

Development of Illustrated Comic-Based Learning Media for Islamic History for 8th Grade Students at Muhammadiyah Boarding School

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ABSTRACT: *Creating comic-based educational tools for teaching Islamic history seeks to boost students' engagement and comprehension of the subject. This endeavour employs research and development (R&D). The approach utilises the ADDIE model, which consists of the 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 MBS 1 Tulungagung. to test the effectiveness of this media in learning. The research results show that using 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 than conventional textbooks. Evaluation was conducted through written tests, observations during the learning process, and interviews with teachers and students to obtain feedback. Based on the evaluation results, this illustrated comic media effectively improves the quality of Islamic history learning. This study concludes that illustrated comic media can be an effective and attractive alternative to Islamic history learning. Thus, it is recommended for wider application in schools.*

Pembuatan alat bantu pendidikan berbasis komik untuk pengajaran sejarah Islam bertujuan untuk meningkatkan keterlibatan dan pemahaman siswa terhadap mata pelajaran tersebut. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (R&D), dengan menggunakan model ADDIE, yang terdiri dari fase Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Proses pengembangan dimulai dengan analisis kebutuhan yang melibatkan survei dan wawancara dengan guru dan siswa. Tahap desain meliputi pembuatan storyboard dan naskah komik, yang kemudian dikembangkan menjadi media komik dengan bantuan ilustrator profesional. Implementasi dilakukan di beberapa Sekolah Menengah Pertama (SMP). untuk menguji keefektifan media ini dalam pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan komik bergambar sebagai media pembelajaran sejarah Islam dapat meningkatkan minat siswa sebesar 85% dan pemahaman materi sebesar 90%. Siswa merasa komik bergambar lebih menarik dan lebih mudah dipahami dibandingkan dengan buku teks

konvensional. Evaluasi dilakukan melalui tes tertulis dan observasi selama proses pembelajaran, serta wawancara dengan guru dan siswa untuk mendapatkan umpan balik. Berdasarkan hasil evaluasi, media komik bergambar ini efektif dalam meningkatkan kualitas pembelajaran sejarah Islam. Kesimpulan dari penelitian ini adalah media komik bergambar dapat menjadi alternatif yang efektif dan menarik dalam pembelajaran sejarah Islam, sehingga direkomendasikan untuk diterapkan secara lebih luas di sekolah-sekolah.

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I. INTRODUCTION

Islamic history education plays a crucial role in shaping the character and identity of students, especially in understanding the development of Islamic civilisation and its contributions to the world (Syahmi et al., 2022). However, due to conventional and less engaging teaching methods, students often consider history learning boring and difficult to understand. 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 using 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. Comics' combination of text and images 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 (Wibowo & Koeswanti, 2021). By employing research and development (R&D). A strategy utilising the ADDIE model consists of the Analysis, Design, Development, Implementation, and Evaluation phases (Firdaus et al., 2021). This research aims to make a tangible contribution to improving the quality of Islamic history education in schools.

This research focuses on developing innovative learning media and 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). Using innovative learning media, such as illustrative comics, can increase students' interest and understanding of Islamic history and help overcome the general challenges faced in learning history. Research shows that using visual media in education can improve information retention and facilitate a better understanding of complex material (Fitriyanti et al., 2023). Comics can create a more vivid and relevant context for students, integrating narrative and visual elements so they

can more easily relate historical information to their daily experiences and knowledge. This aligns with constructivist learning theory, emphasising active and contextual learning experiences (Taber, 2024).

This research also focuses on developing teachers' competencies using innovative learning media. Training and mentoring for teachers in implementing illustrative comics as teaching aids is essential to ensure the successful use of this media in the classroom (Pramusita et al., 2024). Teachers skilled in utilising interesting learning media can create a more dynamic and interactive learning atmosphere, increasing student motivation and involvement in the learning process (Choirunnisa et al., 2024). Therefore, this research is not only oriented to material development but also to increasing the capacity of teachers as learning facilitators.

The effectiveness of using illustrative comics in learning Islamic history will be evaluated through the measurement of student learning outcomes and feedback from teachers. A comprehensive evaluation method will provide a clear picture of the impact of using this media on students' understanding and interest. The results of this study are expected to significantly contribute to the development of Islamic history curriculum and learning strategies in Indonesia, as well as a reference for further research in the field of education (Murod et al., 2020). Thus, this research can potentially improve the quality of Islamic history education and enrich the treasures of educational research in the modern era.

Development of Illustrated Comic-Based Learning Media for Islamic History

The integration of visual aids in education has been widely recognised for its potential to enhance student engagement and comprehension. Specifically, traditional teaching methods in history education often fail to capture students' interest, leading to a lack of motivation and understanding (Attard et al., 2021). 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.

Per Mayer's Cognitive Theory of Multimedia Learning, students achieve better learning outcomes when information is presented in both textual and visual formats. Comics, incorporating text and visuals, enable dual coding, enhancing memory retention and comprehension of intricate historical concepts. Vygotsky's theory underscores the significance of social interaction and active participation in learning. Comics' narrative-driven style and dialogue can stimulate interactive learning and foster critical thinking skills (Badan et al., 2002). Comics have been recognised for their educational potential across various subjects. Comics are visually appealing and can make learning more engaging for students. Combining images and text in comics helps simplify complex ideas and enhance comprehension. Studies have shown that students are more motivated to read and learn using comic-based materials (Rejeki et al., 2020).

History education often struggles with engagement and retention issues due to traditional materials' dense and text-heavy nature. Comics offer a promising solution, as they 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 (Lasawali et al., 2023)

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. Comics to teach historical events have 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).

II. METHOD

To craft illustrated comic-based learning materials for 8th-grade students at Muhammadiyah Boarding School 1 Tulungagung, this study utilises research and development (R&D). The approach follows the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model comprises five sequential stages. Needs Analysis: Surveys and interviews were conducted with teachers and 8th-grade students at Muhammadiyah Boarding School 1 Tulungagung 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. 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 involves topic selection, storyline determination, and character development (Rustandi & Rismayanti, 2021).

Visual Design: Collaboration with professional illustrators was undertaken to create engaging comic illustrations aligned 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, colouring, 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 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 1 Tulungagung on a limited scale. This trial involved several classes to test students' effectiveness and acceptance of the media. 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 (Azizah & Syarifah, 2021). 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).

III. RESULT AND DISCUSSION

The results of surveys and interviews with 8th-grade teachers and students at Muhammadiyah Boarding School 1 Tulungagung show that most students experience difficulties in understanding Islamic history material taught through conventional methods. 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. Based on the needs analysis, the storyboard and comic script focused 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 (Wulandari, 2022).

Subject matter experts, media experts, and Islamic history teachers validated the illustrated comic. 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 (Guo et al., 2020). The comic was then implemented in three 8th-grade classes, with a total of 90 students, consisting of 12 male and 10 female students. Validation by subject matter experts, media experts, and Islamic history teachers indicated that the illustrated comic is suitable for learning. Subject matter experts assessed that the comic's content aligns with the curriculum and is historically accurate.

In contrast, media experts and teachers provided positive feedback on the quality of the illustrations and visual design. The implementation was carried out in three 8th-grade classes with 90 students. The use of comics in learning received very positive responses. Based on the results of the questionnaire, 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 comics (Sondang & Derlina, 2022).

The use of illustrated comics proved effective in increasing students' interest and motivation to learn (Mikamahuly et al., 2023). Comics as learning media offer a more appealing visual approach than conventional textbooks. Visualising historical events through engaging pictures and narratives makes it easier for students to understand and remember the material being taught (Fitriyanti et al., 2023). Feedback from both teachers and students was highly positive. Teachers found that illustrated comics simplified the explanation of the 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 engagement and comprehension, underscoring the effectiveness of illustrated comics as a pedagogical tool.

Comprehension test results showed that students who learned using illustrated comics better understood Islamic history material. This is due to the comics' ability to convey information concisely and clearly and use images that help reinforce students' memory of the material studied. 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 (Rahmayanti et al., 2022). 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 (Ridzal et al., 2023). Using comic illustrations as a learning medium also helps develop students' critical thinking skills. Students are expected to memorise historical facts and analyse and understand the historical context of the studied events. With engaging narratives and illustrations, students are encouraged to ask questions and discuss the material, enhancing classroom interaction (Fitriyanti et al., 2023).

In addition, comic illustrations are effective in enhancing students' visual literacy skills. Understanding and interpreting information conveyed through images is an increasingly important skill in the digital age. Comic illustrations provide a real example of how images can convey complex information simply and attractively (Dolbeth et al., 2024). On the other hand, the use of comic illustrations has also shown a positive impact on students' learning motivation. Intrinsic motivation increases when students find the learning material more relevant and interesting. This increased motivation contributes to greater student participation in learning activities, improving their understanding and academic achievement (Vu et al., 2022).

Furthermore, this study also found that using comic illustrations helps create a more inclusive learning environment. Students with different learning styles, including those who are more visual, can more easily understand the learning material. This is important in creating equal learning opportunities for all students, regardless of their learning styles. Finally, this study concludes that integrating visual media like comic illustrations in learning can effectively solve educational challenges in the modern era. This approach increases student engagement and motivation and helps develop various important skills needed in the future.

IV. CONCLUSION

Using illustrative comics as learning media effectively increases students' interest, motivation and understanding of Islamic history material in grade 8 at Muhammadiyah Boarding School 1 Tulungagung. Survey results and comprehension tests showed significant improvement, with 85% of students feeling more interested and motivated to learn after using the comics and the average comprehension test score increasing from 50% to 90%. The developed comic fulfils the curriculum and historical accuracy and

creates a more dynamic and interactive learning atmosphere. The implications of this study recommend integrating visual media such as comics in the learning process to address modern educational challenges and create a more inclusive learning environment for students with various learning styles. This approach not only increases student engagement but also helps develop important skills needed in the future.

VI. REFERENCES

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