected in the final product. The developed materials are considered appropriate for use in the class according to the expert opinion, the teacher, and the students.

Discussions

In developing the product, the researcher followed the procedure of Research and Development steps, specifically using ADDIE concept as the objective of this study is to develop an appropriate reading material to promote global citizenship education for young learners. Therefore, as R&D design is focused on producing and testing the product (Sugiyono, 2015) the researcher then followed this step.

The first step of developing the product was Analysis. In this step, the researcher did a need analysis to find out the target needs and the learning needs. To get the data, the researcher did an interview with the teacher and some students. The interview guidelines were made by adopting some experts' voices like Hutchinson and Waters (1989), Nation and Macalister (2010) and Richard (2001) for the target needs questions guidelines, and UNESCO (2017) and Bennet (2015) to make questions related intercultural values.

The researcher collected data on cultural values related to clothes, food, and drink in a country. They then began designing the product by sketching the storyline, characters, and drafts for a comic book, ensuring that the product accurately represents the country's cultural values. As the developed product is made to promote global citizenship through intercultural values (Ragnarsdottir, 2016) therefore, the researcher made the content related to the intercultural values. The teacher suggested creating supplementary materials for clothes and food and drink, which the researcher designed into two chapters with eight sub-chapters. The first chapter focused on traditional clothes, while the second chapter focused on food and drink, with five sub-chapters.

The comic book is non-fiction as it is an educational tool that is used to explore a topic (Kietzman, 2020), in this case, intercultural values of traditional clothes and food and drink. After the comic book was designed, the next step was developing the product. In developing the product, an evaluation from an expert from the same field is needed. In this case, the product was reviewed by a lecturer who has a lot of experience in ELT and materials development. The questionnaire was used to get the data from the expert. The questionnaire was adopted from BSNP (2016), UNESCO (2017) and Bennet (2015). According to the result, the product was considered appropriate to be applied as the content 3.8, language 3.4, and the design 3.5. The product is rated Good to Very Good, but expert judgment suggests revisions on design and language content. The expert emphasized the need for quality pictures, font size, and illustrations. Some sentences in the comic book were ungrammatical and needed to be capitalized. The expert advised rechecking the language used in the comic book. The final decision is to improve the product's appeal.

The researcher revised a product after it was considered appropriate for testing. After obtaining expert judgment data, the product was implemented in four meetings. After each meeting, the researcher conducted interviews with teachers and students to assess its content, language, and design. The interviews provided insights into the product's appropriateness for users. Some changes were made, such as changing the color of the word balloon and adding a new page for the vocabulary list. The goal was to make the product more suitable for its intended audience.

The researcher also asked the teacher to review the product on the last implementation day by filling out a questionnaire. The questionnaire was the same as the one for the expert in the developing phase. From the result, it is concluded that the product was considered appropriate as the mean score for the content was 3.7, the score for language was 3.7 and the design score was 3.8, which was considered very good by the teacher.

Based on the results from expert judgment, students and the teacher consider the product was considered appropriate. As the product was aimed to promote students' global citizenship education through intercultural values, it can be seen from the interview and questionnaire that the product contents were appropriate for it as it has regional and other cultural values (Bennet, 2015), therefore it can promote students awareness for global citizenship as one of the global citizen aspects is intercultural awareness (Dill, 2013) as the teacher mentioned about how the students are interested to know more about the differences from other cultures with theirs. The teacher said that the students enhanced their knowledge regarding to how they should do in a certain place and learn about new information about cloth, food and drinks from other cultures, which is the purpose of this product was made were the students improve their intercultural competence in order to promote the global citizenship education (UNESCO, 2016). The teacher also mentioned that developing a comic book was also considered as a good thing as the school was lack of visual media and the young students were more into visual materials (Glazer & Giorgis, 2005). This comic book is developed as supplementary materials as Dodd et al (2015) argued that supplementary materials are the other source to expand students' knowledge besides the information in the main book, in this case, this comic book provided additional information about intercultural values that did not exist in the main book.

However, as developing the product there are some points that are different from sometheory. First, related to the comic book that is considered cannot be a good material used in the educational field (Allard et al., 2018). From this research, it can be seen that a comic book can be used in the educational field with some points into account, like the content must be related to the main materials, therefore the teacher needs to analyze the content of the book before it is applied into the class. Second is related to the extensive reading characteristics where the reading pace is faster (Bamford and Day, 2002). The research reveals that students struggle to read materials at a fast pace due to their lack of Bahasa vocabulary. This differs from extensive reading, where readers can skip parts they don't understand. The study also highlights the lack of students choosing their own readings, as instructed by the teacher. Additionally, the researcher needs to incorporate a vocabulary list in comic books, a concept not mentioned in any existing theory. This is based on McCloud's (2003) theory, which suggests adding a vocabulary list to make reading content easier for students. Overall, the research highlights the need for improved reading strategies for students.

Conclusion

The Intercultural comic book, developed using Research and Development Design (RnD) and ADDIE concepts, was created as supplementary reading materials for elementary school students. After analyzing, designing, developing, implementing, and evaluating the process, it was concluded that the comic book is suitable for promoting global citizenship education for elementary school students.

The researcher created an intercultural comic book after collecting data from pre-interviews with students and English teachers. The product was designed with content related to the current curriculum, global citizenship, character designs, and storyline. The first product was distributed to experts for feedback before being implemented in the school. The product was considered appropriate with an average score of 3.7, with an interpretation of "very good." However, six points needed revisions for language and design aspects. The product was implemented four times, with three implementations related to one topic and one implementation related to another, with the last topic being implemented in one due to limited time.

In implementing the product, the researcher used a field note to take notes of the process in implementing the product. During the implementation, it can be seen that during the teaching and learning process, students develop their intercultural skill.

The researcher conducted interviews with students and a teacher to evaluate a product. After multiple implementations, the product was considered appropriate. Students' feedback indicated no need for further revisions, and the teacher's feedback confirmed its suitability. Interviews with the teacher revealed improved understanding of intercultural competence as students learned about cultural differences. The teacher considered the product suitable for promoting global citizenship education, with an average score of 4.3, indicating its potential for enhancing students' intercultural competence.

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