AN ANALYSIS OF EDUCATION MORAL VALUE IN COMIC "VIRGO AND THE SPARKLINGS" BY ANNISA NISFIHANI

(A Thesis)
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

This research discussed moral value education in the comic Virgo and the Sparklings by Annisa Nisfihani. Moral values are found using Hartmann's theory. This research was descriptive qualitative. The object of this research is the comic Virgo and the Sparklings. This research also used other information related to research problems. The data in this study was in the form of sentences and utterances in the comic Virgo and the Sparklings which contain moral values education.

The research procedure used in this study was by Miles and Huberman. The steps were reading the comic Virgo and the Sparklings, then finding sentences and expressions that contain moral values education, then categorizing sentences and expressions that contain moral values based on Hartmann's theory. Finally, create a table based on the specification of moral values.

This research used peer debriefing to validate the data, and involved Miss Dina Amelia as an agreed reader. The focus of this research is the moral values contained in the comic Virgo and the Sparklings. After analyzing the comic Virgo and the Sparklings, this study found some moral value education in three groups according to Hartmann's theory. The first group contains wisdom, courage, self-control. The second group contains brotherly love, honesty, loyalty, trust and faith. The third group contains brilliant virtues, personality, and personal love. This study concluded that the comic story Virgo and the Sparklings can be a reference for learning moral values education

.**Keywords** : Education Moral Value, Comic Virgo and the Sparklings, Descriptive Qualitative.

DECLARATION

The researcher is a students with tge following identity

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I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other opinion of people or findings included in the thesis are quoted or cited in accordance with ethical standards.

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MOTTO

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝٤

Artinya : yang mengajar (manusia) dengan perantaran kalam.
Q.S. Al Alaq : 4

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing
to me. Then, I faithfully dedicated this thesis to:

1. My beloved parents Mr. Achmad Rodhi Anwar Syaifuddin and Mrs. Sumiatun who always pray for my success and give me motivation and support me tostudy hard until now. Thus, I could finish this thesis.
2. My beloved brother, Fuad Afif Muzacky and Fuad Miftahur R.M who always give me suggestion and motivate me on my study.
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5. My best partner who always remain and push me to do the best Suhendro.
6. My beloved Almamater, Raden Intan State Islamic University.

CURRICULUM VITAE

The name of researcher is Fuad Durrotunnisa. She was born in Sidoarjo on Apri 15rd, 1998. She is the third children from three siblings of Mr. AchmadRodhi Anwar Syaifuddin and Mrs. Sumiatun. She has two brothers, Fuad Afif Muzacky and Fuad Miftahur R.M. She began her study at MI Darussalam,Sidoarjo, East Java and graduated in 2009. She continued her study at SMPN 2Banjar Agung, Rawa Pitu, Lampung and graduated in 2012. After she graduated from Junior High School in 2012, she continued her study at SMAN 2Menggala and she graduated from that school in 2015. In 2015, she was accepted to be student in English Education Study Program of Tarbiyah andTeacher Training Faculty through SNMPTKIN at State Islamic University of Raden Intan Lampung in 2015.

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Alhamdulillahirobbil'alamin, firstly let's say thanks to Allah almighty for the mercies and blessing who always guides the researcher during every step in his life. Secondly peace and solutation always be given to our prophet muhammad SAW who has brought us from the darkness to the lightnes, from jahiliah era to the modern era namely islamic religions. By the grace of Allah, so that the researcher could finish his thesis entitled "An Analysis Education Moral Value in Comic Virgo and the Sparklings by Annisa Nisfihanni", this thesis is submitted as a partial fulfillment of the requirements for S-1 Degree. In doing this thesis, the researcher has obtained so much help, motivation and support. Therefore, the researcher would like to express his deepest feeling for people who always care of her and she would like to convey thankfulness in depth to:

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8. All my neighbors who always ask "when I am graduate"

However, the researcher realized that this thesis ha limitation in certain way and this thesis is far from being perfect. Hopefully this thesis can be useful and give the beneficial for

the readers who want to obtain information about education moral value.

Bandar Lampung, 31 januari 2022
The Researcher

Fuad Durrotunnisa
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TABLE OF CONTENT

Pages

COVER ..... **i**
ABSTRACT ..... **ii**
DECLARATION ..... **iii**
APPROVAL ..... **iv**
ADMISSION ..... **v**
MOTTO ..... **vi**
DEDICATION ..... **vii**
CURRILCULUM VITAE ..... **viii**
ACKNOWLEDGEMENT ..... **ix**
TABLE OF CONTENT ..... **xi**
LIST OF TABLES ..... **xiii**
LIST OF FIGURES ..... **xiv**
LIST OF APPENDICES ..... **xv**
CHAPTER I INTRODUCTION
A. Background of The Problem 1
B. Identification of The Problem 5
C. Formuation of the Problem 6
D. Limitation of The Problem 6
E. Objective of The Research 6
F. Significance of The problem 7
G. The scope of The Research 7

CHAPTER II REVIEW ON RELATED LITERATURE
A. Definition of Education 9
B. Definition of Moral 11
C. Definition of Value 12
D. Definition of Education Moral Value 13
E. Type of Education Moral Value 14
F. Pragmatic 23
   a. Pragmatic in Education Moral Value 24
   b. How to Deliver Education Moral Value 24
G. Devinition Comic 26
   a. Type of Comic 28

b. Kind of Comic 29
c. Unsure of Comic 30
d. About the Comic "Virgo and the Sparklings" 32
e. Biography of the Author 34

CHAPTER III RESEARCH METHODOLOGY
A. Research Design 37
B. Instrument of The Research 38
C. Data Colecting Technique 38
D. Research Procedure 39
E. Data Analysis 40
F. Trust Worthiness of the Data 41
G. Source of the Data 42

CHAPTER IV RESULT AND DISCUSSION
A. Finding 43
B. Discussion 52

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 55
B. Suggestion 55
REFERENCES
APPENDICES

CHAPTER 1

INTRODUCTION

A. Bacground of the Problem

Literature has a role as a medium of communication to send valuable messages to the speaker or audience which can entertain and inspire everyone. Literature can be distinguished by a set of conventions whereby readers can accept that what they read is not true. Instead of describing or analyzing something in the real world, literature is a work of imagination.[1]Literary creation is a unique human activity, born from humanity's eternal desire to understand, express, and finally share experiences. To speak of texts as the reality of 'oppression' is only ignores how text has become part of the reality, and how literary texts produce our reality, make our world.

Literature has also become an important part of human's life. In addition, the part of literature such as film, novel, drama, poem and comic are not only to entertain, but also a means of teaching the philosophy of life to educate us and future generations. One of interested media which can be used to improve people's educations moral value is comic. Therefore, the researcher took comic as a subject of the research.

Comic is a fiction and has an aesthetic value which may be classified as works of art but not literary works, but not all comics are considered literary works because some of them have not words or writings, comics that do not have writings are usually called silent comics, where the comics only provide visualization of images about a situation tell in the comic.[2] Several theorists have claimed that comics are also counted as literary works, a great artist Eisner claims that all forms of incorrect reading are also entitled to be considered literary, because images

[1]Alex Thomson, *The Edinburgh Introduction to Studying English Literature* (Edinburgh: Edinburgh University Press Ltd, 2010), p.5.

[2]Eileen John and Dominic MclverLoopes (eds), *Philosophy of Literature: Contemporary and Classic Readings* (Malden, MA: Blackwell, 2004), p. 43.

are used as a language.[3] So it can be said that literary works if the comic has words or writing and also pictures that support to explain about the situation in the story.

In the other hand, comic is two-dimensional images consisting of a composition of images and writing as a compliment and form a plot or story. Comic is published in various forms ranging from comic strips in newspaper, printed comic, even to developing webcomic or online comic. Comic is in great demand by the public, because they have distinctive features, namely the concept of stories through pictures and writing as a compliment.

Webtoon or webcomic, is a comic that is distributed through the internet network. Webtoon is a typical comic from South Korea which can we read in one long strip (one-page website) and also in color. It different from manga (Japanese comic) which is usually only black and white. Line Webtoon is a free digital publishing platform for both amateur and professional comic makers to showcase their best work to comic connoisseurs around the world. Both of these differences, comic fans always have the latest content, enjoy various types,genres of the webcomic, ranging from romantic genres, drama, slice of life, fantasy, comedy, horror, and thriller.[4]

In addition, comic is one of the most popular reading among children and even adults.[5] The stories and messages to be conveyed are expressed through the pictures and language, so the pictures which are displayed in the form of panels must be sequential, one being present after the other and relating meaningfully. In comic stories, picture panels are more dominant

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[3] Will Eisner, *Graphic Storytelling and Visual Narrative*(Tamarac, FI: Poorhouse Press), p. 5.

[4]Agnes NS Baae. "*Mengenal Webtoon"* (On-Line), Available on: http:,,webtoon123.blogspot.com,2015,11,apa-itu-webtoon-webtoon-atau-sering.html, (February 17th 2020)

[5] Anip Dwi Saputro, *Aplikasi Komik Sebagai Media Pembelajaran*, Vol. 05 No. 01, p. 2

than verbal text, and in fact many pictures panels have spoken without linguistic elements or with limited linguistic elements.

One of the comics that can be used is Virgo and the Sparklings, written by the author from Indonesia and produced 3 comics, all of which have also been published on the webtoon line, but its works which have been translated into English.[6] This comic is well-known and included in the official line of webtoon comic, this comic is designed to tell about Riani's life. Riani is the name of the main character in this comic, Riani who has special power, that is an ability to see the color and meaning of a sound and makes it electric synesthesia that is rarely possessed by other people succeed in making it looks different and quite difficult to adapt to others.[7]

We need to know that education is not always the knowledge that is in school lessons, but also the education moral value. So, in this research the researcher analyzed how education moral value in the comic and also how to present education moral value in the comic. Moral value is an important element in human's life that must be cultivated from an early age, but sometimes moral value is not always obtained in the family environment, but can also be obtained through the environment in daily life, association, print media, etc.

As the reason why the researcher focused on looking for the education moral value, because the researcher found in the book of *Penyajian Data Informasi Kementrian Pemuda dan Olahraga in 2008*. In the table of *Pelaku Kriminalitas Anak dan Remaja* informs about how the moral of human from the gender, age and domestic amount is. From the male gender, the amount of crime reaches 192.131 and from the female gender reaches 5.292. In addition, adulthood reaches 194.143 and from the age of the

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[6] Dody Kusumanto. Komik Virgo and the Sparklings Tersedia Dalam 5 Bahasa (On-Line), available on, Kaori Nusantara Newsline, The Indonesian Anime Times (October 26th, 2019)

[7] Annisa Nisfihani. *"Virgo and the Sparklings"* (On-Line), available on, Line Webtoon (February17th2020)

child reaches 3.280. The last totality from Indonesia reaches 196.906 and from other countries reaches 517. From the data above, the researcher can conclude that the crime in Indonesia reaches the highest rate dominated by adult men and children.[8]

The researcher also looked at crime rates from 2014-2016 in the book of Sub Direktorat Statistik Politik dan Keamanan in Profil Kenakalan Remaja 2018. The contents of the table is how many the amount of juvenile delinquency that always increases every year, start from 2014 the criminality reaches 325.371, in 2015 reaches 352.936 and in 2016 reaches 357.197. Based on the conclusion obtained by researcher that level of juvenile delinquency always increases every year. Therefore, the researcher wanted the existence of this comic research to make comic be a good reading that contains education moral value and also as a medium to educate moral value for adolescents and children both men and women.[9]

After the researcher analyzed and explained about juvenile delinquency on the contents of two tables contained in the book of *Penyajian Data Informasi Kementrian Pemuda dan Olahraga* and Sub Direktorat Statistik Politik, the researcher decides that we must understand what education moral value and teach education moral value to children from an early age. In addition, the teacher is also an important factor in developing education moral value to students.

Hartman explains that there are three groups in analyzing moral values, the first group contains about justice, wisdom and courage. The second group consists of love, brotherhood, truth and honesty, trust and loyalty, trust and faith, simplicity, humility, indifference and the values of social relations. The third group contains a love for distant virtues, light, personality, and personal love. The researcher uses some theories to make it easy to analyze

[8] Pelaku Kriminalitas Anak dan Remaja Tahun 2009, Penyajian Data Informasi Kementrian Pemuda dan Olahraga, Jakarta-Indonesia, 2009. p.73

[9] Profil Kenakalan Remaja 2018, Sub Direktorat Statistik Politik dan Keamanan, Badan Pusat Statistik, Jakarta-Indonesia, 2018. p.78

how the education moral value can be presented in comic. The researcher uses all the theory to make it complete in conducting research.

This research is not the first study of moral value education. There have been some previous studies in the education of moral value, but it does not mean that the researcher carried out plagiarism in this study from previous studies. To prove the authenticity of this research, the author describes several previous studies such as some elaboration as follows: The first is in Septiyana Sari's study entitled Moral Value Analysis in "Gulliver's journey" in her research, she found moral values such as self-esteem, humility, respect for people other, discipline and responsibility. The advantages of reading Gulliver's novel: improving language skills (reading, listening, writing and speaking). The second is research from Yuyun Wahyuni entitled Moral Value Analysis of Edensor Novels (English Version) written by Andrea Hirata. Based on Yuyun Wahyuni's research, she found moral values in Edensor novels.The third is a study from Ibnu Sina Irvany Setiawan entitled Analysis of Moral Values as Seen in the Film "Rise of the Guardians". The researcher conducted the same research as previous research that examines education moral value. The difference is subject, Septiyana Sari and Yuyun Wahyuni research about education moral value in novels, Ibnu Sina Irvany Setiawan examines moral values in movie, while the researcher conducts education moral value research in comic books. The researcher choose the comic "Virgo and the Sparkling" as a research subject and look for the moral value of the education side entitled "An Analysis of the Moral Value of Education in the Comic 'Virgo and the Sparklings' by Annisa Nisfihani"

B. Identification of the Problem

As explain earlier by researcher in the background of the problem, researcher finds problems, namely:

1. Lack of education moral value for students
2. Low of education moral value at an early age

C. Formulation of the problem

Based on the background describes previously, in detail the root of the problem to be examined in this study is the Education Moral Value describes by the researcher in the form of a comic title virgo and the sparklings that can be explained in the following bellow:

1. What is education moral value that can be found in Virgo and the Sparklings comic by Annisa Nisfihani?
2. How is education moral value presented in comic virgo and the sparklings byAnnisa Nisfihani?

D. Limitation of the Problem

Limitation of the problem in writing this thesis is intend. The researcher focuses on discussing in accordance with the title and background of the problems that have been discussed previously, namely about the moral value of the comic book Virgo and the Sparklings from Annisa Nisfihani.

E. Objective of the Problem

In connection with the formulation of the problem describes above:

1. To analyze what education moral value can be found in comic virgo and the sparklings by Annisa Nisfihani
2. To describe how is educational moral valuepresented in Virgo and the Sparklings comic

F. Significance of the Research

In this section the researcher will explained the benefits or advantages of the research conducted by the researcher, which is discuss the theoretical advantages and practical advantages:

1. Theoretical

This research is expected to contribute positively to science in the field of linguistics through print media especially comic. Because comic is not

only as entertainment media but also can be used as an education moral value media indirectly and provide interesting information.

2. Practical

The researcher hopes the result of the study can be used for:

a. Increase the insight of educators in packaging linguistics through printmedia, namely comic.
b. Contribute to the development of literary studies especialy for people whoare interested in literary studies.
c. Remind the reader of the importance of education moral valueand also practice in daily activities.
d. Change the moral that was bad to be good.

G. Scope of the Research

1. Subject of the research

   Subject of the research was comic Virgo and the Sparklings.

2. Object of the research

   Object of the research was to analyze education moral value in comic Virgo and the Sparklings by: Annisa Nisfihani.

3. Place of the research

   Place of the research was at of State Islamic University of Raden Intan Lampung.

4. Time of the research

This research was conducted in the academic year of 2019/2020.

CHAPTER II

LITERATURE REVIEW

A. Definition of Education

Everyone is not taboo about the word education and often hears the word maybe through the news or some hear directly through the closest person, and also see from some posters, books, social media also we often find on internet pages about the word education, education also an effort to improve the knowledge and quality of human life to continue their lives in the future. Such as the laws of Republic of Indonesia No. 2 at 1989, article 4 *"Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kepribadian yang mantap dan mandiri, serta tanggungjawab kemasyarakatan dan kebangsaan".*[10]

From that law, it can be seen that the national education is arranged to make human resources who are smart, skilled, have a good character, independent, religious, responsible to the environment and to the nation. Therefore, education and teaching moral values are important to create human resources with those characters.

Teaching moral values are not the government's responsibility only, but also our concern and every element of the nations. It does not only that, but humans must also make efforts to maintain survival in order to pass on to future generations of diverse cultural values as education from one generation to the next and in this determination the researcher wants to explain clearly the meaning of education.

The term "education" has been interpreted by different people in different ways, some people often refer to it as formal

[10]Undang-undang Republik Indonesia Nomor 2, *Sistem Pendidikan Nasional*, 1989, p. 2.

schooling or lifelong learning. Some others call it the acquisition of knowledge, skills, and attitudes. There are also those who say education is nothing, but it trains one's mind patterns in a certain direction in order to produce the desired changes.[11] Etymologically, the word education comes from the Latin word *"Educare"* which means *"to improve"* and *"to raise"*. There is also a Latin term that says *"Educere"* which means *"to lead"* or *"get out"*.

This meaning shows that education seeks to maintain good quality and bring out the best in each individual. Some other educators believe that the word education comes from the Latin "Educatum" which means the act of teaching or training. The meaning of these basic words makes us believe in the concepts and meaning of education, that education aims to provide a nutritious environment that will facilitate or expel and develop one's potential.[12] And in improving education in their lives is through the learning process, there are three kinds of general learning processes that we know of, namely formal education, informal education, and non-formal education.[13]

In broad terms regarding education, can be identified with the following characteristics:

1. Lifelong education means, that every human being has the response
2. Ability and right to find and obtain an education at any age.
3. Education takes place at all levels of human life, meaning that education is not only processed in education but also in the fields of economy, law, health, technology and so on.
4. Education happens anywhere and anytime, directly or indirectly, as long as it produces positive things and benefits for each individual.

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[11] Mahatma Gandhi. Basics in Education.New Delhi, 2014.p.3.
[12] Mahatma, Op. Cit. p. 4
[13]Hamidyrasyid R,*" An Analysis of Education Value Found in Upin Ipin Animated Movie" Jurnal: Universitas Gunung Rinjani.Vol.5.*

From the explanation above, it can be concluded that no matter where and no matter what age, education is still education and there is no limit in one's life to limit it in seeking knowledge

B. Definition of Moral

As we know that in our beloved country namely Indonesia has provided a place called a school, which is used to take academic education in it, with various subjects such as English, mathematics, science, etc., but which will be in discussed by researchers is not education that is related to academic, but non-academic, namely education moral value.

In school not only academic education we get but also moral education, so we understand how to behave well in the environment. And in the research, the researcher wants to discuss the moral that is obtained through a print media that is a comic book titled "Virgo and theSparklings" by Annisa Nisfihani. Before the researcher discusses the moral value in comics, the researcher will discuss the moral meaning first.

Hurlock has said that morality comes from the Latin word, which means a habit or tradition.[14] So that a statement will appear like "what should I do?" Or "what should I not do?", "How should I behave or act?", "What kind of person am I?" And from that conclusions can be drawn that moral is about how we make the relationship between humans and other people about the good and bad behavior in the environment.[15]

Imitate to Kohlberg, he suggested that moral reasoning theory is divided into three levels and six stages, where children can develop through conventional (based on personal needs and other rules), conventional (based on an agreement, expectations or

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[14] Elizabeth Hurlock, *Moral Development*, (McGraw: Hill Book Company, 1978), p. 89.

[15] Emmet Barchlow, *Mora Philosophy Theory and Issue*, (California: Wadsworth, Inc., 1994), p. 3.

values of others), and post-treaty moral reasoning (based on social contact and an individual principle)And the important thing from Kohlberg's theory is that the level of moral reasoning will increase along with the times.[16]

Moral is formed through the environment of residence or around the place of people living, where a child born from a good environment will grow with good morals. So from the above explanation, it can be concluded that morals become an important capital in the growth of good personality for one's social life, good morals also become more valuable in the level of social life, for what someone has a high knowledge, has a good education if they do not have morals good, it would be better if a good education is also balanced with good morals that have been instilled early on through a good living environment.

C. Definition of Value

Regarded values, values are considered important or very valuable, also considered as a standard or principle that is considered important or valuable in life. While the first meaning contributes to physical value, the second meaning is related to our behavior patterns. The term "value" can be suggested to include an assessment of right and wrong, noble and basic, fair and unjust, and more personal preferences, which is useful if each a behavior individual values a value.[17]

According to Fraenkel, value is a concept or an idea about something that is considered important by someone in life.[18] Earle William James also said that value is a positive quality of

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[16]James Rest, Elliot Turiel, Lawrence Kohlberg, *Level of Moral Development As A Determinant of Preference And Comprehension of Moral Judgements Made by Others*,(Journal of Personality, 1969), Vol. 37. No. 2, p. 225-252.

[17] Seeta Kunchitapadam, *Need for Value-Based Spiritual Education in Schools, p. 71*. (On-Line), available on: https:,,www.sciendirect.com,journal1,...journal...education.pdf, (February 26th, 2018)

[18]R.J Frankle, *How to Teach About Values: An Analysis Approach*, (New Jersey: Practice-Hall, Inc.,1997), p. 6.

whatever is desired, useful, interesting, good and important, to name just a few of the terms available for expressing positive values.[19]

A truth that is universally accepted is a value that produces behavior that has a positive impact on people to do something good with others. Values are also related to cultural norms, but they are more global and abstract. Values only identify what must be judged as good or rushed, while norms provide rules for behavior in certain situations.

Based on the theory that has been explained before, it can be concluded that the value is a belief or ideals that are important and lasting that are shared or distributed through members of culture about what is good and what is good and my body or attitude desired, so that these values become a broad guide to life in all situations. That way the value is a rule of how people decide something they do that true or false, should they do or not, and good or bad.

D. Definition of Education Moral Value

Education moral value has always been an enduring goal of education. Education moral value is any school do it to influence how students think, feel, and act about right and wrong issues. School function, that is it is believed, not only to make people smart but also to make them good. The return of moral education to this limelight is due to the fact that modern society is increasingly having to deal with trends that disturb both within schools, and in the wider community.

The term moral value is ambiguous and requires several definitions. This signifies those specific values certain cultures generally apply. Such values vary between cultures; during World War II, Japan who love their homeland is likely to become hostile

[19]Earle Wiliam James, *Introduction to Philosophy*, (Singapore: McGraw Hill Inc, . 1992), p. 92.

to the Americans, and vice versa. Value of conflict between citizens and ethnic lines are common even though most cultures treat the characteristics we call "patriotism" as moral respect and treat "excuses" with sadness. In short, "moral values" are vital general beliefs forming human relationships with every culture. Often these values - as in the Ten Commandments - have what is popular

is called the basis of religion. Whether their basis is religious, traditional, or secular, however, such values are expected to be emphasized broadly in many situations.

So, morals are defined as correct behavior, not only in our direct social relationships, but also in our relationshipsdeal with our fellow citizens and with all of humanity. It is based on clear ownership ideals such as what is right and wrong action and the constant determination of our behavior refers to these ideals. In other words, each society defines for itself what is right or wrong.[20] Therefore, moral defined as correct behavior as guided by or defined by the respective communities.

E. Type of Education Moral Value

Every literature will always contain moral messages or education moral value, including comics. The type or form of education moral value contained in the literature depends on the writer's beliefs, desires, and interests. The types and forms of moral values themselves can include problems that can be said to be unlimited. In the long story line of a comic, there is often more than one moral value presented.

That is almost under the consideration and interpretation of readers which can also vary both in terms of quantity and type in determining morals in comics. This type of moral is always influenced by personality factors. Nicolai Hartmann divides groups of special moral values into three groups according to their

[20] Sandeep Kaur, *Moral Values in Education* (IOSR Journal of Humanities and Social Science, 2015), p.3

nature. The first group contains justice, wisdom, courage, self-control and Aristotelian values. The second group contains brotherly love, truth and honesty, trust and loyalty, trust and faith, simplicity, humility, indifference and the values of social relations. The third group contains a love for benevolence that is distant, radiant, personality and personal love.

In addition, Nurgiyantoro also stated that there are three types of moral values. The first is related to the problem of human relations with them. The second is the human relationship with other humans in social life. The third includes their relationship with nature, and human relations with God.[21]Following is an explanation of the moral values mentioned in Nicolai Hartman's theory.

1. The first group

The first group contains justice, wisdom, courage, self-control and Aristotelian values.

a. Justice

Justice does not preserve everything for me, but it is the same for me and others. An important feature in it is the idea of equality: equal rights, equal tasks with others, both individuals and entire communities, on the principle that this is the basic condition of all communal life. Hartmann defines justice in terms of rights and equality. He distinguishes justice as an indirect value from the situation, good for humans, as opposed to justice as the value of action, the moral value of the subject as a person.[22]Besides that Hartman also distinguishes that justice as an indirect situation value, goodness for humans, who oppose justice as the value of action, the moral value of the subject as a person.[23]

[21]Nurgiantoro, Op.Cit, p. 441.
[22]Hartmann, Op.Cit, p. 228.
[23]Keith Peterson, Roberto Poli. *New Research on the Philosophy of Nicolai Hartmann* (Walter de Gruyter GmbH & Co KG, 2016), p. 275.

b. Wisdom

Wisdom In a practical sense, there is a complete relationship with the world, sensing everything that contains value. Meanwhile, Hartmann said that wisdom is a value that drives people to choose their destination; courage, to execute him. Based on Hartman's theory is a sense of morality and is indeed fine, distinguished, distinguished, cultivated taste, increased moral capacity, as far as this capacity, is directed towards the fulfillment of life, signifies appreciation of everything and an attitude that confirms and evaluates whether it is worth[24]

c. Courage

Courage is the ability to risk one's life, the spontaneous face of extreme danger, one's position, or virility as the so-called ancient people. But that is more generally still inherent in all decisive efforts, that is, wherever there is an element of adventure in a situation, which requires personal commitment and demands sacrifice. There is something in all sincere efforts, at least as far as adventure goes into it.[25]

d. Self Control

Self-control cannot be understood as purely negative, as rejection and oppression, as if what is natural is nothing but evil. This is the inner construction and transformation of everything that is natural in man, from all the obscure forces that he finds present there, which, arising from the depths of the unconscious, face consciousness as something real.[26]

e. The Aristotelian Virtues

It is well known that Aristotle defines virtue as the average between two extremes, both of which are evil.

[24]Hartmann, Op.Cit, p. 238.
[25]Hartmann, Op.Cit, p.245.
[26]Hartmann, Op.Cit, p. 249.

The evil one is always too much, the other is too little. According to Aristo teles, this is the average between ignorance and apathy or emotional stupidity. Likewise courage is the average between cowardice and ignorance, justice between doing wrong and suffering wrong, freedom with one's money and ownership between penviousness and waste.[27]

2. Second group

The second group contains brotherly love, truth and honesty, trust and loyalty, trust and faith, simplicity, humility, and the values of social relations. The following is an explanation of the moral values mentioned in the second group.

a. Brotherly love

Love is not love in general. In short, brotherly love is a valuable sense of love from others. Brotherly love is solidarity with others, a devotion that is fundamentally positive towards the general humanity of others.[28] Brotherly love is related to humanity in general from those near us; we love them for who they are, not to be what they will become.[29]

b. Truthfulness and Uprightness

In truthfulness and Uprightness there is an element of purity. A lie is a kind of stain - which one cannot say of a failure to love: it is a degradation of one's own personality, something to behamed of in there is always a certain beach of trutst. And there is also an element of cowardice in it.[30]

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[27]Hartmann, Op.Cit, p. 253.

[28]Predrag Cicovacki, *The Analysis of Wonder: An Introduction to the Philosophy of Nicolai Hartmann* (USA: Bloomsbury Publishing, 2014)

[29]Hartmann, Op.Cit, p. 267.

[30]Hartmann, Op.Cit, p. 281.

c. Trustworthiness and Fidelity

In the quality of assessment, reliability is closely related to truth. Both refer to the person's beliefs. But in their more specific content they are almost face to face. A person who can be trusted guarantees his words by his actions, an honest person will guarantee a fact of truth (as he understands) with his words. In addition, Hartmann states that loyalty is not limited to keeping promises and agreements. The field is wider. There are obligations that apply even though no word is given. Loyalty is a test of genuine disposition that unfaithful people take lightly the promises given in outward deeds. But the faithful person is one who maintains his moral identity as a person who stays in his attitude towards others.[31]

d. Trust and faith

Hartmann mentioned that faith and trust really need courage and moral strength. Blind to Faith, blind to trust, is a test of the highest endurance of moral strength, the true criterion of authenticity in all human disposition relationships with deeper human beings. The ability to entrust one's interest to others is a precious gift, and this gift of grace is comparable to love and, as a value, can even surpass it. Hartmann recommends an attitude of faith and trust as the foundation of not only our moral life, but also our quest broader for the meaning of life.[32]

e. Modesty, Humility anf Aloofness

Together with all their divergences the values of the second group, which we have thus far considered, have this in common, that they are the values of human neighborliness, the ethos is direct to the inner world of another person. But thus the tendency may go too far it

[31]Hartmann, Op.Cit, p. 286.
[32]Hartmann, Op.Cit, p. 291.

finds its limit in the rightful claim of the person itself, to remain unmolested in his intimate sphere.[33]

f. The values of Social Intercourse

Genuine moral values in here in these three virtues, by taking them as models, it would not be too difficult to discover further values in the same sphere. But the examples given are sufficient none of them is of great ethical import, although they may rise to a sufficient height the entire domain of social inter-course is a border region of the ethical table of values. On the whole its significance lies only in its connection with the relative autonom of the fundamental values.[34]

3. Third group

The third group contains a love for distant virtues, light, personality, and personal love. The following is an explanation of the moral values mentioned.

a. Love of the Remote

Hartmann considers love with great distance as the best love, the most precious and most noble love, is a passionate and creative love in humanity.[35]

b. Radiant Virtue

Radiant virtue is not an ethos of the fulfillment of life, but the meaning obtained from the fulfillment of life through its overflows, it is a problem that arises without worry to make it whiter, it is purely out-of-flow, but without reduction itself endows the human heart with wealth. However, Hartmann states of brilliant virtues as beauty itself, but concrete individuals, such as Socrates personality, shine like gold and radiate virtue around them. He is living proof that ideals are possible in our

[33]Hartmann, Op.Cit, p. 298.
[34]Hartmann, Op.Cit, p. 304.
[35]Hartmann, Op.Cit, p. 311.

imperfect world. The virtues that emanate spread those surprises indiscriminately, to all who are open-minded and open-hearted to respect them.[36]

c. Personality

In a certain sense every man is by nature a personality, that is he has a certain human attribute which does not reappear out-side of himself. This is more than having personality in general. The latter is common to all, but every one has a distinctive personality of himself, it is individual.[37]

d. Personal Love

Hartmann notes that love is able to understand the perfect person in who he really is; love opens sight to the knowledge of the value of an intimate special person with a beloved lover enabling the spiritual participation of the lover in the intimate depth of the lover. This participation has a transcendental dimension: "this participation corresponds to a feeling of eternity and with an increase beyond pleasure and pain-touching, such as soft light, the main source of human life".[38]

From the above explanation, it can be concluded that in Hartmann's theory there are three groups to classify types of moral value education in comics, and researcher use all of these three groups from the theories.

F. Review of Literature

All sources reviewed agree that education moral value can be taught in schools. The key question is what it should be, how it should be, and whether it will ultimately be effective. This section will review conflicting arguments in the literature regarding the

[36]Hartmann, Op.Cit, p. 332.
[37]Hartmann, Op.Cit, p. 341.
[38]Hartmann, Op.Cit, p. 368.

role of morality education in schools. According to Frankena (1973) and Armon (1984, 1993), moral values can be divided into five categories, deontic, teleological, areta, intrinsic, and extrinsic. Deontic values are related to morals rights - matters of justice, justice, rights, and responsibilities.[39] Most educational institutions have a structure a place that explicitly addresses issues involving moral rights, at least in terms of obligations and rights students, faculty, and staff. Teleological values are concerned with matters of moral goodness, or concern for well-being other people.

This is often not explicitly addressed in American schools, through services such as school lunches programs, student counseling, and immunization encouragement are expressions of moral goodness. Areta values involves judgments about the moral values of individuals and institutions. They include motives and character qualities such as generosity, empathy, and loyalty and often characterized as a motivator for moral action. Historically, educators have emphasized moral development

character. Intrinsic values are goals that are valued for their inheritance. They belong to such qualities autonomy, consciousness, intelligence, and knowledge. Their progress is seen as progress person. Finally, extrinsic value is a means that has the potential to produce goods, such as money, art, education, and travel, even though they contain no inherent goodness.

Lawrence Kohlberg developed Piaget's early work on the construction of children's morality. Using a method similar to Piaget's child development stages, Kohlberg suggested a theory of moral reasoning based on three levels and six stages, in which children progress through pre-conventional (based on personality needs and rules of others), conventional (based on the approval, expectations, or values of others), and postconventional

[39] C. Armon, *Ideals of the good life*: A longitudinal/cross sectional study of evaluative reasoning in children and adults, Unpublished doctoral dissertation, Harvard University, 1984.

moral reasoning (based on social contracts and individual principles).[40] Kohlberg's theory has been the basis a number of programs devoted to moral education. His ideas, following the social justice movement, causing moral development to become - a major topic in psychology textbooks and finding its way to schoolin many guises, such as the 'value clarification' curriculum.[41] As Piaget's work,

Kohlberg's theory is often used as the basis of argument for morality education in schools.

Piaget's Constructivist theories of the development of moral reasoning promise as a basis for formal education. Piagetan's model of moral education includes teaching core values, but it goes beyond that encourage children to question authority and to promote dialogue and interactions that will help them find mutual respect and autonomy. Piaget's view is widely used to argue against for morality education in public schools.[42]

Eisenberg focused on his dissertation research "The quest for integrity: The impact of leadership learn about integrity. He regards integrity as a unique individual characteristic because it is one of the few personality variables that everyone needs. Integrity is an ethical value that plays an important role in leadership and integrating other values such as trust, honesty, honesty, truth, role model, values wholeness, and others. Eisenberg went one step further when he said that in any organization, integrity is required of every member of the organization, regardless of position, hierarchy, status, or title.[43]

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[40] Kohlberg Lowrence, *Moral Stages and Moralization*: the Cognitive-developmental Approach, In Moral Development and Behaviors, edited by T. Lickona, New York, 1975

[41] D. Elkind, *The cosmopolitan school*, Educational Leadership, 2000, December/2001, January, p.12

[42] R. Cummings, S. Harlow, The constructivist roots of moral education, The Educational Forum, 2000, p.300-307.

[43] A.P. Eisenberg, *The search for integrity: A leadership impact study*, PhD. DePaul University, 1999.

Tigay, H.Z. quoted in Smetana on the other hand besides the role of school and parents In the development of children's morals, the role of religious institutions is also emphasized.[44] Tigay actually is from The opinion that religious bodies have a major role in the education moral value of children than other agents. With these different views as expressed by the authors, an attempt was made from there, to begin to see the role of each of these agents in the moral development of children.

G. Pragmatic

A pragmatic approach is an approach that views literary works as a means to convey certain goals to the reader. In this case these goals can be political, educational, moral, religious, or other goals.[45] A pragmatic approach is an approach that is based on the reader. The success of a literary work is measured by its readers. Successful literary works are literary works that are considered capable of providing "pleasure" and "value". Although the pragmatic dimension includes the author and the reader, the reader is dominant. Therefore, the process of communication and understanding of literary works influences and determines the attitude of readers towards the literary works they face.[46]

Pragmatics is a study of the relationship between language and context which is the basis for a record or report of language understanding, in other words: a study of the ability of language users to connect and harmonize sentences and contexts appropriately.[47] Pragmatics are studies of "the relationship of signs to interpreters". Pragmatic theory explains the reasoning or thinking of speakers and listeners in constructing correlations in the context of a sentence with a proposition (plan or problem). In

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[44] J.G. Smetana, *Parenting and The Development Of Social Knowledge Reconceptualized*: A Social Domain Analysis, In: J.E. Grusec,

[45] Djoko, PradopoRachmat. 2010. *BeberapaTeoriSastra, MetodeKritikdanPenerapannya*. Yogjakarta: Pustakapelajar. p. 85

[46] Teeuw, A. 1980.*SastraBaru Indonesia.* Flores: Nusa Indah. p. 133

[47] Levinson, Stephen C. 1983. *Pragmatics.*Cambridge University Press, Cambridge. P. 33

this case pragmatic theory is part of performance.[48] From some of the above opinions it can be concluded that the pragmatic approach is an approach that views literary works as a means to convey certain goals to the reader. In this case these objectives can be political, educational, moral, religious or other goals. In practice this approach tends to value literary works according to their success in achieving certain goals for their readers.

a. Pragmatic in EductionMroal Value

In an attempt to check the application of pragmatic literary research is where the focus of reader-oriented criticism is. In this case, he points out the concept of literary communication effects which are often formulated with the terms docere (giving teachings), delectare (giving pleasure), and movere (moving the reader).[49] Literature should have the function to teach (give teachings) and delight (give pleasure). The pragmatic approach discusses the relationship between literary works and readers, namely what moral messages conveyed by literary works to the reader. From the description above it can be understood that the pragmatic approach is an approach which in special studies still requires other theories of assistance to determine studies that are considered important by researchers and to determine a particular object (specifically), as well as moral theory in its journey still requires pragmatic approach as a point of view in analyzing a literary work, more than that the pragmatic approach and moral theory both discuss the relationship between literary works and readers, namely what moral messages conveyed by literary works to the reader.

b. How to Deliver Education Moral Value

From a certain side of literary works, fiction, can be seen as a manifestation of the author's desire to dialogue,

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[48] Charles W. Morris, 1937. *Logical Positivism, Pragmatism and Scientific Empiricism.* Paris: Hermann et Cie. Reptonted, new York: AMS Press, 1979. P. 33

[49]Endraswara, Suwardi. 2003. *MetodologiPenelitianSastra, Epistemologi, Model, Teori, danAplikasi.* Yogjakarta: PustakaWidyatama. P. 117

bargain and convey something. This something may be in the form of a view of a matter, ideas, morals, or mandate. In this sense literary works can also be seen as a means of communication. However, compared to other means of communication, written or oral, literary works which are a form of art that in fact carry aesthetic goals, certainly have their own specificity in terms of conveying moral education messages. In general it can be said that the form of moral delivery in literary works may be direct, or vice versa indirect. However, in fact the election was only for practical reasons because there might be a message that is rather direct. In a comic itself, it is very possible to find a message that is completelyaz1`, hidden so that not many people can feel it, but there may also be some that are rather direct and as highlighted.[50]

1. Form of Direct Submission

The form of delivering a moral message that is direct, arguably, is identical to the way in which the character of characters is described, expounded. If in the description technique the author directly describes the character of the character

is "telling" or makes it easy for readers to understand it, the same thing happens in the delivery of moral messages. That is, the morals that want to be conveyed or taught to the reader are done directly and explicitly. The author, in this case, appears to be patronizing the reader, directly giving advice and advice. Literary works are aesthetic works that have the function to entertain, provide emotional and intellectual pleasure. To be able to play such a role, literary work must have a unified cohesion among all its elements. Direct moral messages usually feel forced and lack coherence with other elements. Direct moral messages can also be involved or

[50]Nurgiantoro, Op.Cit, p.335.

involved with stories, characters and storytelling. That is, what we are facing is indeed a story, but the contents of the story itself are very tendentious, and the reader can easily understand the message. Fictional works that contain direct moral education messages are often found in English or Indonesian-language comics.

2. Indirect Delivery Forms

When compared with the previous form, the form of delivering the moral message here is indirect. The message is only implicit in the story, coherently combined with other elements of the story. Even though the author really wants to offer and convey something, he does not do it immediately and vulgarly because he is aware that he has chosen the story line. Judging from the needs of the author who wants to convey his message and views, this method may be less communicative. This means that the reader may not be able to grasp what the author actually intended, at least the possibility of misinterpretation has a great chance. But this is very reasonable, even essential in literary works. The relationship that occurs between the author and the reader is indirect and implied. There is a lack of pretension by the author to directly patronize the reader because this is actually ineffective while also lowering the literary level of the work in question.

H. Definition of Comic

The comic itself becomes a pleasant reading between leisure time, accompanying it on relaxing days, and it is important to know that comic are not only entertainment that is considered to have only an element of humor in it but also an educational element in it.

The researcher herself has a habit of reading comic, subscribing to comic online and also collecting comic from

various genres, ranging from the genre of drama, fantasy, comedy, action, life slices, romantic, superhero, history, thriller, science fiction, and horror. It is important to know that reading comic provides a special sensation for the reader, besides entertaining. comics are also used as a medium of learning in the world of education.[51]

Some people use comic as light reading for adult comic lovers and are easily absorbed into the brain and provide good examples and build good morals for children and adolescents. Why is that,Because in every genre of comic it always contains elements of education without us knowing. From several presentations that have been delivered by researchers, researchers want to discuss the definition of comic itself in several sources.

McCloud said that comic are art about images and other symbols that are sequential, close together, or close together in a certain order.[52] So, it can be concluded that comic is a media in it contained in the art of sequential drawings and symbols in a certain sequence that spoiled the eyes of the reader, therefore the writer can conclude that reading comics is a fun activity to fill in the blanks of time because they are spoiled by images. Beautiful pictures and interesting stories.

The beginning of the existenceof comic, were done by associating funny or funny things, and the comic itself came from the Dutch language, namely "Comic", which means a comedian, whereas in ancient Greek "cosmos" which means having fun or joking.[53] Comic are also a learning medium which is a cartoon that can be described. Comic are also included in the category of graphic media, why, Because in simple graphic media is media that contains messages in the form of writing, letters, images, and

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[51]Nana Sudjana, Ahmad Rivai, *media pengajaran,* (Bandung: Sinar Baru Algensindo,2013),p.2.

[52]Scott McCloud, *Understanding Comic*,p. 199.

[53]Burhan Nurgiantoro, "*Sastra Anak Pengantar Dunia Anak"* (Yogyakarta: Gadjah Mada University press, 2013), p.409.

symbols that contain meaning.[54] it can be concluded that the comic is a reading book in which there is a text and picture that describes a situation in a tragedy that is being told with the aim of entertaining the reader.

I. Type of Comic

Comics themselves have several types, according toBoneff, namely:

1. Puppet Comics

   Wayang comics are one of the results of old traditions that come from various Hindu sources, after which they are then enriched with local elements, some of which come from ancient Javanese literature, such as Mahabarata and Ramayana.

2. Silat Comics

   Silat comics or commonly called pencak is a martial technique, as karate comes from Japan, or kun too from China. In this silat comic a lot that takes inspiration from martial arts and also folk legends.

3. Humorous Comics

   Humorous comics that are always telling funny things in every appearance and making the reader laugh both at characters who will usually be portrayed with a funny or witty physique as well as in raised themes and by utilizing many anecdotic aspects.

4. Teen Romance Comics

   Teen romance comics in Indonesian, the word romance itself if used alone always means about love stories, while the word teen is used to be able to show that this comic is intended for young people, where one of the stories is of course romantic.

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[54]Wina Sanjaya, *media komunikasi pembelajaran*, (Jakarta: Kencana Prenanda Media Group,2014),p.213.

5. Didactic Comics

In this didactic comic it refers to a comic which is based on ideology, religious teachings, stories of the struggle of characters and other materials, didactic has material that has educational values for its readers. This type of comic has two functions, namely the entertainment function which can also be used directly or indirectly for educational purposes. By using this comic, you can change an object so that it is explained more specifically.[55]

J. Kind of Comic

The types of comic that are widely circulating are:

1. Comic Strip

Comic strip can be said to be comic that contain or consist of several panels and usually appear in newspapers, comic strips are usually themed with humor and cartoon-style caricatures.

2. Comic books

Comic books are a collection of pages that are bound quickly and published periodically. In Indonesia comic books generally only contain one juice, whereas in Japan circulating in the format of one book consisting of several comic titles. This comic is generally also called comic magazine.

3. Graphic Novel

Graphic novels are comic that have a narrative story style, stories in graphic novels are usually more complex and tend to be aimed at adult readers.

4. Webcomic

Webcomic is a comic published through internet media. The advantage of webcomics is that everyone can publish their work and can access all the comic that they want to read in a time that can be determined by themselves and is

[55]Nurgiantoro, Op.Cit, p.407.

relatively inexpensive and can be accessed by all people in various parts of the world and its availability in many languages.

5. Instructional Comic

Instructional comic are comic that are deliberately designed for an educational or information purpose, the language used is usually universal (the language of images and symbols). For example in the instructions for using oxygen masks in the cabin of an aircraft.[56]

K. Unsure of Comic

In a comic, of course, there are elements or elements that make up a comic, including the following:

1. Panel

The panel is a field that limits parts of the comic, the panel is divided into two:

a. Closed panel

A closed panel is a panel that is bounded by boundary lines. This line is called a frame, the most often using this panel are comics from Europe.

b. The panel opens

Open panels are panels without borders that surround them, open type panels are often used as variations in the appearance of comics, and most are used in American and Japanese comics.

2. Gutter or ditch

Gutter or ditch is the distance given between the panels in the comic. Unusual distances can create a certain impression on the reader.

[56]Scott McCloud, *Understanding Comic*, p. 63.

3. Balloon words

The word balloon contains words directly related to the comic character, containing words or words rather than the characters in the comic. There are two common types of word bubbles:

a. Normal word bubble

Is a word balloon that shows a conversation with normal tone and emotion.

b. Balloon expression words

It is a word balloon that refers to the character's expression or emotion when speaking, such as when angry, acting, afraid, whispering, talking to himself and so forth.

4. Narration

Is a statement conveyed by the comic artist or author to help readers understand the storyline or scenes that are being played in the comic and delivered in the form of words. Japanese comics usually useless narration than American comics.

5. Effects

Effects are also needed in comics and in making comics there are usually two types of effects:

a. Sound effect

Displayed in written form to express a particular sound. Forms of writing or fonts adjust the sound or sound represented.

b. Motion effect

Motion effects or lines of motion are often used to indicate a movement or speed.

6. Figure

Characters are characters or characters in a story in a comic

7. Background

The background is very closely related to the theme of the story and is one of the elements that are difficult to draw. The background must be able to describe the atmosphere around the characters while supporting the story.[57]

From the unsure of comic we can know that there are seven important thing unsure comic that must we know.

L. The Synopsis of Virgo and the Sparklings Comic

Talk about the comic titled "Virgo and the Sparklings" by, Annisa Nisfihani, which was published on August 6, 2017, was released in an online comic webtoon and then on September 19, 2018, the comic "Virgo and the Sparklings" was present in the printed comic published by Elex Media, in this comic contains about how a human being has advantages that are not normally possessed by humans in general, but in this comic also contains some conflicts that are unusual or even never existed apart from in this fantasy genre comic. It is said, in this comic, there is a main character named Riani, she is a girl who is sensitive to sound so that she can read the color of her interlocutors and surroundings, this advantage is usually called synesthesia and also she has a mysterious power, which can release electrical energy.

When threatened. For Riani, the sound of rain was blue, and the guitar tones were pink. This ability makes him very good at playing musical instruments and singing, Riani who often accidentally shows electrical energy from her body makes her want to always hide from the public eye, but it is not known by her friends so she is invited to join a band together.

The two themes are Ussy (a girl with a very wealthy and respectable family background but gets restraints from her family

[57]Scott McCloud, *Understanding Comic*, p. 66.

especially her father not to join any band because it is thought to be damaging to her family's good name) and Monica (a girl from my mother who has a background behind a fairly bad economy so that his family also did not allow him to join the world of music because it was thought to interfere with his focus in learning and worried that he would not finish his studies but he had a very good talent in playing music) who named their band with the name "Virgo and the Sparklings", starts from group band this is the problem started.

Starting from the story of those who were just doing light training in a music studio by covering a song from a famous brand in the capital, Rindu band, and as time went by Ussy as one of Riani's friends proposed to create a band and name it "Virgo and the Sparklings "in accordance with their birth zodiac so they named it" Virgo and the Sparklings "as long as they felt they suited each other with Ussy's position as Pianist, Monica as Drummer, and Riani as Vocalist as well as Guitarist.

They accidentally see a talent search ad in a social media account "Youtube" and finally they deliberately take part in the talent search event, but with a note, they agreed to hide their identities by wearing costumes with custom masks like a hero but still looking graceful, with so not a few negative comments and positive from music connoisseurs, the negativeness is about their costumes which are considered uncomfortable and considered disturbing appearance when singing, the positive thing there are some who ignore the strangeness of their costumes and provide comments on the pretext of encouraging and also advice for those bands. That is rated as having talent in the music world.

From some of the positive and negative comments that are scattered there is one very prominent comment, responding one by one negative comments with defending comments that support and build enthusiasm for the personnel "Virgo and the Sparklings" Which led to the band they got a lot of fans and received good appreciation from listeners to his songs.

M. Biography of the Author

The people of Tenggarong City should be proud of the achievements of the younger generation in their area, one of which is Annisa Nisfihani, a Comic and also a freelance illustrator who is now starting to be known for her work entitled Me vs. Big Slacker Baby.

Annisa's interest in the comic world began when she was still in elementary school, "In the beginning because I was a child from elementary school I liked to read comics, imitate the pictures, finally like it and try to make it even if it's just a hobby," she said.

At that time, when I learned about her hobby of drawing, her parents could not agree, "When I knew it was not permitted, because it disturbed the time to study, school notebooks like to be finished on the news, if caught in anger," she recalls. When she was in the first grade of high school, he began to seriously pursue a hobby as a comic artist. She was desperate to try to send his work to the publisher, even though at that time Annisa felt his skills were insufficient and only taught herself.

The work that he sent turned out to be rejected by the publisher and had made it down, Class 3 High School, Annisa learned again the location of his mistakes and tried to send his work again, but again rejected, she finally resigned.During college, Annisa learned from previous failures, "When I was studying the internet, I learned from social networks, so I knew where it was wrong, sent again, finally accepted, still the Elexmedia publisher at that time," she said. Seeing his seriousness, Annisa's parents began to melt, "Finally began to be supported, I was asked to become a civil servant," he said again.

When she started working actively, Annisa had felt difficult to submit her work, "Internet access that likes is not stable because now it's related to publishers via e-mail, the electricity that often dies, is it right again in Samarinda, if Tenggarong rarely dies," she said. Thanks to his patience and

seriousness, Annisa also received an award from darmizan. Now she has felt the results and worked as a comic artist in Rezon Comics, Illustrator of the pink berry club novel darmizan, and freelance illustrator. In 2013 she graduates from Economics Faculty, Department of Economics and Development Studies, Mulawarman University, has produced 3 pieces of work, namely Geng bokek (elex media), Burung (Bubblepop darmizan comic compilation), and Me vs. Big Slacker Baby "Ongoing" (rezon comics).

Annisa also participated in several events, such as Anicult in Surabaya in 2013, Mangafest Jogja 2014, and Hellofest 10 Jakarta. She was invited and present as a comic artist rezon comics (Indonesian comics special compilation magazine).

Regarding the continuation of her career as a comic artist, she only wants to continue to improve the quality and continue to learn, as long as he can draw, Annisa still wants to be a comic artist and illustrator and to promote comics in Indonesia both at home and abroad. The girl born on March 9 also advised those who want to sharpen their talents to become a comic artist, "Dare to try and not be discouraged, as long as there is intention and effort to act immediately, and let's advance the economy of the homeland," she concluded[58].

[58]Kutai Kartanegara Newsline. Annisa Nisfihani Komikus dan Ilustraor (On-Line), Available on: Kutai Kartanegara Newsline (October 26th 2019)

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