THE DEVELOPMENT OF THE MODULE OF EDUCATIONAL SEMI-COMIC ANTI-CORRUPTION INTEGRATED IN PPKN LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract	The paper aims to develop an Integrated Anti-Corruption Education Comic Module and to find out the effectiveness of the semi-comic integrated anti-corruption education module in Civics learning for class VII students at SMPN 19 Kerinci. This type of research is Research and Development. The population in this study were all students of class VII at SMP Negeri 19 Kerinci. The sampling technique used is non-probability sampling with purposive sampling. The product will be validated by experts and tested on class VII students at SMP Negeri 19 Kerinci. Qualitative data were obtained through observation, written responses, and suggestions, while quantitative data were obtained from questionnaires and tests. The practicality of the module is determined based on the response of the teacher and students. Based on considerations consisting of three students who have high, medium, and low abilities (individual evaluation) and one class of students in class VII SMP Negeri 19 Kerinci (large scale trial). Data collection instruments consisted of observation sheets, questionnaire sheets, and question sheets. The results showed that the results of the validity of media experts were 93%, material experts 91%, and linguists 90%, with very valid categories. As for the practicality test, with an average of 91.5 in the very practical category. For effectiveness, the data source is obtained from the learning outcomes of students before and after using the semi-comic module. The pre-test results obtained an average of 46, and during the post-test, it increased to 94. The results of this research and development can conclude that the use of the module semi-comic anti-corruption education integrated into PPKN learning for class VII students at SMP Negeri 19 Kerinci is appropriate.
Keywords	

INTRODUCTION

Learning Pancasila and Citizenship Education (PPKn) is learning that aims to form smart and good citizenship, which is illustrated by citizens who are patriotic, tolerant, loyal to the nation and state, religious, and democratic and become true Pancasilaists (Nurgiansah, 2021). Civics learning is one of the studies that carries a noble task, namely to educate the life of the Indonesian people through the corridor of value-based education (Muslimin, 2012). In addition, PPKn learning has a main mission, namely PPKn as political education and PPKn as Conflict Resolution Education (Rehi, 2021);(Zulkifli et al., 2020). PPKn's learning mission is one of the references in applying anti-corruption values because PPKn makes education values that must be developed as a form of implementing anti-corruption education (Nugroho et al., 2019);(Shofiyuddin, 2018). This is also in accordance with learning programs that are oriented towards the application of character values based on Pancasila values.

Implementation of anti-corruption values in Civics learning can be done by integrating anti-corruption education with Civics learning through a hidden curriculum in the form of habits, collective behavior at school, relationships between students and between teachers, awards for achievements, and others outside the formal learning context and also inserting values. Anti-corruption in material relevant to Civics learning (Kurniawan, 2021);(Rezki, 2020). Anti-corruption education is one of the preventive efforts carried out in an effort to eradicate corruption by developing critical thinking skills and anti-corruption attitudes (Rahma, 2016);(Sumardi, 2022). Anti-corruption education aims to reduce or minimize acts of corruption so that future generations can develop attitudes to firmly reject all actions in the form of corruption and are able to apply anti-corruption values in everyday life (Djoh, 2019). Not only that, anti-corruption education given early on can build and instill awareness of the dangers of corruption (Suryani, 2013);(Sakinah & Bakhtiar, 2019). Anti-corruption education is expected to change the perceptions and attitudes of students to fight corruption. The implementation of anti-corruption education in schools can be pursued in various ways, such as instilling anti-corruption values in children, students, students and the younger generation to form an anti-corruption generation with an attitude of corruption and developing opportunities for criminal acts of corruption (Handoyo, 2013);(Hakim, 2012). Students who learn anti-corruption values will be moved to deepen the material when they know and are aware that what they experience every day positions them as victims of corrupt practices (Subkhan, 2020);(Handoyo, 2014). Anti-corruption education for students is important to be implemented as a

provision for students to firmly reject acts of corruption and uphold anti-corruption values in order to create students with anti-corruption characteristics in the future (Anatasya & Dewi, 2021). The fact is that even though anti-corruption education has been taught through Civics learning, there are still some students who have not optimally internalized anti-corruption values.

Previously, many anti-corruption education modules have been made, such as the development of anti-corruption modules for high school students, which was carried out by Yunita (2021) digital anti-corruption module based on VCT learning for students, and Suriadiata & Syamsussabri (2022) development of the Pancasila Education module based on Problem-Based Learning Integrated Anti-Corruption Values, and the development of practicum modules for the Pancasila course with the project citizen model to instill anti-corruption values in students by Mulyoto et al., (2020). Based on previous research, there is no module on anti-corruption education that is integrated into Civics learning in the form of semicomics, and the target audience is junior high school students. It is hoped that this module can instill anti-corruption values in students. Based on the results of interviews with PPKn teachers at SMP Negeri 19 Kerinci with the initials "A" it is known that so far, the learning resources used in Civics lessons have only been limited to printed books published by the Ministry of Education and Culture of the Republic of Indonesia in 2018, and only a few months have Anti-Corruption books been given as additional sources. Learning and the scope of material contained in learning resources are still minimal, so teaching materials such as modules with material that are more holistic and interesting are needed. The material in the anti-corruption module available in schools is still minimal, and there is no material regarding the basic concepts of corruption, anti-corruption, and anti-corruption values. This can be seen from the observations made, where students have only ever listened but do not know the meaning, impact, causes, and punishment for perpetrators of corruption holistically. This is due, in part, to the limited literacy materials owned by students related to corruption.

Based on the problems above, this research will offer an alternative in the form of developing an Anti-Corruption Education (PAK) semi-comic module that is integrated with PPKn for Class VII students at SMP Negeri 19 Kerinci. This semi-comic module can be used by students as a source of learning and literacy in understanding the material to anti-corruption values so that the attitude formed does not become a forerunner of corruption. Therefore, the effort that can be made is to instill anti-corruption values through anti-corruption education module teaching materials. The module is a form of holistic teaching material that can be studied independently by students, and there are

instructions for using the module (Shinta, 2014);(Ismawati, 2020). Module development is important to be implemented as a support for student learning. Rahmat (2015) also said that as an individual teaching material in increasing the effectiveness of understanding the material in school, the module has three advantages, namely having clearer instructions and learning objectives, providing complete material, and having accommodation skills for different students in understanding the material available in the module.

This module will provide convenience for students in the process of understanding anti-corruption values through effective, practical, and attractive literacy, which can be seen from the increase in learning outcomes and changes in students' attitudes before and after using anti-corruption education modules that are integrated with Civics learning. Besides that, the anti-corruption education module in PPKn learning is important to increase the willingness of students to learn anti-corruption values because so far, there have been no teachers at SMP Negeri 19 Kerinci who have created an anti-corruption education module in this semi-comic form.

Various studies on Anti-Corruption Education have been carried out, such as research by Asyafiq (2017), whose research focus is on anti-corruption education modules for Class X Senior High Schools. This research produces anti-corruption education electronic modules as a proper and effective Civic learning resource in improving student learning outcomes and effective for increasing students' anti-corruption attitudes in high school. The work wa conducted by Suyahman & Dita (2021), whose research focus is on anti-corruption education modules for Class X Senior High Schools. This research produces anti-corruption education electronic modules as a proper and effective Civic learning resource in improving student learning outcomes and effective for increasing students' anti-corruption attitudes in high school. The next one was a study explored by Yunita (2021) relating to digital modules based on the VCT learning model to develop students' anti-corruption character. The findings of this study are to improve students' anti-corruption learning outcomes by using digital modules based on the VCT learning model.

This study aims to produce semi-comic anti-corruption education modules for class VII students at SMP Negeri 19 Kerinci which are integrated into Civics learning, test the validity, effectiveness, and practicality of the modules so that semi-comic modules are produced which can be a source of reading for class VII students at SMP Negeri 19 Kerinci so that students can instill anti-corruption values in everyday life.

METHOD

This type of research is Research and Development research. This research is the process used to produce certain products (Sugiyono, 2020). The product to be produced is a semi-comic module for anti-corruption education in Civics subjects. The development model used in this study is the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation. The population in this study were all students of class VII at SMP Negeri 19 Kerinci. The sampling technique used is non-probability sampling with purposive sampling. Based on considerations consisting of three students who have high, medium, and low abilities (individual evaluation) and one class of students in class VII SMP Negeri 19 Kerinci (large scale trial). The location of the research was carried out at SMP Negeri 19 Kerinci. Qualitative data were obtained through observation, written responses, and suggestions, while quantitative data were obtained from questionnaires and tests. The practicality of the module is determined based on the response of the teacher and students. The effectiveness of the module is determined from the results of the pre-test and post-test use of the module by students and the results of observations of students.

The instrument used to test the validity is Questionnaire Design. The researcher Prepares questions to fulfill content validation. The research instrument was in the form of material, language, and media expert validation sheets. The expert validation sheet is used to determine the didactical aspects, content, language, and appearance of the module. The questionnaire used is a structured questionnaire using four alternative answers as follows:

Table 1. Likert Scale

Criteria	Score	Description
SL	4	Very Valid
L	3	Valid
KL	2	Less Valid
TL	1	Invalid

Information was collected from a questionnaire that contained information about the practicality of the module developed from student and teacher responses. This handy tool is described on a Likert scale. The practicality instrument functions to collect data in the form of whether a module is practical or not. The instrument used was a student and teacher response questionnaire.

The instruments used to collect effective data are formative learning outcomes tests (measuring cognitive aspects) and observation sheets (measuring affective aspects). The test is carried out after students take part in learning using the anti-corruption education integration module and PPKn in semi-comic form. This test will be processed based on the scoring rubric after the learning process. At the same time, this observation sheet is done by looking at the learning process using the integration module of anti-corruption education with PPKn to see changes in students' attitudes after going through learning using the module.

Data collection techniques were obtained through research instruments. The instruments that will be used in this study consist of:

1. Instruments used in the analysis stage: interview guidelines and observation sheets;

2. Validity test instrument: product validity test sheet/questionnaire used to obtain data on the validity level of the developed module. This due diligence instrument contains assessments on didactic aspects, content, language, and appearance of the module.

3. Effectiveness instruments: sheets of formative assessment results and student observation sheets. Formative tests are carried out after students take part in learning using modules. This test is given in the form of objective questions consisting of 10 objective questions and five descriptive questions. This test aims to determine the extent to which students understand learning material after going through the learning process using the module. The test results will be processed based on the scoring rubric. The observation sheet is used to see the attitude of students after following the learning process using the module.

Data from the results of the due diligence and effectiveness of this module will be analyzed qualitatively and quantitatively. Data analysis techniques for each instrument can be seen as follows:

1. Analysis of Validity Test Data

This technique aims to see the due diligence data obtained from filling out the questionnaire by the validator.

2. Analysis of Effectiveness Test Data

The results of the formative assessment on the cognitive aspect (output) and the results of observations on the attitude aspect (process) are used to measure the effectiveness of this module. The analysis of the data on the results of this effectiveness test aims to find out how much the learning outcomes of students have increased and how the attitudes of students have changed after using this module.

FINDINGS AND DISCUSSION

Findings

Analysis Stage

At this stage, the researcher has carried out several analyses so that the developed module is in accordance with the objectives. The analysis carried out consisted of needs analysis, student analysis, and concept analysis. The results of this analysis phase can be seen in the following table.

Table 2. Results of Analysis Phase

No.	Research Activities	Technique of Data Collection	Instrument	Objectives	Results
1.	Needs Analysis	Interview and Observation	Interview guidelines and Observation Sheet	Knowing the problems in learning activities, such as the advantages and disadvantages of existing teaching materials.	There is still a lack of civics learning resource books related to anti-corruption education.
2.	Curriculum Analysis	Documentation	Curriculum	Determining PPKn materials that are relevant to Anti-Corruption Education;	PPKn material that is relevant to Anti-Corruption Education is contained in KD 3.3 regarding Norms and Justice.
3.	Student Analysis	Questionnaire	Questionnaire Sheet	Knowing the characteristics, abilities, and skills possessed by students so that appropriate and targeted modules can be designed;	Students have an interest in modules with more pictures.

Design Stage

At the design stage, several processes have been carried out, namely the preparation of the module draft and the manufacture of the module. The preparation of the module draft aims to organize learning material so that it becomes one systematic unit. The preparation of the module

draft produces the module title, the purpose of making the module, the module outline, materials, and the module final test questions. Meanwhile, the modules are made according to the Indonesian language according to the Enhanced Spelling (EYD) with the following structure:

Table 3. Module Design Stages

No.	Module Arrangement	Module Design
1.	**Cover** The cover is presented in blue and contains the title "Norms and Anti-Corruption" and is accompanied by an illustration of a junior high school student who rejects actions that lead to corruption	
2.	**Foreword** The preface explains a brief description of the module with a yellow background color.	
3.	**Learning Objectives and Materials** Learning objectives are presented in several points as the core of the material, and learning materials are presented in the form of charts and illustrative figures.	
4.	**Comic** Comics contain a combination of text and visual information (illustrations). Comics are used to convey the main ideas of the module in the form of pictures.	

5.	**Summary** The summary consists of the main ideas of the material that represent each illustration chart and module text so that it makes it easier for students to remember the contents of the module	
6.	**Formative Tests and Independent Assignments** The test contains questions as a form of evaluation after using the module. At the same time, the independent task is to measure the level of ability of students to understand the contents of the module.	

Development Stage

This development stage aims to produce semi-comic modules that are valid and feasible to use. The semi-comic module is designed to be validated by the validator. The module was validated by two material experts, one language expert, and one media expert. Following are the validation results from experts:

Material Expert Validation

The results of the material expert's assessment of this semi-comic module were carried out by providing a validation sheet. The results of the material expert's assessment can be seen in the following table:

Table 4. Material Expert Validation Results

No.	Aspect	Indicator	Score of Validator 1	Score of Validator 2
1.	Self-Instruction	Learning objectives in accordance with the required competencies	5	4
		Exposure to the material in the module in accordance with the required competencies	5	5
		The material is presented in an orderly manner	4	5
		The material presented can be understood easily	5	5

		Illustrations are presented in accordance with the content of the material	5	5
		The problems presented can be in the context of assignments and the student's environment	4	5
		The language in the module is easy for students to understand	5	5
		Matching the module material with the required competencies	5	5
2	Self-Contained	The material competencies presented contain the required competency units	4	5
3	Stand Alone	Module material can be studied without the help of other modules	5	5
		Module material can be studied without the help of other media	4	5
4	Adaptive	The material in the module is in accordance with the development of science	5	5
		The material in the module is in accordance with technological developments	5	5
5	User Friendly	Module material can be studied anywhere	5	5
		Module material can be studied at any time	5	5

Based on the results of data analysis from the assessment of 2 material validators, it can be seen that the average value of material feasibility using the semi-comic anti-corruption education module is 4.3. If interpreted, this module is very feasible and can be used for Civics learning, especially on norms, justice, and anti-corruption material for participants class VII junior high school students.

Linguist Validation

The validation results from language experts aim to improve grammatical accuracy in the module. Assessment is measured using a Likert scale. The results of the assessment by linguists are shown in the table. The following 5:

Table 5. Linguist Validation Results

No.	Aspect	Indicator	Score
1	Legibility	Using good and correct language rules	4
		Using terminology that is appropriate to the concept of the subject matter	5
		The language used is straightforward and easily understood by students	5
		The language used is communicative	5
		The accuracy of language selection in describing the material	4
		The sentences used represent the contents of the message or information to be conveyed	4
		The sentences used are simple and to the point	5
		Spelling accuracy	4
		Consistency in the use of terms	5
		Consistent use of symbols/icons	4
		Appropriateness of the use of illustrations/pictures and charts with the subject matter	5

The results of the feasibility test for linguists show that the average value is 4.5. If you look at this module, it is very suitable to be used as a reading resource for class VII students at SMP Negeri 19 Kerinci.

Media Expert Validation

Validation by media experts aims to make the developed module attractive to students in Civics learning, especially on Norm and anti-corruption material. The results obtained based on the assessment of media experts can be seen in the following table:

Table 6. Media Expert Validation Results

No.	Aspect	Indicator	Score
1.	Size of Module	Module size compliance with ISO standards: A5	5
		(148 X 210 mm) or (14,8 X 21,0 cm) or (5,83 x 8,27 inch)	5
		Appropriateness of the size of the material contained in the module.	5
2	Layout Module Covers	The arrangement of the layout elements on the cover is appropriate so as to give the impression of a good rhythm.	5
		The arrangement of the layout elements on the back cover is appropriate so as to give the impression of a good rhythm.	5
		Displays the exact center of view (point center).	5

3	Module Cover Typography	The layout is proportional to the size of the module so that it can clarify the function (module content material)	5	
		Shows good contrast	5	
		Title font size is more dominant than (author's name and logo)	5	
		The book title color contrasts with the background color	5	
		The font size is proportional compared to the module size	4	
		Don't use too many Combinations of fonts	4	
4	Illustration Module Covers	Illustrations can describe the content/material of the module	5	
		Illustrations can reveal the character of objects	5	
		Illustrations can explain object character	5	
5	Layout Module Contents	The placement of layout elements is consistent based on the pattern	4	
		The separation between paragraphs is clear	4	
		The placement of material titles or equivalent (preface, table of contents, etc.) is uniform	5	
		Proper spacing between text and illustrations	5	
		The margins between two side-by-side pages are proportional	5	
6	Typography book contents	Placement and appearance of elements of the layout of titles, sub-headings, charts, tables, illustrations, and descriptions of images are appropriate	5	
		Do not use too many fonts	4	
		Do not use decorative/decorative typefaces	5	
		The use of letter variations (bold, italic, capital, small capital) is not excessive	5	
		Typeface according to the content of the material	4	
		Spacing between lines of normal text arrangement	4	
		Spacing between letters is normal	5	
		Reveal the meaning/meaning of the object	5	
7	Illustration book contents	Proportional form	5	
		Form corresponds to reality	4	
		All illustrations match	5	
		Illustrations in the form of clear lines, charts, tables, and characters/comics	5	

The results of the due diligence by media experts obtained an average of 32. If interpreted, this semi-comic module is very appropriate to be used as a source of reading on anti-corruption education that is integrated with PPKn on the material Norms and Justice. With this module, students are interested in learning because the module is designed by multiplying pictures or illustrations

Implementation Stage

The implementation phase is carried out by testing modules on students. The module was tested on research subjects, namely class VII B at SMP Negeri 19 Kerinci, totaling 27 people. At this stage, the results of the practicality test and the effectiveness of the module development are seen.

Practicality Test Results

At this stage, a practicality test was carried out according to the teacher and students who were analyzed based on the practicality test sheet instrument according to the teacher and students on the anti-corruption education semi-comic module.

Practicality Test Results by the Teacher

The results of the teacher's practicality test on the anti-corruption education semi-comic module consist of four assessment aspects. The four aspects of the assessment are content feasibility, practicality of use, language, and appearance of the module. For each aspect of the assessment, there are several indicators given a score of 1 to 5. The number of teachers who responded to the semi-comic module for anti-corruption education was four teachers from 2 schools, namely SMPN 19 Kerinci and SMPN 19 Kerinci.

The practicality in question is that this module can make it easy for teachers to teach anti-corruption education material, especially on the material "Norms and Justice." The following are the results of the assessment of the four teachers based on the average aspects assessed:

Table 7. Feasibility Test Results

No.	Aspect	Indicator	Score	Interpretation
1.	Content Eligibility	1. Compatibility of content with curriculum and learning objectives	5	
		2. The truth of the concept of the material in terms of scientific aspects	5	
		3. Conformity of illustrations and drawings	5	
		4. Holistic material coverage	5	
		5. Comics make it easier for students to understand the material	5	
		6. Placement of appropriate image illustrations	5	Very Valid
		7. Comics make it easier for students to teach participants educate	5	
2.	Practicality User	8. Modules can be used as alternative media for teachers in the process learning on the material "Norms and Justice."	5	
		9. The semi-comic module facilitates the teacher in the process learning	5	

No	Aspect	Statement	Score	Category
3.	Language	10. This module makes it easier for teachers to improve their skills students in understanding anti-corruption education material	4	Valid
		11. This module facilitates teachers in distance learning	4	Valid
		12. This module can be used at any time as needed	4	Valid
		13. Modules can be used repeatedly	5	
		14. The language used is in accordance with the EYD	5	
		15. Ease of understanding material with language flow	5	Very Valid
		16. The language used in the module is easy to understand	5	
		17. The use of words in the module is easy to understand	4	Valid
		18. The use of the word in the module does not create meaning double	5	
4.	Appearance	19. The use of writing/text is clearly legible	5	
		20. Use the appropriate font type and size	4	
		21. The color combination used is interesting	5	Very Valid
		22. Reveal the meaning/meaning of objects	5	
		23. Proportional form	5	
		24. Shape according to reality	5	
		25. The whole illustration is harmonious	5	
		26. Illustrations in the form of lines, charts, tables, and Clear characters/comics	5	

Based on the table above, it can be concluded that each aspect has an average category of very good/good, namely 125, with an average content feasibility aspect of 4.9. If interpreted from the results of the feasibility test,t this module is very feasible or very practical to use.

Student Practicality Test Results

The practicality test aims to test the practicality of the module by identifying the clarity of the module design, grammar that is still poorly understood, clarity of direction, level of difficulty, ease of use, and student satisfaction in using the module.

This module was tested on class VII, B, which consisted of 27 students. At this stage, an assessment of the module is carried out by students, taking into account the aspects of form, content/benefit, and practicality.

The results of the analysis of questionnaire data from 27 students, as a whole, obtained an average feasibility value of the module, namely 4.31, which shows that the anti-corruption educational semi-comic module is very feasible to use. The practicality of the module can also be seen from its use in accordance with the learning objectives. When the module is used, learning time

becomes effective and efficient. This module can be used by students independently and can be used continuously.

Effectiveness Test Results

The results of the effectiveness test carried out aim to see how students' learning abilities are after using the semi-comic module. A learning pre-test and post-test were carried out using the semi-comic module to see this. The results of this effectiveness test were carried out in class VII B at SMP Negeri 19 Kerinci, which involved 27 students.

The effectiveness test of the semi-comic module is the learning outcomes of students after and before participating in learning using the semi-comic module for anti-corruption education (pre-test and post-test). The average increase in student learning outcomes is shown in the following figure:

Figure 1. Average Pre-test and Post-test Results
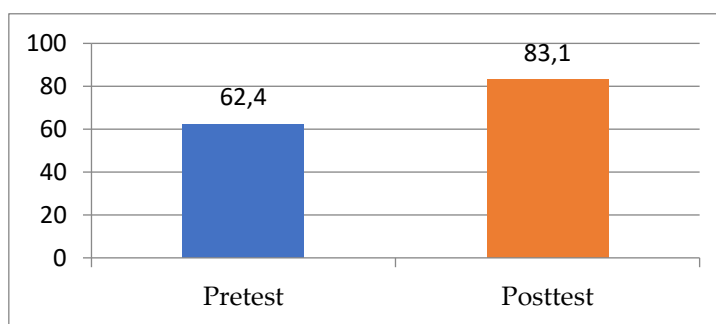
Improving student learning outcomes after using the anti-corruption education semi-comic module integrated with Civics learning for class VII students at SMP Negeri 19 Kerinci. The average acquisition of test scores at the pre-test has increased at the time of the post-test.

Based on the results of the normality test used on the data obtained from the pre-test and post-test of normal entry student learning outcomes, the hypothesis test uses the Independent Sample T-Test.

Table 8. Independent Sample T-Test Test Results

		Mean	N	Std. Deviation	Std. Error Mean	Sig (2. tailed)
		Paired Samples Statistics				
Pair 1	Pre-test	62.4074	27	9.54447	1.83683	0,000
	Post-test	83.1481	27	11.61466	2.23524	

The results of the analysis show Sig (2-tailed) 0.000 <0.05, so it means that Ho is rejected. This means that the increase in student learning outcomes after using the module is better than before using the module. This proves that the use of semi-comic modules is effective.

Evaluation Stage

The evaluation phase consists of formative evaluation and summative evaluation. Formative evaluation aims to revise the module according to the inputs by experts. In the first stage of the analysis, no difficulties were found that hindered the implementation of the analysis. In the second stage of product design, there are several obstacles related to making storylines in comics that are in accordance with learning objectives so that the material is conveyed properly through comics. At the development stage, validation was carried out by experts. At this stage, no obstacles were found that hindered the research, but there were some inputs and suggestions from experts, which were then corrected according to input. The results of the development stage were obtained in the category suitable for use. Furthermore, the implementation stage was carried out by testing the use of teachers and students with practicality tests in the practical category, and the results of the effectiveness test showed that the semi-comic module was effectively used to improve students' learning abilities on anti-corruption material.

After carrying out formative evaluations for each stage of development and revision in accordance with the inputs provided, a summative evaluation is carried out. This evaluation was carried out at the end of the development stage so that it can be concluded that the semi-comic module for anti-corruption education integrated with Civics learning for class VII students at SMP Negeri 19 Kerinci has fulfilled the practical and effective criteria.

Discussion

Semi-Comic Module Development Validity

The product is designed by the researchers in such a way as to fit the structure being created. This product is used as a convenient tool for teachers and students to use in the learning process. In order for a product to develop into a quality product, it is necessary to carry out testing, starting with testing the validity, practicality, and effectiveness. This test is very important because, according to Ploomp T (2013), Assessment by experts has a better level of resistance compared to other techniques. The results of module validation from 2 material experts, one linguist, and one media expert, found that the anti-corruption education semi-comic module is very valid to be used as reading material for junior high school students.

Semi-Comic Module Development Practicalities

The practicality of the semi-comic module is found in the responses of teachers and students. The module is said to be practical if it is easy to use. The semi-comic module of Integrated Anti-

Corruption Education in Civics Learning for Class VII Students in Junior High Schools that was developed is very practical to use because research results prove that the module is easy for students to use. Besides that, the teacher's response to the developed module also helps the teacher in the learning process. According to Nurdyansyah (2019) and Wati (2018), a teaching module is one type of teaching device that contains a lesson plan to help direct the learning process. Therefore, the Integrated Anti-Corruption Education Semi-Comic Module in Civics Learning for Class VII Students in Junior High Schools has fulfilled the practical aspect.

Semi-Comic Module Effectiveness

Effectiveness comes from the word effective, which means having an effect, influence, consequence, giving satisfactory results, using time and the best way (Syarifah, 2022). Sriyanti et al. (2022) reveal that in research on the development of the field of learning, one of the indicators of the implementation of an effective module is seen in the learning outcomes and activities of students. The results of the development effectiveness test show that the learning outcomes after the pre-test and post-test show good results. This can be seen from the comparison of the pre-test and post-test results, where the average value of the pre-test was 46, then after the post-test was completed, with an average score of 94. Based on the information above, it can be concluded that the semi-comic module that the researcher developed is categorized as effective because it can improve student learning outcomes.

CONCLUSION

It can be deemed that the development of semi-comic modules for anti-corruption education is integrated with Civic learning, adapting the ADDIE development model, which consists of 5 stages, including analysis, design, development, implementation, and evaluation. The validity of the Integrated Anti-Corruption Education Semi-comic module in Civics Learning for Class VII Students in Junior High Schools is categorized as valid. The validity of the module is reviewed from several aspects, namely material, language, and appearance. The results of the validity test show that the product as a whole has a very valid category. The Effectiveness of the Integrated Anti-Corruption Education Semi-Comic Module in Civics Learning for Class VII Students in Junior High Schools is categorized as effective. The practicality of the Integrated Anti-Corruption Education Semicomic Module in Civics Learning for Class VII Students in Junior High Schools has been achieved. In terms

of practicality, an average score of 4.9 (very practical) according to the teacher and an average score of 4.31 (very practical) according to students.

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