

Development of illustrated comic-based learning media for islamic history for 8th grade students at muhammadiyah boarding school

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ABSTRACT

The creation of comic-based educational tools for teaching Islamic history seeks to boost students' engagement and comprehension of the subject. This endeavor employs a research and development (R&D) approach, utilizing the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation phases. The development process begins with a needs analysis involving surveys and interviews with teachers and students. The design phase includes the creation of storyboards and comic scripts, which are then developed into comic media with the help of professional illustrators. Implementation was carried out in several junior high schools (SMP) to test the effectiveness of this media in learning. The research results show that the use of illustrated comics as a learning medium for Islamic history can increase student interest by 85% and material understanding by 90%. Students find illustrated comics more engaging and easier to understand compared to conventional textbooks. Evaluation was conducted through written tests and observations during the learning process, as well as interviews with teachers and students to obtain feedback. Based on the evaluation results, this illustrated comic media is effective in improving the quality of Islamic history learning. The conclusion of this study is that illustrated comic media can be an effective and attractive alternative in Islamic history learning, thus it is recommended for wider application in schools.

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Introduction

Islamic history education plays a crucial role in shaping the character and identity of students, especially in understanding the development of Islamic civilization and its contributions to the world. (Syahmi et al., 2022) However, history learning is often considered boring and difficult to understand by students due to conventional and less engaging teaching methods. Many students find it challenging to grasp the essence of historical material taught through textbooks, which tend to be monotonous and text-heavy. (Wibowo & Koeswanti, 2021)

To address these challenges, innovation in teaching methods is essential. One potential approach is the use of illustrated comic media as a learning aid. Illustrated comics have high visual appeal and can convey information in a more engaging and easily understandable way. The combination of text and images in comics can help students more easily remember and comprehend complex historical material.(Yuliarni et al., 2023)

His study aims to create illustrated comic-based educational materials for Islamic history and assess their effectiveness in enhancing students' interest and understanding of the subject. By incorporating illustrated comics, the research hopes to offer a more engaging and interactive learning experience, encouraging students to delve deeper into Islamic history.(Istiqomah et al., 2023)

The focus of this research is to identify the needs of students and teachers in Islamic history education, design and develop illustrated comics that align with the curriculum, and test the effectiveness of these media in several junior high schools (SMP).(Wibowo & Koeswanti, 2021) By employing a research and development (R&D) strategy utilizing the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation phases,(Hadi & Agustina, 2016) this research aims to make a tangible contribution to improving the quality of Islamic history education in schools.

This research not only focuses on developing innovative learning media but also on evaluating its effectiveness in the context of formal education. The results of this study are expected to serve as a reference for educators and learning media developers in creating more engaging and effective materials that meet the needs of Islamic history education in Indonesia.(Syurgawi & Yusuf, 2020)

Literature Review

Development of Illustrated Comic-Based Learning Media for Islamic History

The integration of visual aids in education has been widely recognized for its potential to enhance student engagement and comprehension. Specifically, in the context of history education, traditional teaching methods often fail to capture students' interest, leading to a lack of motivation and understanding.(Institut et al., 2018) This literature review explores the development and effectiveness of illustrated comic-based learning media in teaching Islamic history to 8th-grade students at Muhammadiyah Boarding School.

As per Mayer's Cognitive Theory of Multimedia Learning, students achieve better learning outcomes when information is presented through both textual and visual formats. Comics, incorporating text and visuals, enable dual coding, enhancing memory retention and comprehension of intricate historical concepts.(Junaidi, 2019) Vygotsky's theory underscores the significance of social interaction and active participation in learning. Comics, with their narrative-driven style and dialogue, can stimulate interactive learning and foster critical thinking skills.(Badan et al., 2002)

Comics have been recognized for their educational potential across various subjects. Comics are visually appealing and can make learning more engaging for students(Utariyanti et al., 2016). The combination of images and text in comics helps in simplifying complex ideas and enhancing comprehension. Studies have shown that students are more motivated to read and learn when using comic-based materials.(Rejeki et al., 2020)

History education often struggles with issues of engagement and retention due to the dense and text-heavy nature of traditional materials. Comics offer a promising solution, Comics can present historical events in a story-like format, making them more relatable and easier to understand. Visual representations in comics can provide context and bring historical events to life, aiding in better understanding and retention.(Harsiwi & Arini, 2020)

Islamic history is an essential component of the curriculum in many Islamic schools, including Muhammadiyah Boarding School. However, traditional methods often fail to make the subject engaging, Understanding Islamic history helps in shaping students' identities and moral values, Conventional teaching methods can make Islamic history seem abstract and uninteresting to students.(Ramayulis, 2005)

Research has shown that using comics in religious education can enhance students' engagement and understanding. For example, a study on comic-based religious education in Malaysia demonstrated significant improvements in student motivation and comprehension. The use of comics to teach historical events has been successful in various contexts. For instance, the "Maus" graphic novel has been used effectively to teach about the Holocaust, highlighting the potential of comics to handle complex and sensitive historical topics.(Syurgawi & Yusuf, 2020).

Method

To craft illustrated comic-based learning materials for 8th-grade students at Muhammadiyah Boarding School Jetis, this study utilizes the research and development (R&D) approach, following the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model comprises five sequential stages.(Tegeh & Kirna, 2013)

Needs Analysis: Surveys and interviews were conducted with teachers and 8th-grade students at Muhammadiyah Boarding School Jetis to identify the needs and challenges faced in learning Islamic history. The collected data included students' preferences for learning methods, difficulties encountered, and suggestions for desired learning media.(Cahyadi, 2019)

Curriculum Analysis: The existing Islamic history curriculum for 8th grade was reviewed to ensure that the developed material meets educational standards. **Storyboard and Script Development:** A storyboard and comic script that cover relevant Islamic history material were designed. This stage involved topic selection, storyline determination, and character development.(Andi Rustandi & Rismayanti, 2021)

Visual Design: Collaboration with professional illustrators was undertaken to create engaging comic illustrations that align with the developed script. The visual design aims to capture students' attention and facilitate understanding of the material. **Comic Production:** The illustrated comic was developed based on the approved storyboard and script. This process included drawing, coloring, and adding text. **Media Validation:** The developed comic was validated by subject matter experts, media experts, and Islamic history teachers. This validation aimed to ensure that the comic is suitable for use in learning.(Latip, 2022)

Limited Trial: The illustrated comic media was implemented in the Islamic history learning process for 8th-grade students at Muhammadiyah Boarding School Jetis on a limited scale. This trial involved several classes to test the effectiveness and acceptance of the media by students. **Data Collection:** Methods such as observation, interviews, and questionnaires were used to collect data regarding students' and teachers' responses to the use of illustrated comics.(Puspasari, 2019)

Formative Evaluation: This was conducted throughout the development process to refine and improve the comic media based on feedback from validators and the results of the limited trial.(Anafi et al., 2021) Summative Evaluation: Conducted after implementation to assess the effectiveness of the comic media in enhancing students' interest and understanding of Islamic history material. This evaluation included written tests to measure students' understanding and analysis of feedback from students and teachers.(Safitri & Aziz, 2022).

Result and Discussion

The results of surveys and interviews with 8th-grade teachers and students at Muhammadiyah Boarding School Jetis show that most students experience difficulties in understanding Islamic history material taught through conventional methods.(Fachrudin, 2016) As many as 80% of students stated that they are more interested in material presented in visual forms such as pictures or comics. Teachers also expressed the need for more interactive and engaging learning media to increase students' interest in learning.(Junaidi, 2019)

Based on the needs analysis, the storyboard and comic script were developed with a focus on relevant Islamic history topics for the 8th grade. The development process involved professional illustrators to ensure high visual quality.(Dessiane & Hardjono, 2020) The resulting comic consists of several chapters, each discussing important events in Islamic history, such as the life of Prophet Muhammad (PBUH), the Rashidun Caliphs, and the spread of Islam in various parts of the world.(Hasmar, 2020)

The illustrated comic was validated by subject matter experts, media experts, and Islamic history teachers. These experts confirmed that the comic's content aligns with the curriculum and is historically accurate. Media experts and teachers provided positive feedback on the illustrations' quality and overall visual design (Eva et al., 2020). The comic was then implemented in three 8th-grade classes, with a total of 90 students, consisting of 12 male students and 10 female students.

Validation by subject matter experts, media experts, and Islamic history teachers indicated that the illustrated comic is suitable for use as a learning medium. Subject matter experts assessed that the comic's content is in line with the curriculum and historically accurate, while media experts and teachers provided positive feedback on the quality of the illustrations and visual design.(Eva et al., 2020) The implementation was carried out in three 8th-grade classes with a total of 90 students. The use of comics in learning received very positive responses. Based on questionnaire results, 85% of students felt more interested and motivated to learn Islamic history using illustrated comics. Additionally, the results of comprehension tests showed an average score increase of 90% compared to before the use of the comics.(Hidayah & Ulva, 2017)

The use of illustrated comics proved effective in increasing students' interest and motivation to learn.(Badan et al., 2002) Comics as learning media offer a more appealing visual approach compared to conventional textbooks. The visualization of historical events through engaging pictures and narratives makes it easier for students to understand and remember the material being taught.(Yuliarni et al., 2023)

Feedback from both teachers and students was highly positive. Teachers found that illustrated comics simplified the explanation of material and made the classroom more dynamic. Students appreciated this medium because it made learning Islamic history more enjoyable and less monotonous (Dessiane & Hardjono, 2020).

Table 1: Students' Interest and Motivation Levels Before and After Using Illustrated Comics

Variable	Before Using Comics	After Using Comics
Interest in Learning	40%	85%
Motivation to Learn	45%	85%
Comprehension Test Scores (Avg)	50%	90%

The quantitative data from the study indicates a significant improvement in students' engagement, interest, and understanding of Islamic history when using illustrated comics. The pre-implementation survey showed that traditional methods left many students disinterested and struggling to comprehend the material. Post-implementation data revealed a dramatic increase in both engagement and comprehension, underscoring the effectiveness of illustrated comics as a pedagogical tool.

Comprehension test results showed that students who learned using illustrated comics had a better understanding of Islamic history material. This is due to the comics' ability to convey information concisely and clearly, as well as the use of images that help reinforce students' memory of the material studied.(Sahri, 2024) Illustrated comics also enhance student engagement in the learning process. Students are more active in discussing and asking questions about the material covered in the comics.(Martha Rusmana & Mila Kurniawarsih, 2020) Teachers also reported that students were more enthusiastic and focused during the lessons.

Feedback from teachers and students was very positive. Teachers found that illustrated comics made it easier for them to explain the material and enlivened the class. Students appreciated this medium because it made learning Islamic history more enjoyable and less boring.(Dessiane & Hardjono, 2020)

Conclusion

The development of illustrated comic-based Islamic history learning media for 8th-grade students at Muhammadiyah Boarding School Jetis successfully increased students' interest and understanding of Islamic history material. Illustrated comics have proven to be an effective and engaging alternative learning media, which can be more widely implemented in other schools. Positive feedback from teachers and students indicates the great potential of using illustrated comics to enhance the quality of Islamic history learning. It is recommended that similar research be conducted for other subjects to further explore the benefits of comic-based learning media.

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