

## SITUATING CHARACTER BASED LEARNING OF ANTI-CORRUPTION THROUGH DIGITAL COMICS IN TEACHING ENGLISH

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### Abstract

The study described how the character based-learning of anti-corruption was situated in the English classroom by utilizing and creating digital comics in the Indonesian EFL context. The subjects of the study were the first semester students of State Islamic Institute of Kediri (IAIN Kediri). The research method used for this study was a descriptive qualitative research. It described the implementation of character based-learning of anti-corruption through digital comics which was explained in details from the beginning to the end of the study. Furthermore, the data were analyzed qualitatively. The data obtained from the results of recording on teaching learning process, the students' participations, and the students' scores on the project result of digital comics. It showed that the digital comics could raise the students' enthusiasm to study English which could be shown from the result of observation during the teaching and learning process, the activeness of students' participations in discussions and presentations, and the outstanding result of students' creations on digital comics. The number of respondents in the research are 34 students. Based on the data on the category of content, grammar and choice of words, it showed that out of 34 students, 88% students performed excellently in organizing the story and delivering anti-corruption messages, while 12% of them performed good. Further, in terms of visualization, the researcher found that 32 students (94%) showed excellent visualization and arrangement of pictures or characters while 2 students (6%) performed good. At last, in presenting the comics, 71% of the students were excellent in fluency, mastery, and interactive performances, 8 students (23%) performed good, and the rest performed fairly good.

**Keywords:** character based-learning; anti-corruption; digital comics; descriptive qualitative research

### 1. Introduction

Corruption has been a crucial issue in Indonesia. Since the establishment of KPK (*Komisi Pemberantasan Korupsi*) or so called as Commission against Corruption in 2006, it has revealed many corruption practices in all over parts of Indonesia. The word corruption means something that is rotten, criminal, and wrecking. As a matter of that fact, corruption is defined as immoral things, rotten characters and situations related to institution position or government apparatus, power deviation in responsible position because of nepotism, relating to economics and politics factors, and the placement of family or faction into official government under the authorized position (Karsona, 2011:24). It is in line with Suryopurnomo (2011:4) who states that corruption constitutes action which can cause one state become bankrupt with admirably effect such as economics destruction, damages on education system and inappropriate health care system.

Thus, as the spread of corruption that causes negative destructions, it is necessary to provide an education system of anti-corruption which contains socialization of corruption forms, preventive ways, reporting and observation to corruption acts which needs to be cohesively imbedded priority from the elementary education to college. Suryopurnomo (2011:6) adds that the education of anti-corruption in learning system does not have to add special subject about “anti-corruption education” but more emphasized on cultural internalization of anti-corruption through teaching materials by modifying teaching materials, teaching learning processes, and studying environment that directed to culture instilling.

Further, the anti-corruption education is hopefully can gain and initiate positive students’ morality and character values in surroundings. The values of anti-corruption as stated by Bura and Puspito (2011:75) include sincerity, care, independence, discipline, accountability, hard work, simplicity, bravery, and justice. These values, hopefully, will back up principles of anti-corruption to be carried on. However, there are still few studies bringing the anti-corruption as the character based-learning taught into the classroom (e.g. Kamaruddin, 2012; and Hidayati, et al, 2014). Therefore, by this study it is hoped that the idea of character based-learning of anti-corruption can be necessary applied into the classroom. The research problem of this study is how the character based-learning of anti-corruption is applied in teaching English through digital comics. In addition, here are the underlying theories used in this study: anti-corruption education, character based-learning, narratives and digital comics English English through digital comics. In addition, here are the underlying theories used in this study: anti-corruption education, character based-learning, narratives and digital comics.

## **2. Literature Review**

### *2.1 Anti-Corruption Education*

Basically, there are several jurisdictional bases of anti-corruption education. First is Laws Number 28 Year 1999 about State management which is clear and free of collusion, corruption and nepotism. Second is Laws Number 20 Year 2001 about changes on Laws no. 31 year 1999 about the effort of eliminating criminal acts of corruptions. And, last is Presidential Instruction Number 5 Year 2004 about the accelerated effort of eliminating corruptions. Therefore, as young generations who will be the agent of change for better future, it becomes a necessity of having anti-corruption education in order to act and react against the practice of corruption through education. Harmanto (2008:4) has shown its necessity in his research on anti-corruption education which points out that (1) anti-corruption education is indispensable needed for whole nation to give wider grasp about corruption danger for nation and state life; (2) the application of anti-corruption education at school is ought to notice the students’ needs and maturity, (3) the content of anti-corruption education emphasizes on affective and psychomotor domains, (4) the model of anti-corruption education should be inclusive which means integrated to the other relevant subjects such as Religion, Civics, social knowledge and extracurricular, (5) anti-corruption education uses media and contextual approach in order to gain meaningful teaching learning process.

Relating to the importance of anti-corruption education above, there are aims of anti-corruption education. Dharma (in Saputra and Nasruddin, 2015:34) classifies the aims into three as follows: firstly, forming and understanding knowledge about the forms and aspects of corruption; secondly, distorting perceptions and attitudes to corruptions; and, forming skills and new efficiencies to defy corruptions. Moreover, in theory of education, it exists three domains in the taxonomy of education intent. First, cognitive domain which emphasizing the aspect to remember and reproduces information already be studied for combining creative ways and synthesizing ideas and new materials. Second, affective domain which emphasizing emotion aspects, attitude, appreciation, value or capability of accepting and refusing something. Third, psychomotor domain which emphasizing on the aim to coach skills such as writing, teaching technique, trading, etc. (Harmanto, 2008:26-27; Hakim, 2012:148). For this point, anti-corruption education plays the important role in the affective domain which emphasizes on the attitude and moral values.

Further, the aims to prevent the acts of corruption can be done in repressive and preventive ways. Repressive way is done through explicit jurisdictional process by law enforcer. Preventive way is done through education by interpolating characters based of anti-corruption to the students. (Hakim, 2012:148). This is in line with Elpina who categorizes into four strategies (2014: 24-25), as so called: 1) Preventive strategy by constructing mental aspect, spiritual and moral by arranging its curriculum makings and anti-corruption education module which imbeds sincerity values and morality to college students; 2) Investigative Strategies in which the college arranges a study and research institute that focus on research and civil society empowerment to eliminate corruption; 3) Educative Strategies in which the college as educational institute having important role for constructing consciousness for every individual not to do corruption because corruption prevention fortress is through the mental attitude of each individual e.g. by counseling to society about the danger of doing corruption which will threaten and disgrace social life; and 4) Expectative Strategies in which the college as agent of change (agent of change) needs to be the main pioneer of the cultural movement of eliminating corruption.

In addition, there are two models of anti-corruption education which can be applied to teaching practices. First, anti-corruption education which raises social-normative awareness, constructing intellectual thinking and developing universal perspectives to individual. Second, anti-corruption education which directs to strategically process that is the consequential individual quality and the firm involvement in society (Hakim, 2012:146). For the competences of anti-corruption education needed to be reached for college students, Sofia (2011:5-6) classifies into three. First, college students can prevent themselves not to do to act corruption (individual competence). The individual competence begins when college students have negative perceptions about corruption and positive perceptions towards anti-corruption which then strengthens the consciousness or awareness to mark potency acts of corruption and finally have the attitude of anti-corruption which means not to do acts corruption as little as possible. Second, college students can prevent others not to do act corruption by gives that person warning. Attitudes anti-corruption then gives contagious effects at environmentally surrounding where college students have bravery to remind or prevents others in order not to do act corruption in any forms including can give information to others concerning corruption and anti-corruption. Third, college students can detect acts corruption (and reports it to jurisdictional enforcer). Comprehensively, the detection starts from the form, the process, the regulation that breached the doers, the disadvantages or impacts evoked; and hereafter can result the problem solving. Report to jurisdictional enforcer probably can be done along with the valid evidences.

Sofia (2011:10-17) also adds that there are several learning methods can be used for anti-corruption education as the followings: First, in class discussion to grow sensitivity (awareness) and builds framework of thinking. Second, case study to increase students' sensitivity to corruption case and can analyze based on the concepts given. Third, systems remedial scenario (improvement system scenario) to give stimulant to students to solve problems. Fourth, public lecture (general lecture) to study from practitioner or men at the site who are inspiring and role model for learners. Fifth, film discussion to utilize film media as media of learning through audiovisual. Sixth, investigative report that students will have competences to identify and analyze the real acts of corruption happening in surrounding or at local regions, and are able to make effective and impactful corruption report. Seventh, thematic exploration to build way of thinking which is comprehensible in digs up one case. Learners can do observation to a corruption case or behavior, then analyze it from a variety social perspective, culture, law, economy, politics and et cetera. Eighth, prototypes for implementing scholarly or college individuality or local individuality in the context of anti-corruption; or exploring corruption and anti-corruption. Ninth, prove the government policy to monitor the realization of government promises as a form of integrity. As its activity, learners go to field to see commanding promise suitability that is socialized through campaign / banner / advertising / procedure announcement at various institutions with realization at the site. Tenth, education tools to establish

creative learning media for formal education segment and also public in order to anti-corruption movement.

### *2.2 Character Based Learning*

In relation to the anti-corruption education needed to be applied in the teaching learning process, it has been part of efforts to build the character education to the learners. Generally, character education has been the main concern to the development of education in Indonesia as what the government has been tried to regulate and revise the curriculum for the primary and secondary education which necessarily need to include character education into the teaching and learning process. As stated by Putra et al (2014:1), he says that the incorporation of character education is highly required as concerns on many embarrassing cases blown up such as the degradation of moral values, unfairness action, degradation of solidarity, juvenile delinquency and the rapid development of corruption even within the education system itself.

Character education is about the acquisition and strengthening of virtues (qualities), values (ideals and concepts), and the capacity to make wise choices for a well-rounded life and a thriving society (Bialik et al, 2015:1). Additionally, Bialik et al (2015:2) classify the broad aims of character education into three, namely: to build a foundation for lifelong learning; to support successful relationships at home, in the community, and in the workplace; and to develop the personal values and virtues for sustainable participation in a globalized. They also identify the six essential qualities of character education. First is mindfulness which can be defined as the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experiences moment by moment. It can be done by having exercises emphasizing awareness of the environment, such as writing in a journal about their daily routine in increasing detail, or drawing a picture of an object with increasing levels of detail. Second is curiosity which defines as an innate love of learning and of knowledge, without the lure of any profit or as an intrinsic desire for information this can be done in a variety of ways that challenge their existing mental models and orient them toward a gap in their knowledge such as presenting a contradiction, or through inquiry-based learning and problem-based learning. Third is courage as an ability to act despite fear or uncertainty, in risky situations or when we are feeling vulnerable. It can be taught through informal learning frameworks that include structured time for relationship building, physical challenges and skill acquisition. Fourth is resilience which can be thought of as an ability or set of qualities that allow one to overcome obstacles. Fifth is ethics as a teachable character quality is informed in a large part by the literature on moral development, pioneered by Jean Piaget and John Dewey, and expanded by Lawrence Kohlberg and Carol Gilligan. The main idea is that children naturally progress through stages of moral reasoning, from pre-conventional (obedience and punishment, self-interest orientations) through conventional (interpersonal accord and conformity, authority and social-order maintaining orientation) to post-conventional (social contract orientation, universal ethical principles). At last is leadership which can be described as falling into a system control framework, with leaders conceived of as extraordinary, charismatic, almost superhero individuals who work in an isolated way to inspire followers to act in the good of a unitary and fixed organization.

Therefore, it sums up that character education play important role in growing the positive attitude and behavior towards learners. That is why through character based-learning; the values of character education can be inserted and integrated in the teaching learning process as this study will utilize the character based-learning integrated to the English course with the concern on anti-corruption education.

### *3.3 Narratives and Digital Comics*

Further, this study will occupy narratives or stories for outlining stories on digital comics specifically on contemporary stories which will portray the theme of the acts against corruption in Indonesia. According to Dymock (2007), he defines narratives as stories which can be classify into several kinds. One of them is called a contemporary story which is lifelike and believable that portrays today's society. The



characteristics are characters' act like real people, the setting is today's world, and the stories represent events of everyday life or important topics of today. Further, narratives components as defined by Coffman (2010) are setting, plot (series of episodes), resolution or story ending. He also adds that outlining story in narratives is important in which the steps are as follows: defining topic, setting, time, place, characters, initiating event, goal, and attempts to reach goal, outcome, and story ending.

For this study, at first, the lecturer will introduce and have discussion on the topic of corruption and issues related. Next, the learners will be dragged to create the story lines which reflect the acts against corruption and present it which then will be transferred into digital comics. This teaching learning process will integrate the use of character based-learning and project based-learning as the outcomes. In the character based-learning, the learners are hoped to gain the character of education such as anti-corruption, honesty, courage, mindfulness, curiosity, responsibility, etc.

Considering to the globalized era and the technology development, it is necessary to integrate multimedia technologies in the classroom. That is why this study will use digital technologies. The use of digitals for English as a second language (ESL) students, as stated by William and Lutes (2013), are afforded the opportunity to observe and participate in a more active learning experience, while maximizing the use of several cognitive skills. Maria (2012) also adds that the use of visual aids also clarifies the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention. It means that by having digital comics the viewers are helped visually and audibly through words and gestures which then can improve vocabulary and attract the viewers' attention.

### **3. Research Method**

The method used in this study was a descriptive qualitative research. The data were described in detailed explanations from the beginning to the end of the study. The data were obtained from the results of recording on teaching learning process, students' participations, and the project result of digital comics.

#### *3.1 Respondents of the Research*

The subjects of the study were the first semester students of IAIN Kediri which contained 34 students. The researcher is the lecturer in the class for the subject course of Basic English. The location of the research was in Institut Agama Islam Negeri (IAIN) Kediri located on Jalan Sunan Ampel 7 Ngronggo Kediri 64217, East Java, Indonesia.

#### *3.2 Research Variables*

The variables of the research were including what the character based-learning of anti-corruption is, what digital comics mean, and how both characters based-learning of anti-corruption and digital comics are processed and implemented in the teaching and learning English.

#### *3.3 Instruments*

The data were obtained from the results of recording on teaching learning process, students' participations, and the project result of digital comics. The results of recording were explained descriptively from the whole process of teaching and learning in detailed which started from what the concept of anti-corruption is, how to make story lines on creating anti-corruption stories, how to present the story board and how to transfer story lines into digital comics and how to present.

#### *3.4 Data Analysis Techniques*

The data were analyzed in detailed descriptions and explanations from the beginning to the end of the study. The teaching learning methods used for this study were character based learning and scientific approach. It used character based-learning as the outcome of this study in order to build character education to the learners such as anti-corruption, honesty, integrity, etc. While, scientific approach was used as the activity of the study which contained procedures of observing, questioning, experimenting or exploring, associating, and communicating or presenting. Below were the procedures of the

implementation which were divided into several subsections: Plan on the course, Implementation, and Evaluation.

#### *3.4.1. Plan on the Course*

In the planning, the researcher arranged the course outline which contained the schedule of the study, the objectives, timelines, assessments, group working, presentations, discussions and a final project. The study combined the lecturing on the course materials done in the classroom and the process of creating digital comics done beyond the classroom. In addition, the theme of the study was acts against anti-corruption, the teaching materials were narratives and the outcomes of the study produced story lines and digital comics. The story lines were used as outlines and guided for creating the final project of digital comics. The course required a series of process namely: introducing the course and objectives, discussing the topic of anti-corruption through group discussions, making story lines related to issues against corruption, consulting the story lines, transferring the story lines into comics, presenting the result of the project, and publishing the project through Google classroom.

#### *3.4.2 Implementation*

In the first meeting, the students were introduced the course materials and objectives of the study. The topic to be discussed was corruption. Then, the lecturer asked the students' opinions related to the topic. Furthermore, in this session, there was an open-ended discussion among the students and the lecturer. The students were asked to discuss the topic in peers. Then, each group was asked to express their ideas related to the topic and the other groups were encouraged to give responds. The discussion ended with the conclusion of each question related to the topic by the students. The lecturer closed the meeting and informs the next meeting activity of making story lines on the acts against the practice of corruption.

For the second meeting, students were given a task to create story lines of narratives on the acts against corruption. The structures of creating the story included orientation or introduction, problems, conflict, and ending. To gain the students' ideas, the story might contain the ideas of introducing the concept of anti-corruption, emphasizing on the breakthrough of anti-corruption in educational sectors, or perspectives on the morality attitude and behavior such as honesty, integrity, anti-corruption, etc. Next, in the third meeting the representative students had to present the result of the story lines in front of the class. The others might give suggestions, comments, or critiques on the presentation. The lecturer gave feedback for the improvement and revisions. Further, the students were asked to transfer the story lines into comics. The comics could be revised flexibly beyond the classroom. The students were independently in managing and creating the comic as their own creativity. Finally, in the last meeting, the students were ready for presenting their comics and then publish it to the Google classroom to be graded by the lecturer.

#### *3.4.3 Evaluation*

The evaluation of the study is done through the results of recording on teaching learning process, students' participations, and the project result of digital comics. The students' comics are evaluated to three criteria, namely: the visualization, the content, and the grammar and word choices. In addition, the students are interviewed randomly to evaluate the teaching and learning process by asking about their impressions and opinions related to the implementation of digital comics.

## **4. Results and Discussion**

In the teaching and learning process, at first the researcher gave overview on what comic is. She explained the definition of comic in general, kinds of comics namely cartoon comic, comic strips, and comic magazines, and the elements of comics such as panels, shot angles, pictures sizes, picture borders, word balloons, illustrations, characteristics, and story lines. After explaining all the components of comics, she continued to explain how to create educational comics by themselves. There were four main steps to keep in mind, namely: the topic, concept mapping, story lines, and comic illustrations. Furthermore, she

also gave students the understanding that the students will be encouraged to create their own comic through digital devices. They were introduced the application of creating comics through Comic Life App for PC which could be downloaded for free in the internet. The students' participation during this session showed that the students got good overviews and could understand the materials well. They showed very enthusiastic in creating their own comics.

The next activity was discussion. The topic of comics to be discussed was corruption. Then, the lecturer asked the students' opinions related to the topic, such as: What is corruption? What acts are categorized as the practices of the corruption? Why the corruption could be happened? What are the causes and effects of corruption? What to do if we know or witness the practice of corruption in the surrounding? How to avoid the practice of corruption? What is your contribution against the corruption? How can you manage it (the principal and character of anti-corruption) to yourself? Furthermore, in this session, there was an open-ended discussion among the students and the lecturer. The students were asked to discuss the topic in peers. Then, each group was asked to express their ideas related to the topic and the other groups were encouraged to give responds. The discussion ended with the conclusion of each question related to the topic by the students. So far, in the students' participation in this session showed that they were actively participated during the discussion by asking, answering, and sharing some ideas. In closing the meeting, the lecturer informed the next meeting activity of making story lines on the acts against the practice of corruption.

For the second meeting, students were given a task to create story lines of comics on the acts against corruption. To gain the students' ideas, the story might contain the ideas of the concept of anti-corruption, emphasizing on the breakthrough of anti-corruption in educational sectors, or perspectives on the morality attitude and behavior such as honesty, integrity, anti-corruption, fairness, etc.

Next, in the third meeting each student had to report the result of the story lines to the lecturer. She gave suggestions, comments, or critiques on the story lines. The lecturer gave feedback for the improvement and revisions. Further, the students were asked to transfer the story lines into comics. The comics could be revised beyond the classroom. The students were independent in managing and creating the comic as their own creativity in creating comic, previously the lecturer showed the detailed of creating the comics using Comic Life Apps starting from downloading, installing and operating the Apps. The lecturer showed steps by steps how to make the first comic by clicking the installed of Comic Life, choosing the template, creating the title and the comic maker, dragging pictures from the folder to the comic's panels, creating word balloons, spreading the continued pages, giving some effects to the comic pictures, changing template's colors, and so on. In addition, for gaining well understanding to the students, the lecturer also gave some examples of comic that the lecturer had made by herself (See Appendix I). In the students' participation, few students asked about how many pages of comics that they had to make, how to get the pictures or characters of the comics, and the paper size of the comics. For pages of comics, the lecturer commanded them to create at least two pages in which each page must contain at least two panels. The characters of comics could be taken from their own photographs or downloaded from the internet based on the content of their story lines. For paper size of comics was in pdf format in A4 paper sized. In addition, the lecturer also reminded them to deliver moral messages of anti-corruption in the creations of their comics.

Finally, in the last meeting, the students presented their comics in front of the class and then published them to the Google classroom. The presentation of comics had run well and enthusiastically. The students showed their own uniqueness in creating comics. The students' comics were evaluated to three criteria, namely: the visualization, the content (story organization, grammar, and word choices), and presentation. The category of visualization evaluated the visualization (smooth, clear, colorful, and eyes catching pictures) and the arrangement of pictures or characters (the template choices, panels, and borders were

appropriately arranged). Furthermore, the last category was presentation which evaluated the students' performances in fluency, mastery, and interactive presentation in the classroom. The findings showed that in terms of content, grammar and choice of words, out of 34 students, 88% students performed excellently in organizing the story and delivering anti-corruption messages, while 12% of them performed good. Further, in terms of visualization, the researcher found that 32 students (94%) showed excellent visualization and arrangement of pictures or characters while 2 students (6%) performed good. At last, in presenting the comics, 71% of the students were excellent in fluency, mastery, and interactive performances, 8 students (23%) performed good, and the rest performed fairly good. For the example of the students' digital comics could be seen at Appendix II.

Implementing character based-learning of anti-corruption through digital comics had caused good impacts to gain the students' understanding in English course. Besides, by using digital comics, the students could improve their creativities and delivered moral values on anti-corruption through the pictures and stories that had made into the comics they had been made. It is in line with Whiting (2019) who states that one of comic' affects is allowing for creativity in language and art. He also adds that comics give advantages of fun, interesting and motivating students. In addition, Silva et al (2017) also reveal in their studies that the strategy of using comics facilitates competence development, assists in the development of innovation and flexibility and helps to reduce the gap between theory and practice.

## 5. Conclusions

As a conclusion, it can be summed up that the students' participation in making creation of digital comics showed positive results in teaching learning English. It can be shown up that the students can produce their own comics using English language correctly and meaningful. Students showed good attitudes during teaching learning process of excitement, happiness, and creativity. The students became active to explore their English skills in speaking while discussing the topic and presentations, in writing while creating the story lines, and in enhancing creativity and critical thinking while producing their own comics and delivering the moral messages of anti-corruption within the comics that they were produced. Therefore, it is highly suggested for lecturers, teachers and educators to use digital comics and character based-learning of anti-corruption in the teaching and learning process. For the further researcher, this technique possibly can be combined to other materials and skills related to the study whether social, science, even political studies.

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