

## **P5P2RA-Based Digital Comics as Character Education Media: A Qualitative Study on Supporting the *Kurikulum Cinta* and Preventing Bullying in Madrasah Ibtidaiyah**

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**Abstract.** The rise of bullying cases in primary education underscores the urgent need for effective character education media that are engaging, contextual, and value-oriented. In response, the Indonesian Ministry of Religious Affairs has recently introduced the *Kurikulum Cinta*, which emphasizes compassion, empathy, inclusivity, and non-violence, particularly within Madrasah Ibtidaiyah. As a newly implemented curriculum, its practical application remains limited and underexplored, especially in terms of instructional media. This qualitative study investigates the use of P5P2RA-based digital comics as character education media to support the *Kurikulum Cinta* and prevent bullying in Madrasah Ibtidaiyah. The research involved teachers and students from three madrasahs in Madura, Indonesia. Data were collected through classroom observations, in-depth interviews, and documentation analysis, and were analyzed thematically. The findings reveal that P5P2RA-based digital comics effectively promote empathy, mutual respect, cooperation, and anti-bullying attitudes among students. The study highlights how narrative-based digital media can translate abstract curriculum values into meaningful learning experiences. This research contributes empirical evidence to support the implementation of the *Kurikulum Cinta* and enriches scholarly discourse on innovative character education practices in Islamic primary education.

**Keywords:** Digital Comics, P5P2RA, Character Education, *Kurikulum Cinta*, Bullying Prevention, Madrasah Ibtidaiyah

### **1 Introduction**

Bullying in primary education continues to pose serious challenges to students' emotional well-being, social relationships, and moral development. In Madrasah Ibtidaiyah, bullying often occurs through verbal ridicule, social exclusion, and discrimination related to appearance or cultural identity [1], [2], [3]. Such behaviors directly contradict the ethical and spiritual foundations of Islamic education, which emphasize compassion and respect for others. Early educational stages are critical for shaping students' character and social attitudes. If left unaddressed, bullying behaviors risk becoming

normalized and persistent. Therefore, preventive and value-based educational strategies are urgently needed at the elementary level [4], [5], [6], [7], [8].

Character education has long been integrated into Indonesia's national education agenda, particularly through religious and moral instruction [9]. Recently, the Ministry of Religious Affairs introduced the *Kurikulum Cinta* as a value-oriented curriculum framework that foregrounds love, empathy, peace, and anti-violence principles [10]. The curriculum seeks to strengthen students' emotional intelligence alongside cognitive development [11], [12]. However, as a newly launched initiative, *Kurikulum Cinta* still lacks sufficient empirical evaluation and pedagogical elaboration [13]. Many educators experience uncertainty in operationalizing its values in classroom practice. This situation highlights a pressing need for research-based support and instructional innovation.

One of the primary challenges in implementing *Kurikulum Cinta* lies in transforming abstract moral values into concrete and meaningful learning experiences for young learners [11], [12]. Elementary students tend to learn more effectively through visual narratives and contextualized situations rather than through abstract moral instruction. Conventional approaches, such as moral lectures or normative advice, often fail to influence students' behavior sustainably. As a result, character education risks being perceived as theoretical rather than experiential [9]. This pedagogical gap necessitates the development of engaging learning media that can embody curriculum values in relatable contexts. Addressing this issue is essential for the success of the new curriculum.

Digital comics offer significant potential as instructional media due to their narrative structure, visual appeal, and emotional engagement [7], [14]. Through stories and characters, comics can present moral dilemmas and social interactions that mirror students' real-life experiences [15]. Digital formats further enhance accessibility and relevance in contemporary classrooms [16], [17], [18]. In character education, digital comics can function as reflective tools that encourage empathy and ethical reasoning without being prescriptive. Despite these advantages, their use in Islamic primary education remains limited. This underutilization indicates an important area for pedagogical exploration.

The P5P2RA framework integrates the Pancasila Student Profile with the values of Rahmatan lil 'Alamin, emphasizing faith, cooperation, critical thinking, creativity, global diversity, and compassion [19], [20], [21]. This framework provides a comprehensive foundation for character education in madrasahs. However, existing studies on P5P2RA predominantly focus on policy discourse or curriculum alignment rather than media-based classroom implementation [22], [23]. There is limited empirical research examining how P5P2RA values are embedded within digital learning media. Consequently, the impact of such media on students' social attitudes remains underexplored. This study seeks to address this research gap.

This integrated the Love Curriculum, P5P2RA values, and Islamic character education more coherently when the three are positioned as a single framework for strengthening students' character. This integration can be seen through the explanation that the Love Curriculum is the affective foundation, P5P2RA as the competency of the student profile, and Islamic character education as the moral-spiritual basis that unites these values. By conceptually linking these elements, the manuscript no longer places them as stand-alone concepts, but as mutually reinforcing components in the process of moral formation. Coherence is seen when the relationship between the three is explained through the same goal, which is to form students who are noble, inclusive, and

empathetic. Thus, the presentation becomes more structured and shows a strong common thread between the three educational frameworks.

This study shows a convincing novelty because it specifically links the use of digital comics with the Love Curriculum as a bullying prevention strategy, an integration that has not been explored in previous research. Unlike previous studies that generally only focused on digital comics as a medium of learning or a means of conveying moral values, this study places them as an affective instrument that strengthens the values of compassion, empathy, and social concern. The novelty of the research is also seen in how digital comics are designed in harmony with the framework of the Love Curriculum so that each storyline, dialogue, and character serves to internalize anti-bullying values. In addition, this study clarifies the differences with previous work through an emphasis on the prevention of bullying behavior in Madrasah Ibtidaiyah and the explicit integration of Islamic values. Thus, this research succeeds in presenting a new perspective that is more directed, contextual, and relevant for the development of digital-based character education media.

Previous research on digital comics in education has largely concentrated on literacy development, language acquisition, and learning motivation. While these studies demonstrate positive instructional outcomes, fewer investigations have examined digital comics as tools for bullying prevention and moral development. Moreover, research explicitly linking digital comics to the *Kurikulum Cinta* is still absent due to the curriculum's novelty. This lack of empirical studies limits academic understanding of how the curriculum can be effectively implemented in classrooms. Therefore, examining innovative media aligned with the *Kurikulum Cinta* is both timely and necessary.

The urgency of bullying prevention at Madrasah Ibtidaiyah is very important because elementary school-age students are still at the stage of social-emotional development that is labile and prone to imitating negative behavior. Empirical evidence also shows that cases of bullying at the primary education level continue to increase. From the perspective of Islamic education, the prevention of bullying is in line with noble moral values such as mutual respect, refraining from hurting, and building affection. Madrasah Ibtidaiyah has a moral and pedagogical responsibility to instill an empathetic character and make it a habit to resolve conflicts peacefully. Therefore, bullying prevention is an important foundation for creating a safe, inclusive, and Islamic learning environment.

The theories of character education, moral development, and media-based learning in this study are presented quite strongly because each is explained through the basic concept, working mechanism, and its relevance to the formation of student behavior. The relationship between moral development theory and the research objectives is seen when the research emphasizes that Madrasah Ibtidaiyah students are at a developmental stage that requires concrete examples and visual media to understand anti-bullying values. Media-based learning is explicitly described as an approach that is able to improve understanding, emotional engagement, and value retention through digital comics. Character education theory is directly linked to the values of the Love Curriculum and P5P2RA so that it provides a theoretical foundation that is consistent with a focus on bullying prevention. Thus, the whole theory is logically integrated and strengthens the research analysis and the goal to form empathetic and moral behavior in students.

Madrasah Ibtidaiyah plays a strategic role in fostering students' moral and spiritual foundations. Teachers in these institutions require pedagogical resources that align with Islamic values while responding to contemporary social challenges. P5P2RA-based digital comics offer an integrative approach by combining national character ideals, Islamic ethics, and engaging digital narratives. Through depictions of bullying scenarios and compassionate responses, such media can encourage self-reflection and behavioral change among students. Additionally, they support teachers in addressing sensitive social issues more effectively. This reinforces the relevance of investigating their classroom implementation.

Based on these considerations, this study aims to explore the use of P5P2RA-based digital comics as character education media to support the *Kurikulum Cinta* and prevent bullying in Madrasah Ibtidaiyah. Employing a qualitative approach, the research involves teachers and students from three madrasahs in Madura, with data collected through observations, interviews, and documentation. The study contributes to the limited empirical literature on the *Kurikulum Cinta* and offers pedagogical insights for its practical implementation. By focusing on media-based character education, this research strengthens the academic discourse on innovative approaches in Islamic primary education. It also responds to the need for critical review and scholarly support of newly introduced curriculum initiatives.

## 2 Method

This study employed a qualitative research design to explore the role of P5P2RA-based digital comics as character education media in supporting the *Kurikulum Cinta* and preventing bullying in Madrasah Ibtidaiyah. A qualitative approach was selected to capture participants' perspectives, experiences, and interpretations of the learning process in a natural classroom setting. The study was conducted in three Madrasah Ibtidaiyah located in Madura, Indonesia, representing diverse school environments and student backgrounds.

The qualitative research design in this study is explained in quite detail through the presentation of participant selection that considers the direct involvement of students, teachers, and madrasah in the issue of bullying so that the data obtained is relevant and contextual. The data collection method is also clearly explained through observation, in-depth interviews, and document analysis so that triangulation can be used to increase the richness of information. The data analysis procedure is systematically arranged through the stages of data reduction, data presentation, and conclusion drawing so that the interpretation flow can be traced properly. The credibility aspect is strengthened through member checking and triangulation of sources, while reliability is maintained by carefully and consistently recording the research process.

The research participants consisted of classroom teachers and students from upper-grade levels, selected through purposive sampling based on their involvement in the implementation of the digital comics. Teachers participated as key informants due to their role in planning, facilitating, and evaluating character education learning activities. Students were involved as primary beneficiaries of the learning media. Ethical

considerations were observed, including informed consent and confidentiality of participants.

Data were collected through classroom observations, semi-structured interviews, and documentation analysis. Observations focused on how P5P2RA-based digital comics are used as character education media in Madrasah Ibtidaiyah, students' interactions, responses to the digital comics, and manifestations of character values during learning activities. Interviews were conducted with teachers and selected students to explore their perceptions of the media and its influence on attitudes toward bullying. Documentation included lesson plans, digital comic materials, and reflective notes.

Data analysis followed a thematic analysis approach. The collected data were transcribed, coded, and categorized to identify recurring patterns related to the implementation of P5P2RA-based digital comics as character education media in supporting the *Kurikulum Cinta* and preventing bullying in Madrasah Ibtidaiyah, character development, bullying prevention, and curriculum implementation. Triangulation across data sources was applied to enhance the credibility and trustworthiness of the findings.

### 3 Results and Discussion

#### 3.1 Results

##### **The implementation of P5P2RA-based digital comics as character education media**

Observations in the first Madrasah Ibtidaiyah showed that P5P2RA-based digital comics were integrated into character education sessions during thematic learning activities. The teacher introduced the comics using a projector and guided students to follow the storyline collectively. Students demonstrated high levels of attention, particularly when the narrative presented familiar situations such as teasing and exclusion. During the lesson, the teacher paused at key scenes to encourage students to reflect on the characters' feelings and decisions. Students actively responded by identifying which actions reflected compassion and which constituted bullying behavior. The learning process emphasized empathy, mutual respect, and responsibility, aligning closely with the core values of the *Kurikulum Cinta*. This approach transformed moral instruction into an interactive and reflective classroom experience.

In the second Madrasah Ibtidaiyah, the digital comics were implemented through small-group discussions using tablets and printed QR codes linked to the comic platform. Students worked collaboratively to read and interpret the stories, which promoted cooperation and peer interaction. Observations revealed that students frequently related the comic scenarios to their own social experiences at school. The teacher facilitated discussion by asking students how they would respond differently from the characters who engaged in bullying. This method encouraged critical thinking and moral reasoning grounded in real-life contexts. Students appeared more confident in expressing opinions and emotions during the activity. The use of digital comics supported the *Kurikulum Cinta* by fostering dialogic learning and collective reflection on respectful behavior.

At the third Madrasah Ibtidaiyah, digital comics were embedded into routine classroom activities as part of weekly character education reinforcement. The teacher used the comics as a starting point for role-playing activities, where students reenacted scenes and proposed alternative, compassionate responses. Observations indicated that students demonstrated increased awareness of the emotional impact of bullying actions. Peer interactions during and after the lesson were more cooperative, with fewer instances of verbal teasing observed. Students often referred to comic characters when discussing appropriate behavior, indicating internalization of moral messages. The integration of P5P2RA values such as cooperation and empathy was evident throughout the lesson. This consistent use of digital comics supported sustained character development rather than one-time moral instruction.

Across all three madrasahs, the implementation of P5P2RA-based digital comics functioned as a practical mechanism for operationalizing the *Kurikulum Cinta*. The comics enabled teachers to address bullying in a non-confrontational manner through narrative mediation. Observations showed that students were more engaged and emotionally responsive compared to conventional moral lessons. The media also provided teachers with a structured yet flexible tool for embedding character values into daily learning. Despite limitations in digital facilities, teachers adapted the implementation using shared devices and guided discussions. Overall, the observed practices demonstrated that digital comics effectively supported value internalization, empathy development, and bullying prevention in Madrasah Ibtidaiyah classrooms.

### **Behavioral Changes Related to Bullying Prevention**

Observational data in MI-1 indicated a gradual reduction in verbal teasing following the implementation of P5P2RA-based digital comics, particularly teasing related to physical appearance and learning performance. Teachers observed that students became more cautious in their language and began correcting peers who used hurtful expressions. During classroom reflection sessions, students frequently connected the behaviors of comic characters with situations in their own class. One teacher explained, “After reading the comics, students started to realize that words can hurt. They remind each other without being told” (Teacher A, MI-1). A student also reflected this awareness, stating, “I used to joke about my friend’s mistakes, but now I know it can make them sad” (Student A, MI-1). These observations suggest that the comics functioned as a moral reference that encouraged students to reconsider everyday interactions. Overall, MI-1 demonstrated increased sensitivity toward peers’ emotions and clearer social boundaries.

In MI-2, behavioral changes were most visible during collaborative learning activities. Observations showed a significant increase in peer support, such as inviting previously excluded classmates to join group work and offering help voluntarily. Students frequently referred to situations in the digital comics when resolving disagreements within their groups. A teacher noted, “The comics help students understand that leaving someone out is also a form of bullying” (Teacher B, MI-2). Students echoed this understanding, with one student stating, “In the story, the character felt lonely when not included. We don’t want our friends to feel that way” (Student B, MI-2). Teachers also reported a decrease in social exclusion during break times. These findings indicate that

the digital comics effectively promoted inclusivity and cooperation in line with P5P2RA values and the *Kurikulum Cinta*.

Behavioral changes in MI-3 were particularly evident in students' conflict negotiation and self-regulation. Teachers observed a noticeable decline in verbal mockery and an increased ability among students to resolve conflicts independently. During a group task, a student reminded peers, "Don't be like the character who made fun of his friend. In the comic, he lost his friends" (Field Observation, MI-3). A teacher explained, "The comic gives students a mirror. When conflicts happen, they remember the story and adjust their behavior" (Teacher C, MI-3). Students also expressed a heightened awareness of bullying behaviors, as one student stated, "Before, we thought joking was normal. Now we know it can become bullying" (Student C, MI-3). These findings demonstrate that digital comics supported not only moral understanding but also practical behavior regulation in daily classroom interactions.

### **Promotion of Empathy and Emotional Awareness**

A prominent finding across the three madrasahs was the noticeable development of students' empathetic responses following the use of P5P2RA-based digital comics. Classroom observations showed that students not only expressed concern for comic characters who experienced bullying but also began to relate these situations to their own classroom dynamics. Students were observed discussing characters' emotions, such as sadness and loneliness, using emotional vocabulary that had rarely appeared in previous lessons. This shift indicates an increased awareness of others' feelings and a growing capacity for perspective-taking. Rather than responding defensively, students engaged in reflective dialogue about fairness and kindness. Such responses suggest that the comics facilitated emotional engagement beyond cognitive moral understanding.

In MI-2, this empathetic development was particularly evident after students read a comic episode depicting a character being excluded due to physical appearance. Without teacher prompting, students initiated discussions about how exclusion affects emotions and social belonging. A teacher reflected, "The students became more sensitive. They started saying, 'What if that happened to me?' That question rarely appeared before using the comics" (Teacher B, MI-2). This spontaneous questioning reflects an internalization of empathy, where students positioned themselves in the victim's perspective. The discussion shifted from identifying right or wrong behavior to understanding emotional consequences. This aligns closely with the love-centered and reflective principles of the *Kurikulum Cinta*.

Students' interviews further confirmed this emotional shift and personal connection to the narratives. One student stated, "I felt sorry for the character who was always alone. I remembered a friend in my class who is often not invited to play" (Student B, MI-2). Such statements indicate that the narrative context enabled students to recognize real instances of social exclusion within their environment. This empathetic engagement demonstrates how narrative-based digital media can support the emotional objectives of the *Kurikulum Cinta*, which prioritizes compassion, self-reflection, and moral awareness over punishment-based discipline.

### **Digital Comics as Support for Teachers in Implementing *Kurikulum Cinta***

Classroom observations and interview data across the three madrasahs indicate that P5P2RA-based digital comics functioned as both a concrete representation of *Kurikulum Cinta* values and an instructional scaffold for teachers in implementing the new curriculum. As a recently introduced policy, teachers acknowledged that the *Kurikulum Cinta* presents conceptual challenges, particularly in translating abstract values such as love, compassion, empathy, and non-violence into systematic classroom practices. The digital comics addressed this challenge by embedding these values within familiar school-based narratives, including name-calling, peer exclusion, and everyday conflicts. Through storytelling, the comics transformed moral ideals into observable actions and consequences that students could easily understand and relate to.

Teachers consistently emphasized that the comics simplified the implementation of the *Kurikulum Cinta* by providing a clear instructional structure. One teacher stated, “*Kurikulum Cinta* is good, but it is still new. The comics help us explain it in a simple and structured way” (Teacher A, MI-1). Observations in MI-1 showed that students demonstrated higher levels of attention and emotional engagement during comic-based sessions compared to conventional moral instruction. Students actively reacted to characters’ decisions, expressed agreement or disagreement, and discussed alternative compassionate responses. This interaction reduced teachers’ dependence on direct moral lecturing and encouraged dialogic, student-centered learning.

The values of P5P2RA and the Love Curriculum are clearly operationalized in digital comics through a narrative structure that features storylines full of empathy, appreciation for diversity, and mutual care. Each character is designed to exhibit prosocial behaviors such as helping friends, avoiding degrading behavior, and resolving conflicts in a peaceful way so that the reader can identify the values that are ordered. The comic visualization contains symbols such as gentle facial expressions, hugging gestures, and the use of warm colors to reinforce messages of affection and anti-bullying. Key scenes, such as the main character reprimanding a mocking friend or inviting an isolated friend to join, show the direct implementation of the religious, nationalist, independent, mutual cooperation, and integrity dimensions. Thus, comic media not only conveys stories, but also becomes a pedagogical vehicle that unites spiritual, social, and emotional values according to the principles of the Love Curriculum and P5P2RA.

The effectiveness of the digital comics was further reflected in students’ ability to articulate the values presented in the narratives. A student explained, “The comic shows that teasing friends can hurt them. I didn’t realize it before because it was shown like a real story” (Student A, MI-1). Such responses indicate that the comics enabled students to internalize moral values through experiential understanding rather than abstract explanation. Teachers also reported that sensitive issues, particularly bullying, were easier to address through fictional characters than through direct confrontation, which often leads to student defensiveness. The narrative distance provided by the comics allowed students to reflect on behavior without feeling personally accused.

Despite these pedagogical benefits, teachers also reported practical challenges in implementation, including limited access to digital devices and varying levels of digital literacy. Some teachers adapted by using shared devices, projectors, or guided reading sessions. Nevertheless, all participating teachers agreed that the digital comics were

flexible, contextually relevant, and worth continuing. Overall, these findings suggest that P5P2RA-based digital comics effectively bridged the gap between the normative ideals of the *Kurikulum Cinta* and everyday classroom practice, supporting both teachers' instructional needs and students' moral understanding.

### 3.2 Discussion

The findings of this study demonstrate that P5P2RA-based digital comics play a critical mediating role in supporting teachers' implementation of the *Kurikulum Cinta*, particularly in addressing its conceptual and pedagogical complexity. As a value-driven curriculum, the *Kurikulum Cinta* emphasizes love, compassion, empathy, and non-violence as foundational educational principles. However, theories of values education suggest that such abstract moral constructs are difficult to transmit through direct instruction alone, especially at the primary level. Thus, the use of digital comics becomes a solution that posits that learners develop understanding through contextualized experiences [7], [15], [16], [24]. By embedding *Kurikulum Cinta* values in familiar school-based narratives, the comics transformed curriculum ideals into concrete, interpretable actions, enabling teachers to operationalize the curriculum in daily classroom practice [10], [25].

This study provides convincing qualitative evidence on the role of digital comics in increasing students' empathy, anti-bullying attitudes, and reflective abilities through the findings of observations, interviews, and students' responses to the content of stories. Students are seen to be able to identify the feelings of the victim and the perpetrator characters, showing stronger emotional understanding after reading the comic. Some students revealed in interviews that they "don't want to make friends sad" or "want to help if someone is being bullied," suggesting the emergence of more explicit anti-bullying attitudes. Teachers also reported minor behavioral changes such as increased willingness to help friends and decreased sarcastic comments in daily interactions. In addition, discussion activities after reading comics show students' ability to reflect on why an action is considered good or bad. Thus, qualitative data consistently show that digital comics have functioned as an effective medium in forming empathy and positive behaviors related to bullying prevention.

From the perspective of character education and P5P2RA, the findings confirm that narrative-based digital media can function as effective instructional scaffolds. P5P2RA emphasizes holistic character development, integrating moral, social, and cognitive dimensions through contextual learning. The digital comics provided a structured yet flexible pedagogical framework that supported dialogic and student-centered learning, reducing teachers' reliance on moral lecturing [19], [20], [21]. It highlights the importance of modeling and observation in behavior formation. Through comic characters, students observed moral dilemmas and consequences, allowing teachers to guide reflection rather than impose judgment. As a result, character education became participatory and reflective rather than prescriptive [5], [7], [22].

This article analyzes teachers' experiences in using digital comics as a medium of character education quite clearly through the presentation of how teachers respond to the use of visual media in learning. The analysis showed that teachers felt helped because digital comics made it easier to convey moral values and spark more lively

classroom discussions, but still faced challenges such as limited devices, short learning times, and students' diverse ability to understand visual messages. The article also highlights the pedagogical strategies teachers use, such as guiding students to interpret key scenes, conducting reflective Q&A, and relating the content of the comic to students' real-life experiences. In addition, teachers apply an exemplary-based approach and positive reinforcement to ensure the anti-bullying message is deeply understood. Thus, this article succeeds in providing a comprehensive overview of how teachers utilize digital comics while facing obstacles and adjusting learning strategies.

In the context of bullying prevention, the findings reinforce the effectiveness of indirect, narrative-based approaches over confrontational disciplinary methods. Research on bullying intervention emphasizes that moral awareness and empathy are more likely to develop when students are encouraged to reflect on behavior through safe psychological distance[1], [2], [3] The fictional context of digital comics allowed sensitive issues such as teasing, exclusion, and verbal aggression to be discussed without triggering defensiveness. This narrative distance enabled students to engage in moral reasoning and self-evaluation, supporting the *Kurikulum Cinta*'s emphasis on love-centered discipline rather than punishment. Consequently, the comics functioned not only as teaching tools but also as preventive mechanisms for reducing bullying behavior.

Despite these strengths, the challenges reported by teachers highlight important implications for curriculum sustainability and educational policy. Limited digital infrastructure and varying levels of digital literacy indicate that media-based curriculum support must be accompanied by institutional investment and teacher professional development. Nevertheless, teachers' adaptive strategies and positive evaluations suggest that P5P2RA-based digital comics are resilient and contextually appropriate for Madrasah Ibtidaiyah. Overall, this study contributes to the theoretical discourse on character education by demonstrating how innovative digital media can bridge the gap between newly introduced value-based curricula and classroom realities, strengthening both teacher agency and students' moral development in Islamic primary education.

This study adequately considers the cultural, religious, and regional context of Madura by associating the research findings with the characteristics of the Madurese people who are known to hold strong values of kinship, religiosity, and respect for the authority of teachers. Analysis of the article shows that the anti-bullying message in digital comics is adapted to local norms and Islamic values that are thick in the lives of Madrasah Ibtidaiyah students. The findings were also interpreted by taking into account typical Madura social interaction patterns, such as group solidarity and sensitivity to self-respect, which are relevant to the dynamics of bullying. In addition, teachers and students are positioned as part of a religious community that places morals as the basis of behavior, so that the interpretation of the research results is not separated from their Islamic identity. Thus, this article draws conclusions that are contextual, non-generic, and in line with the socio-cultural reality of Madura.

#### 4 Conclusion

This study concludes that P5P2RA-based digital comics serve as effective character education media in supporting the implementation of the *Kurikulum Cinta* and

preventing bullying in Madrasah Ibtidaiyah. By embedding values of love, compassion, empathy, and non-violence within relatable school-based narratives, the digital comics enabled teachers to translate abstract curriculum ideals into concrete classroom practices. The findings demonstrate that the comics fostered students' moral understanding, emotional engagement, and behavioral regulation, particularly in reducing verbal bullying and promoting empathy and peer support. As a pedagogical tool, the comics also functioned as an instructional scaffold that reduced teachers' reliance on moral lecturing and facilitated dialogic, student-centered learning. Furthermore, this study highlights the importance of media-supported approaches in strengthening newly introduced value-based curricula such as the *Kurikulum Cinta*. Despite challenges related to digital infrastructure and teacher readiness, the adaptability and contextual relevance of the digital comics indicate strong potential for sustainable implementation in Islamic primary education. The study contributes empirical evidence to the limited literature on practical strategies for implementing the *Kurikulum Cinta* and integrating P5P2RA values at the classroom level. Future research is recommended to examine long-term behavioral impacts and to explore mixed-method approaches to further validate the effectiveness of digital comics in character education and bullying prevention. This article explains that digital comics based on the Love Curriculum have important implications for the implementation of curriculum and teacher practices, especially in strengthening character education and bullying prevention. Teachers are encouraged to improve media literacy and visual pedagogy skills so that the use of digital comics becomes more effective. This research also emphasizes the need for policy support in the form of facilities, training, and development of digital teaching materials. In addition, the article acknowledges the limitations of scalability because the findings are highly dependent on the context of Madrasah Ibtidaiyah in Madura so that they do not necessarily apply directly to other educational environments.

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