

## DEVELOPMENT OF ENVIRONMENT-BASED ISLAMIC COMIC LEARNING MEDIA AT CLASS IV IN ELEMENTARY SCHOOL

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### Abstract

This research stems from the lack of variety of learning media in teaching and learning activities so it is necessary to develop interesting funny products in the form of comics as learning media. This research describes three items, the first is the development proses of environment-based Islamic comic media. The second is expediency of environment-based Islamic comic media. The thirth is the response of educator and student toward environment-based Islamic comic learning media in class IV SD/MI. This research is a research and development study by ADDIE model which includes 5 steps, namely analysis, design, development, implementation evaluation. The product feasibility test was conducted by several validators, namely 2 material experts, 2 media experts, 2 linguists, 1 religious expert, 3 class IV teachers on class IV. The research results showed that environmentl-based Islamic comic learning media gained an average percentage of material experts at 93% with a very decent category, media experts got a score of 80% with a decent category, linguists got a score of 85% with a very decent category, ratings educators get an average percentage of 90.75% with a very decent category and the response of students get an average percentage of 96% with a very decent category. This shows that Islamic environment-based comics that have been developed are very suitable for use as learning media.

**Keyword:** Learning Media, Islamic Comic, Environment

### Abstrak

*Penelitian ini berawal dari tidak adanya ragam media pembelajaran dalam kegiatan pembelajaran sehingga penting untuk mengembangkan produk-produk pembelajaran yang menarik dan lucu seperti komik sebagai media pembelajaran. Penelitian ini mendeskripsikan tiga hal, pertama proses pengembangan media pembelajaran komik Islami berbasis alam di kelas IV SD/MI. Kedua, kelayakan media pembelajaran komik Islam berbasis ekologi di kelas IV SD/MI. Ketiga, reaksi guru dan siswa terhadap media pembelajaran kocak berbasis ekologi di kelas IV SD/MI. Jenis penelitian ini yaitu Research and Development dengan model ADDIE yang meliputi 5 tahapan, yaitu investigasi spesifik, perencanaan, pengembangan, penilaian pelaksanaan. Uji ketercapaian butir soal dilakukan oleh beberapa validator, yaitu 2 ahli materi, 2 ahli media, 2 ahli etimologi, 1 ahli ketat, 3 guru kelas 4 dan pendahuluan lapangan pada siswa kelas 4 SD. Hasil penelitian menunjukkan bahwa media pembelajaran komik islami berbasis alam mendapat nilai normal ahli materi 93% pada klasifikasi sesuai, ahli media mendapat skor 80% pada kelas pas, ahli etimologi mendapat nilai 85% pada klasifikasi benar-benar praktis, evaluasi guru mendapatkan nilai normal sebesar 90,75% pada kelas layak dan reaksi siswa mendapat nilai normal sebesar 96% pada kelas*

*benar-benar memungkinkan. Hal ini menunjukkan bahwa komik islami berbasis alam yang telah diciptakan sepenuhnya layak untuk dimanfaatkan sebagai media pembelajaran.*

***Kata Kunci:*** *Media Pembelajaran, Komik Islami, Lingkungan Hidup*

## **INTRODUCTION**

A teacher, as a part of determining student success in learning must be able to teach by expertise and talent using model, techniques, and interesting learning model. According to perspective of constructivist hypothesis, the information was worked by the students because of the setting associated with activity which they focused on with real daily life (Rusman, 2015: 31) or the relationship with climate, the information will be continually remembered and long enough in their memory since they experience it.

Not only that, the teacher also has to have option to take concrete step in the learning room when providing data by an empathic, friendly, and strong way (Ninik Surniasi, 2015). However, the educator must transfer the information needed by student and are more directed to learning interaction and change of moral quality agree with Islamic lesson (Sukring, 2016).

Accordingly, apparently the learning media is a method used as a mediator in the learning interaction. The reasonable learning media is not determined by the high or minimal cost of using the media, but it depends on the suitability of the quality of the media with the material introduced and the stages of student progress (Henggang Bara Saputro, 2015).

The teachers as educator also has to comprehend the material to be delivered, and has smart to make interesting condition when teaching material. The one is by utilizing learning media which can explore students' ability to be more dynamic and innovative. The learning asset is not only come from textbook. So, it must be another approach to change learning material freely and organized (Fidya Rizky Anggraeni, 2015).

A teacher requires invention in order that have choice to create imaginative, shifting, interesting, and context-oriented media, and according to the level of the student's need (Andi Prastowo, 2015:15). The learning media is useful for fostering student's learning inspiration and making learning more fluctuating by combining verbal correspondence from educator to the media so that the students is not tired and make them more related to learning activity (Nunuk Suryani, Achmad Setiawan, Aditin Putra, 2018: 14). The student's achievement or disappointment in the education and learning cycle, regardless of whether or not the learning objective, depends on the academic ability which must be conducted by all of teachers. In this way, an educator plays a role in helping student how to achieve ideal learning goal (Istihana, 2015).

Based on the results of the pre-research through 3 different methods of collecting information, namely were interview to teacher, questionnaires for students and educators, and perceptions, which were completed on July 21, 2019 with individual assets of Mr. Budiyanto, S.Pd as a teacher at Class IV MIMA 4 Sukabumi, realized that learning interactions were only supported by ad libbed media provided by the school with sum that is very determined, so that it affected data and information from student. Observed by student's learning outcome, there are some students who need more consideration to present a theme, but there are also hurry to understand the material introduced. Some students also feel tired in learning interaction because there is no accessibility of learning media, so that causing a lack of student's understanding and information.

Based of that pre-research at MIN 10 Bandar Lampung completed on September 14, 2019 with Ms. Cik Maryuana, M.Pd.I as educator class IV, that an educator has problem such as there is

no creative materials. If it is viewed from the student's dynamic quality, it really needed inventive learning media which can expand students' learning desires so that the learning activity becomes fun and learning purpose will be achieved. Determining the right learning media can improve the quality of teaching and learning activity and can create a pleasant ambiance for student. Thus, in learning interaction, supporting media is needed that can be freely utilized by student and has an attractive appearance for student (Ambaryani, Gamaliel Septian Airlanda, 2017). One of them is an environment-based Islamic comic media with the theme 3 discussing about life of animals.

The task of a teacher is to try as much as possible so the students have high inspiration or energy to learn in each learning cycle (Sofnidah Ifrianti, 2015). The rule of integrated learning is focused on student and educator acts as facilitator who oversees learning (Dyanti, 2016).

Therefore, in order to the students do not just remain silent and pay attention to the teacher's conversation-causing the step of educating and learning does not encourage students' enthusiasm in learning- needed a more dynamic, innovative, and free media. The one is by creating comic media as a learning medium. Based on description of that foundation, the title of this exploration is "development of environmental-based Islamic Comic Learning Media in Class IV MI/SD (elementary school or Islamic elementary school)".

## RESEARCH METHOD

This research is research and development (R&D). It is a research method used to make a product. In this research, the product created is funny Islamic learning media. The development of the media using ADDIE model. There are five phases, namely analysis (examination and investigation), design (planning of development), development, implementation, and evaluation (assessment) which have to be efficiently carried out (Sugiyono, 2017: 297).

According to Endang (2018: 266) perspective, the stage of ADDIE Model as follows:

Table. 1  
The Activities of ADDIE Model

<b>The development stage</b>	<b>Activity</b>
<i>Analysis</i>	Pre-arrangement: contemplating a new product to be made. Distinguishing things that are in accordance with learning purpose, introduction of content/material, learning climate, and delivery techniques in learning.
<i>Design</i>	Planing a product idea, point by point, created a guidelines for carrying out plan or product assembly.
<i>Development</i>	Fostering the product (material and equipment) needed to be developed. In this stage, the product begins to be created appropriate to the plan that has made in the previous stage. Maximally, creating a tool to survey the item.
<i>Implementation</i>	Starting to utilize the material in the actual learning cycle and observe the purpose of improving the material and how the students associate with the media.
<i>Evaluation</i>	Estimating the achievement of the objective of material development and how the students react to the use of learning media.

In the analysis stage is examine data and problem to be base of development in the learning. The design stage contains plan to make product design, starting from entering materials, deciding

on goods plans. The development stage creates turning plan into product and tests its legitimacy to creation and approval aspect, to media modification. In the implementation stage is where the product that has been approved and declared suitable will be tried to the students. Furthermore, the students were approached to complete a questionnaire. It is conducted to find out the students' reactions to the media created. The last is assessment stage. In this stage is evaluated the nature of the product has been created. The final update of the product made is carried out depending on the agreement of side effect from 3 validators, the educators, and students' reaction (Asro Nur Aini, 2018).

The procedure of research and development describe in this image:

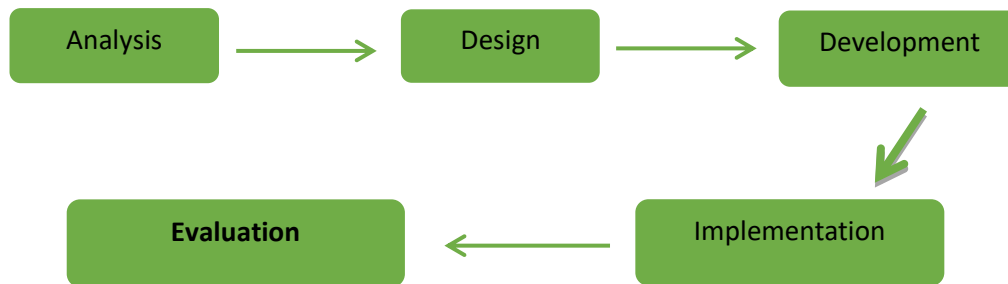


Image. 1  
Prosedure of ADDIE Model

The first step is analysis including competency analysis and student's need. In the competency analysis stage, firstly analyzing the theme, sub-theme, basic competency and then establishing the learning indicator. Meanwhile, on the stage of student's the need analysis is used a questionnaire containing questions about the thematic learning carried out and about the learning media needed.

The second is planning (design) that designing learning media which helps educator explains material on theme 3 "care for living thing". The third is development stage which contains the result of the feasibility of developing learning media as environmental-based Islamic comics by theme 3 "caring for living thing". It is obtained from the calculation of media validation, material expert, linguist, religious expert, the responses of the educators and students.

The fourth is implementation that is the testing stage toward comic learning media. In this stage, it is tested on the fourth grade students (Class IV). This stage leads to student's interest and response to environmental-based Islamic comics learning media.

The fifth is the evaluation stage to study the result of exploration from media expert, linguist, material expert, and student's reaction depending on the idea and information source which has been given and the assessment that has been completed (Rista Karisma, 2019). Furthermore, the approval stage is aimed to get contributions from validator, especially informant and educator, then become material to improve comic media. After being corrected and declared eligible, the last stage is applied to the students (Tia Sekar Arum, 2016).

## **RESULT AND DISCUSSION**

The research is directed to integrative thematic learning with the subject really focusing on living thing at Class IV SD/MI. This innovative creation is a funny learning media by the number of respondent is 21 students at Class IV MIMA 4 Sukabumi, 25 students at Class IV students SD N 1

Sukabumi Indah, and 37 students at Class IV MIN 10 Bandar Lampung. The side effect of this innovative work of environment-based Islamic comic learning media is described depending on the means of the ADDIE model.

The drawing cycle is carried out on a sketch book by A4 size paper, one comic page is made into 6 boards. Funny comic is printed on A5 using the Comic Sans CS type. It is made in several phases, namely designing comic content shown with material about focusing on living thing; making manual drawing by a shaded pencil procedure; scan images manually; and the scan result is handled using Corel Draw X7 programming. The editing process is the provision of dialogue text and material.

The environment-based Islamic funny learning media has been created by its creator. Product improvement (Research and Development) is carried out using the ADDIE model by 5 stages, namely Analysis, Design, Development, Implementation, Evaluation. The creation stage of this comic is done by several stages starting from making the character, designing the script later, drawing physically, checking side effect of the image, and the last stage changes to Software Corel Draw X7. The goal that be achieved in this comic development is to create an appropriate learning media as an funny Islamic learning medium by describing how it is made, trying to achieve it, then knowing the reaction of educator and student toward environment-based Islamic comic learning.



Image. 2  
Editing Process

Humor as a realistic medium in this investigation is used to introduce a material by introducing it outwardly by the depiction of character accompanied by discourse. The expert combines anecdote about climate so the student better understand the material in a more concrete and context-oriented method, and attracts students' attention because researchers associate material which really focused on living thing by climate according to condition have occurred recently in the around of student so that they can comprehend the material clearly. The comic learning media created by scientists is relied to help and to cooperate with the students to apprehend the material, especially subject 3 which really focuses on living thing.

The evaluation of this comic product is carried out on several aspects. The first, the assessment of material expert. This assessment of Islamic comic learning media material was conducted by two validators, namely Mrs. AN and Mrs. GP as teacher for Class IV at MIN 7 Bandar Lampung, based on the results of the validation done, the percentage was 93% with a very decent category. It is reinforced by the statement of the two experts that the comic media which is developed by researcher is feasible to be tested in the field.

The second is the assessment by media experts. This assessment of comic-based learning media was carried out by two validators, namely Mr. AT and Mrs. ARN based on the result of validation done twice obtaining a percentage of 80% with a decent category. This is reinforced by the statement of the two experts that the comic media which has developed by researcher is feasible to be tested in the field. The third is the assessment of linguists. This assessment was carried out by two validators, namely Mr. Na., and Mrs. Er., and was gotten a percentage of 85% by a very decent category. It is reinforced by the statement of the two linguists that the comic media developed by the researcher is feasible to be tested in the field.

The fourth is the assessment of religious expert. It had been validated by Mr. M. IS., and was obtained a percentage of 80% in the appropriate category. It is reinforced by the statement of the two experts that the comic media developed by the researcher is feasible to be tested in the field. The fifth is the assessment of educator. The assessment of learning media was carried out by three educators for Class IV at MIMA 4 Sukabumi, SD N 1 Sukabumi Indah, MIN 10 Bandar Lampung. Based on the result of research carried out by researchers obtain each score of 90.5%, 86% and 95.75%, and average percentage score of 90.75% in the "Very decent" category.

Table. 2

The Assessment Response Result from Educators

<b>Assessment</b>	<b>Total Skor %</b>	<b>Category</b>
Educator I	90,5%	Very decent
Educator II	86%	Very decent
Educator III	95,75%	Very decent
<b>Average Percentage</b>	<b>90,75%</b>	<b>Very decent</b>

The sixth is assessment from student including small group test and large group test. In the small group test, through small meetings, it is done to get idea and contribution from the students which then the analyst finds out where the weaknesses of the material. The respondents for this introduction to this small association are 21 students Class IV of MIMA 4 Sukabumi.

Table. 3

The Analysis Result of Small Group Test

<b>Assessment Aspects</b>	<b><math>\sum X</math> Every Aspect</b>	<b>Score Max</b>	<b>Score %</b>	<b>Category</b>
Material	413	420	98%	Very decent
Display	308	315	97%	Very decent
Persentation	304	315	96%	Very decent
Sum	1.025	1.050	-	-
<b>Average Percentage</b>			<b>97%</b>	<b>Very decent</b>

The diagrammatic image of the above table is presented in Figure 3 as follow:

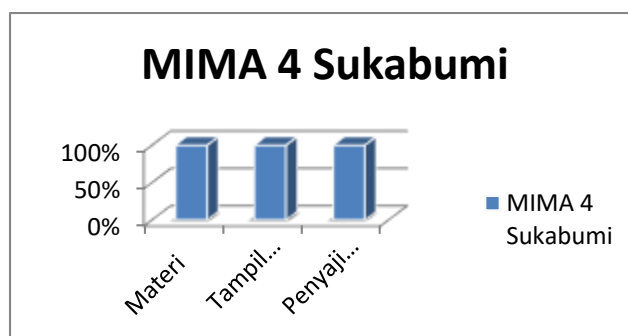


Image. 3

The response from Student of MIMA 4 Sukabumi

Based on the information obtained, the material aspect is 413 with the most extreme score of 420 and a level of 98%, the score view point is 308 with the largest score of 315 and the level of 97%, and the score of implementation is 304 with the largest score of 315 and the level of 96%. According to above information, it is known that the normal score of the three parts of the assessment received a score of 1.025 from the largest score of 1.50 by a level of 97% in the "really decent" classification.

The large group test is the last evaluation stage to environment-based Islamic comic media with a large meeting including 25 students Class IV of SDN 1 Sukabumi Indah and 37 students Class IV of MIN 10 Bandar Lampung by the result as follow:

Table. 4

The Analysis Result of Large Group Test (SD N 1 Sukabumi Indah)

Assessment Aspects	$\sum X$ Every Aspect	Score Max	Score %	Category
Material	475	500	95 %	Very decent
Display	352	375	94 %	Very decent
Persentation	352	375	94 %	Very decent
Sum	1.179	-	-	-
<b>Average Percentage</b>			<b>94%</b>	<b>Very decent</b>

The diagrammatic image of the above table is presented in figure 4 as follow:

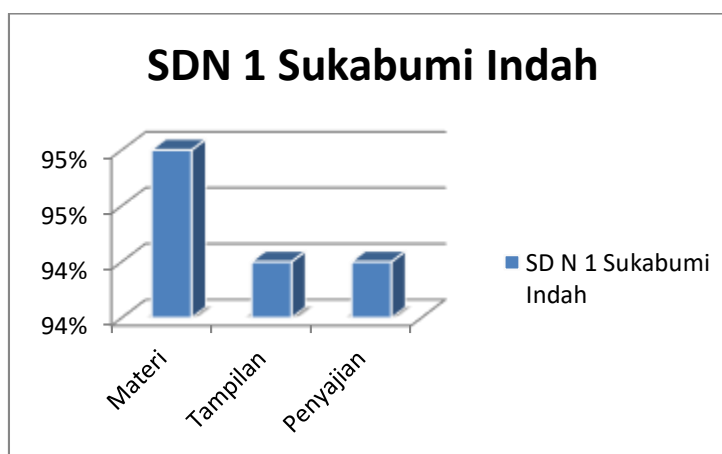


Image. 4

The response from student of SDN 1 Sukabumi Indah

Based on the above data, in material aspect is gotten 475 by the most extreme score of 500 and the 95% level, the score of display is 352 with the highest score of 375 and the level of 94%, the score of performance point is 352 with the score limit is 375 and the rate is 94%. According to above information, it is known that the normal score of the three assessment parts received a score of 1,179 from the most extreme score of 1,250 which get a level of 94% in the "really decent" classification.

Table. 5  
The Analysis Result of Large Group Test (MIN 10 Bandar Lampung)

Assessment Aspects	$\Sigma X$ Every Aspect	Score Max	Score %	Category
Material	724	740	98%	Very decent
Display	535	555	96%	Very decent
Persentation	536	555	96%	Very decent
Sum	1795	1850	-	-
<b>Average Percentage</b>			<b>97%</b>	<b>Very decent</b>

The diagrammatic image of the above table is presented in figure 5 as follow:

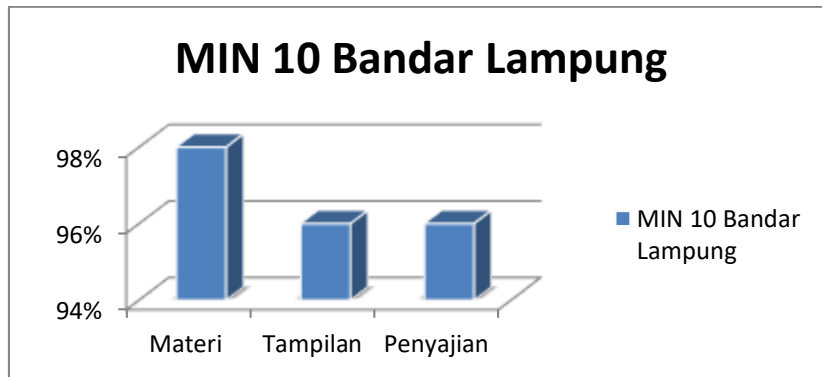


Image. 5

The response from student of MIN 10 Bandar Lampung

Based on the above data, the score of material term is obtained 724 with the highest score of 740 and a level of 98%, the score of display term is 535 with the most extreme score of 555 and a level of 96%, and the score of performance is 536 with the lowest extreme score is 555 and a rate of 96%. According to the above information, it is known that the normal rate value is 1,795 from the largest value of 1850. The rate value is 97% in the "Absolutely Qualified" level.

Analysts can expect that there is the students' desire to read environment-based Islamic humorous media. They are involved to understand jokes and sometime talk to their friends about the substance of story related to their own encounter. The Students' learning inspiration is rise by funny media, and the experts also get very different idea or comment from them. However, generally they like funny media created by researchers. They say that they are cheerful when their learning is integrated with funny books so that learning process is not tire, and becomes a good learning step.

## CONCLUSION

The research and development of environment-based Islamic comic as learning media can facilitate learning interaction to create a beautiful learning environment. The result of innovation product of Islamic comic media can be completed by the process of developing environment-based Islamic comic



at Class IV of SD/MI using Research and Development (RnD) by ADDIE model including 5 stages, namely Analysis, Design, Development, Implementation, Evaluation.

Product quality (comic) as a learning medium on a theme that really focuses on living thing is based on the approval of 7 experts, namely 2 material experts received a normal score of 93% with an decent classification, from 2 media experts is procured a normal score of 80% with a good class, from 2 etymologists is obtained a normal score of 85% on a very good classification, and from one strict expert is gotten a score 80% on good classification.

The response of Educator I is obtained a score of 90.5% with a very good class, Educator II is procured a score of 86% with a very good classification, Educator III is obtained a score of 95.75% by a good classification. The reaction from students in the small group elimination is obtained a score of 97% in the appropriate class, for the large group elimination at SDN 1 Sukabumi Indah is procured a score of 94% in the really achievable classification, and at MIN 10 Bandar Lampung is got a score of 86% in the very good classification. Based on the above research data, the development of environment-based Islamic comic media is effective to be implemented to create a effective, funny, and interactive learning process at elementary school.

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