

Development of Integrated Comic Learning Media with Islamic Values

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ABSTRACT

This research aims to determine the quality and feasibility of comics as a learning medium using research and development methods with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research instruments included validation questionnaires measuring students' and teachers' interest in the developed product. The product was validated by three experts: a material expert with a score of 94%, a media expert with 83%, and a religious expert with 95%. All three validation results fall under the "very feasible" category. Based on the teacher assessment response, the product scored 88%, which is categorized as "very practical." Similarly, the student response scored 85%, which was also categorized as "very practical." These results indicate that the product is feasible and practical for teachers in learning. The advantages of the developed media include its portability for learning anywhere, the presentation of material with varied images, the inclusion of Qur'anic verses in each study section, and the integration of learning videos.

Pengembangan Media Pembelajaran Komik Terintegrasi Nilai-Nilai Islam

ABSTRAK : Penelitian ini bertujuan mengetahui kualitas komik dan kelayakan komik sebagai media pembelajaran menggunakan metode penelitian dan pengembangan Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementasion and Evaluation). Instrumen dalam penelitian ini adalah lembar angket validasi dan angket respon kemenarikan siswa dan guru terhadap produk. Produk ini divalidasi oleh tiga ahli yaitu ahli materi dengan perolehan persentase sebesar 94%, ahli media sebesar 83% dan ahli agama sebesar 95%. Ketiga hasil validasi tersebut masuk pada kriteria 'sangat layak'. Berdasarkan hasil respon penilaian guru adalah 88% yang juga termasuk dalam kategori 'sangat praktis'. Sedangkan hasil respon siswa menunjukkan nilai sebesar 85% dengan kriteria 'sangat praktis'. Berdasarkan hasil tersebut, dapat disimpulkan bahwa produk layak dan praktis sehingga dapat digunakan oleh guru untuk pembelajaran. Adapun keunggulan media yang dikembangkan yaitu komik bisa digunakan dimana saja untuk proses pembelajaran, materi yang disajikan dengan gambar bervariasi, adanya ayat-ayat Al-Qur'an disetiap kajian materi dan dilengkapi dengan video pembelajaran.

INTRODUCTION

Education is an effort to improve the community's standard of living because it can guide a person in a better direction (Komariah & Nihayah, 2023). A guideline is needed as a reference to achieve educational goals (Syara et al., 2020). The guidelines are in the form of a curriculum implemented in the national education system to date (Cahyadi et al., 2021). Education is one of the most important assets for the nation's progress because a nation's welfare and progress can be measured by its level of education (Haka et al., 2020).

One of the goals of science learning is for students to know how to apply science learning perfectly in daily life and to prepare and improve the quality of human resources (Suryanto et al., 2023). Therefore, it is appropriate for science learning to occur correctly and continuously. However, many problems must be solved to realize good science learning, one of which is fulfilling students' interests (Tri & Adam, 2022).

Based on observations when implementing the MBKM program, students were less motivated to learn because teachers did not use technology and only focused on using textbooks. Each page of the textbook is full of lines, texts, and diagrams that are difficult to understand. The larger and thicker the book, the more pages are filled with writing, causing students to be reluctant to read books. Arif et al. (2023) argue that another reason students are bored and lazy to learn is not because the material is too difficult to understand but because the learning process is boring. Therefore, teachers must know how to prepare learning materials more interestingly to increase students' interest.

Based on researchers' observations from July to September 2022, teachers applied comic learning media to physics subjects. However, printed comics did not maximize existing technology, such as projectors, laptops, and mobile phones. Ma (2021)

argues that media should be more developed because it is a guideline in the learning process.

Several teachers use learning media such as PowerPoint; however, the results often fail to attract students' interest. As a result, the learning process becomes less conducive, and students are usually allowed to leave the classroom. Additionally, the media and teacher explanations are not maximized, causing students to feel bored during lessons. This contributes to problems in the learning process (Oktaviana et al., 2022). Therefore, educators must carefully select learning media that effectively attract students' interest, including comic-based learning media (Rusmaini, 2023).

Comics serve as a medium to express thoughts and ideas through images. The images in comics play a significant role in attracting attention and influencing the attitudes and behavior of readers (Oktaviana et al., 2022). This is supported by Poon (2022), who stated that the role of comic media is to engage students and make them aware of the lesson content. The appearance of images and characters in comics relatable to teenagers is an attractive feature that teachers should optimize in their design, as it can enhance educational success (Hardjito et al., 2021).

The success of education is influenced by the role of teachers, who must create a pleasant learning atmosphere by utilizing diverse learning media and minimizing reliance on lecture methods (Feiyue, 2022). Fitria (2023) states that in reality, teachers very rarely use learning media to support learning. The teachers only explained the material without providing variations in the learning process (Melliyanti & Suniasih, 2022). Comics are a potential and effective science learning medium. Comic learning media can be used as independent learning media (Syarofa et al., 2022);(Bintoro et al., 2022);(Lestari et al., 2021). Therefore, the research developed learning media, such as comics, that integrated Islamic values. One

of the Islamic values in this comic is inserting verses of the Qur'an related to the material. This aligns with previous research by (Ataji et al., 2022) that Ibn Khaldun referred to the importance of instilling Qur'an education in students because it is the foundation of the entire educational curriculum in the Islamic world.

While the development of engaging media such as comics has positive impacts, it can also negatively affect the educational environment (Utamingsih et al., 2023). To mitigate these negative impacts, it is important to maximize the positive functions of the media by embedding Islamic values that are conveyed in knowledge and practical applications in daily life (Wulandari et al., 2024). Islamic values seem to be one of the most important influential forces in the needs of human life at this time (Agusminarti et al., 2024) because Islam is a religion that pays great attention to science (science-friendly). Learning that is integrated with Islam will give the impression of Islamic learning and increase students' intellectual and spiritual intelligence (Hikmah & Haqiqi, 2021). Furthermore, integrating Islamic values and

science in learning makes students better acquainted with their creators and creations and think critically about scientific phenomena (Kurniawan & Hadi, 2023).

Based on this description, comic-based learning media integrated with Islamic values has great potential to be developed as a learning material. It serves as an alternative learning method and helps determine the quality and feasibility of learning media. This approach aims to help students better understand physics concepts while increasing their faith in Allah and fostering noble character and personality.

METHOD

This research employed the research and development (R&D) method with the ADDIE development model (Figure 1). Development consists of five stages: analysis, design, development, implementation, and Evaluation. The sampling technique used was simple random sampling. The sample for the small-scale test consisted of 10 students, while the sample for the field trial consisted of 40 students.

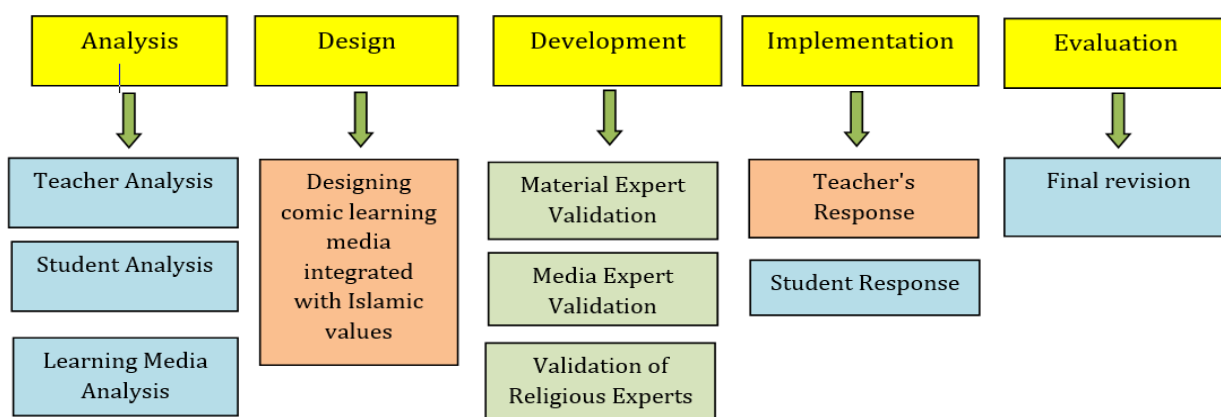


Figure 1. Stages of Developing Comic Learning Media Integrated with Islamic Values

Data collection utilized non-test instruments, including validation sheets for the material, media, religious experts, and responses from teachers and students. Data analysis was conducted to determine the feasibility and practicality of the revised

integrated comic learning media with Islamic values. The results obtained were used as a basis for improving the learning media. The non-test instrument was in the form of a questionnaire using a Likert scale. The Likert scale was used to measure a person's attitude, opinion, or perception

(Kusmaryono et al., 2022). This study used a scale of 1 to 5, with five as the highest score and one as the lowest. The percentage of the final validation results was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Source:(Isma et al., 2023)

Information:

P = Percentage of questionnaire data

F = Obtained Scores

N = Maximum score

Next, the data obtained from the calculation results were interpreted using the feasibility criteria of practicality and student response listed in Tables 1, 2, and 3.

Table 1. Feasibility Criteria

Valuation (%)	Interpretation
81 ≤ P ≤ 100	Highly Feasible
61 ≤ P ≤ 80	Feasible
41 ≤ P ≤ 60	Quite Feasible
21 ≤ P ≤ 40	Not Feasible
0 ≤ P ≤ 20	Highly Not Feasible

Source: (Isma et al., 2023)

Table 2. Practicality Test Criteria

Percentage (%)	Statement
76 - 100	Very Practical
51 - 75	Practical
26 - 50	Less Practical
0 - 25	Impractical

Source: (Isma et al., 2023)

Table 3. Student Response Criteria

Percentage (%)	Statement
76 - 100	Very interesting
51 - 75	Interesting
26 - 50	Less Interesting
0 - 25	Not Interesting

Source: (Isma et al., 2023)

RESULTS AND DISCUSSION

The purpose of conducting a validation test of material experts, religious experts, media experts, and teacher practicality was to see the feasibility and practicality of integrating comic learning media with Islamic values. The validation results are as follows:

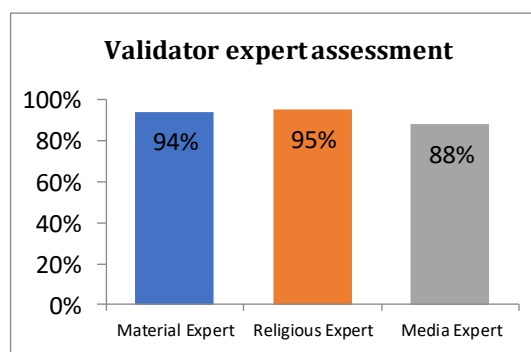


Figure 2. Expert Validation Results

Figure 2 shows the validation results of the comic learning media by material experts, religious experts, and media experts. The material experts gave a score of 94%, categorizing it as highly feasible. The religious experts' validation resulted in a score of 95%, also classified as highly feasible. Meanwhile, the media experts' validation yielded a score of 88%, falling into the same highly feasible category. The following are the percentages of various aspects assessed by each group of experts:

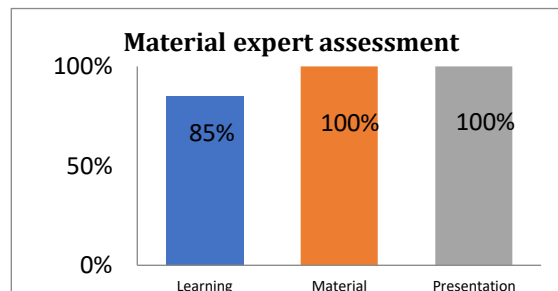


Figure 3. Material Validation Results

Figure 3 shows that the comic learning media is highly feasible, with a presentation score of 85%, a material aspect score of 100%, and a presentation aspect score of 100%. Therefore, all aspects are categorized as highly feasible.

Based on the integration of Islamic values contained in the comic learning media, a percentage value of 95.83% was obtained. Islamic integration is categorized as highly feasible. Furthermore, in the language aspect, the percentage result is 83.33%, with a very feasible category.

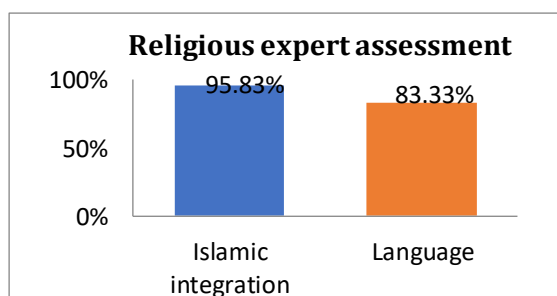


Figure 4. Results of Religious Expert Validation

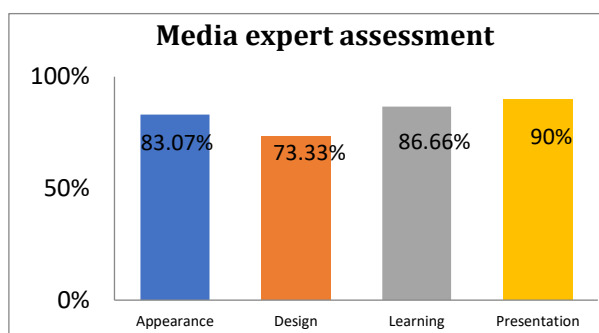


Figure 5. Media Expert Validation Results

Furthermore, the assessment aspects media experts evaluate include display, design, learning, and presentation. In the display aspect, a score of 83.07% was achieved, categorized as very feasible. In the design aspect, a score of 73.33% was obtained and categorized as feasible. The learning aspect received a score of 86.66%, categorized as very feasible, while the presentation aspect achieved a score of 90%, categorized as very feasible.

The practicality stage was then conducted to determine the usability of the propagation media. The results are presented in Table 4.

Table 4. Results of Practicality Test by Teachers

No.	Aspects of Research	Average (%)	Category
1.	Media	85	Very Practical
2.	Content	94	Very Practical
3.	Linguistics	75	Practical
4.	Display Presented	92	Very Practical
		88	Very Practical

Based on Table 4, the media aspect achieved a percentage of 85%, which is categorized as very practical. In the comic learning media content aspect, the percentage reached 94%, which is also classified as very practical. 75% was obtained for the linguistic aspect, falling into the practical category. Meanwhile, the display aspect scored 92% and was very decent.

This stage is based on the results of student responses in the small group test, where 10 students achieved a score of 85%, which is classified under the very practical criteria. In the field test involving 40 students, the same score of 85% was obtained, also falling under the very practical criteria. The final product of this research and development is a comic integrated with Islamic values, developed using Adobe Animate CC 2019 software, and accessible on laptops and mobile phones. The comic can be downloaded from the Play Store, allowing users to access it anytime and anywhere.

This comic is equipped with videos designed to help students learn according to the material developed by the researcher. Sofi-Karim et al. (2023) claim that the use of interactive videos as learning media aligns with students' rapid development today. Short videos, lasting only a few minutes, offer greater teacher flexibility and can directly engage students in learning. Videos serve as effective and efficient learning media.

The comic integrates character values derived from Islamic teachings in the Qur'an and Hadith, helping students develop good morals and deepen their understanding of Allah SWT. Islamic education is a perfect approach to fostering a generation with strong monotheism and noble character. This is supported by Nurhayati et al. (2024), who found that learning tools integrating the Qur'an can enhance students' literacy skills and positive character. The findings of

this study on learning media are consistent with research by Arief et al. (2022), which showed that comic learning media can improve learning outcomes and student interest. Additionally, comic learning media can enhance students' discipline. Another study by Diah et al. (2021) stated that using comic learning media can increase student motivation in learning. Furthermore, research on learning media that integrates Islamic values has shown that it can effectively develop students' character.

CONCLUSIONS AND SUGGESTIONS

The research results on integrated comic learning media incorporating Islamic values indicated that it is feasible and practical for teachers to use in the learning process. This conclusion is based on expert validation results: media experts rated it at 83%, material experts at 94%, and experts in Islamic value integration gave a score of 95%. All assessments were categorized as very valid and highly feasible for use. Additionally, teacher response assessments reached 88%, while student responses averaged 85%, both categorized as very practical for use in the learning process.

Educational institutions should encourage teachers to utilize technology and available facilities to develop learning media that integrate Islamic values to foster character development in schools. Future developers are advised to expand this comic learning media product across various subjects and grade levels and develop other character themes by integrating Islamic values into each school subject.

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