DEVELOPMENT OF COMIC-BASED DISTANCE LEARNING MODULE IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

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Abstract

This article aims to analyze and develop a comic-based distance learning module (PJJ) in PAI Class V subjects at SDIT DOD Medan. This study uses a research and development (RnD) approach with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data collection instruments in this study, namely observation, interviews, questionnaires, and documentation. The results of this study indicate that (1) the feasibility of the comic-based PJJ module was validated by material experts with the acquisition of a percentage of 66.25% in the valid category, validation by media experts obtained a percentage of 78.75% also in the valid category and validation from teachers of religious education subjects. Islam SDIT DOD Medan obtained a percentage of 86.67% in the very valid category, so the overall average value of the percentage is 77.22% with a valid category; (2) the practicality of the comic-based PJJ module obtained an overall average score of 83.67% in the very practical category; and (3) the effectiveness of the PJJ module on Islamic Religious Education subjects in improving student learning outcomes obtained a normalized gain (N-Gain) score of 0.52, which is in the effective category. So it can be concluded that the product of developing comic-based distance learning modules in Islamic Religious Education subjects is effective in increasing student learning outcomes.
Keywords: Comics, Modules, Distance Learning.

Abstrak

Artikel ini bertujuan untuk menganalisa dan mengembangkan modul pembelajaran jarak jauh (PJJ) berbasis komik pada mata pelajaran PAI Kelas V di SDIT DOD Medan. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (Research and Development/RnD) dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Instrumen pengumpulan data dalam penelitian ini, yaitu observasi, wawancara, angket, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa (1) kelayakan modul PJJ berbasis komik dilakukan validasi oleh ahli materi dengan perolehan persentase 66,25% berkategori valid, validasi oleh ahli media diperoleh persentase 78,75% juga berkategori valid, dan validasi dari guru mata pelajaran Pendidikan Agama Islam SDIT DOD Medan diperoleh persentase 86,67% berkategori sangat valid, sehingga nilai rata-rata keseluruhan persentase 77,22% dengan kategori valid; (2) kepraktisan modul PJJ berbasis komik memperoleh nilai rata-rata keseluruhan persentase 83,67% dengan kategori sangat praktis; dan (3) efektivitas modul PJJ pada mata pelajaran Pendidikan Agama Islam dalam meningkatkan hasil belajar siswa diperoleh skor normalized gain (N-Gain) 0,52 yaitu berada pada kategori efektif. Sehingga dapat disimpulkan bahwa produk pengembangan modul pembelajaran jarak jauh berbasis komik pada mata pelajaran Pendidikan Agama Islam efektif untuk meningkatkan capaian hasil belajar siswa.
Kata Kunci: *Komik, Modul, Pembelajaran Jarak Jauh.*

INTRODUCTION

The phenomenon of the development of information technology, especially in the world of education, is caused by the Covid-19 outbreak which has an impact on the order of people's lives, resulting in restrictions on meetings between communities known as lockdown and of course this also has an impact on the world of education. Learning at this time is carried out remotely (PJJ) with the online method, namely students do not come to school but learn from home through digital-based learning media.[1]

This of course creates problems and obstacles in all education sectors, (1) for the government: it must instill a mindset about new ways of learning, prepare regulations for the development of digital learning resources, and produce educators who are adaptive in learning technology; (2) for students: it is difficult to manage time, students have difficulty understanding lessons, difficult internet connections, difficult to understand instructions, and students have difficulty accessing learning support books; (3) for teachers: teacher readiness in using the internet and online-based learning media, teachers find it difficult to identify students who are lagging behind in lessons, and limited facilities and infrastructure; (4) for parents, the readiness of parents to accept changes who are now teachers for their children at home, financial stress, most parents lack technology knowledge, availability of information technology devices, parents are more anxious because children often hold smartphones and other devices.[2]

The problem of distance learning (PJJ) can finally be followed up after the government set the term "new normal" after the lockdown due to the Covid-19 outbreak in early June 2020. In this regard, education services in a new era require creation and innovation from educators to make a leap of creativity to meet the new challenges that exist today.[3]

The many problems that arise in distance learning can be slightly resolved with the emergence of a new era that allows schools to be reopened to provide direct but not full education but learning combined between online and offline learning and complying with health protocols that apply as an act of self-defense against virus outbreaks that is sweeping the country. Widyastuti said that the solution for the new normal era in order to overcome the shortage of PJJ needs to be carried out with various activities, not only relying on online modes, which incidentally uses technology in learning, it is also necessary to carry out offline activities.[4] Thus, all students can be served and their rights are fulfilled.

Efforts that can be made by teachers in learning who previously used the online system and are now combined with offline learning are by developing learning media in order to bring back student interest in learning or student interest in learning. The fulfillment of mixed learning between online and offline certainly requires media that can support the

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[1] Muhammad Shaleh Assingkily & Sahlan, "Blended Learning di UIN Sumatera Utara Medan: Historisitas & Pengembangannya di Era Covid-19," *Mudabbir: Journal Research and Education Studies* 1, no. 1, 2021: 1-11. http://jurnal.permapendis-sumut.org/index.php/mudabbir/article/view/1.

[2] Ana Widyastuti, *Optimalisasi Pembelajaran Jaraj Jauh (PJJ), Daring Luring, BdR* (Jakarta: Alex Media Kompuntindo, 2021), 47-75.

[3] Mardianto & Muhammad Shaleh Assingkily, "Dosen Ngajar On the Road: Persepsi Mahasiswa tentang Fenomena Pembelajaran Era Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2, 2021. https://scholar.google.com/scholar?oi=bibs&cluster=14285418321621594686&btnI=1&hl=id.

[4] Ana Widyastuti. *Optimalisasi...,* 124.

implementation of the two learning processes. An alternative that can be done is to use a learning module.

Based on Susanti's research results, it was found that (1) the Islamic Religious Education (PAI) and Budi Pekerti learning modules were categorized as very valid with an average of 3.65 based on the validator's assessment, (2) Islamic Religious Education (PAI) and Budi Pekerti learning modules. included in the very practical category with an average of 3.92 based on teacher assessments and an average of 3.85 based on student assessments. Then the Islamic Religious Education (PAI) and Budi Pekerti learning modules are categorized as very effective in terms of student motivation with an average of 94.10, student learning activities with an average of 92 are included in the very active category and student learning outcomes with an average of 85,50.[5]

Yaumi explained that the use of modules in learning is not without reason, nor is it without a positive contribution to increasing the effectiveness of learning, but can affect student achievement.[6] Another study conducted by Nursafitri, et.al., stated in his journal that the results of the trial showed an increase in the average score of students, namely the average pre-test score of 60, an increase in the average score of 86.7.[7] It can be said that the PAI learning module is effectively used in learning. The advantages of this PAI learning module are that it is more interesting, easy to use, and can be learned by students independently. In addition to the advantages, in this module there are still shortcomings, namely, there is no room for collaboration in learning through the module. Therefore, it is very open for further research, both for testing and developing this module further.

Research conducted by Nursafitri, et.al. shows that the use of modules in learning is more effective by showing an increase in the average score of students.[8] However, the use of the conventional module still has shortcomings and there is a need for development so that it can stimulate students' interest in learning to be higher and the development of the module can be used for online and offline learning purposes.

Modules designed to attract students' attention and stimulate students' interest in learning both conventionally and independently require further development, the development of learning media based on this module can be developed using the form of a comic framework. Because comics are one of the visual media that are designed as learning media with advantages that are difficult to obtain from other media. Islamic Religious Education subjects presented in the form of comic framework modules can make it easier for teachers to deliver subject matter and help students understand the material. With this comic framework module, it will activate the seriousness of students in learning, because the nature of comics media which is entertaining and light makes students tend to enjoy reading more than modules in general.

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[5] Riri Susanti, "Pengembangan Modul Pembelajaran PAI Berbasis Kurikulum 2013 di Kelas V SD Negeri 21 Batubasa, Tanah Datar," *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan* 2, no. 2, 2017: 170. https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1466.

[6] Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, (Jakarta: Prenadamedia Group, 2018), 114.

[7] Laila Nursafitri, *et.al.* "Pengembangan Modul Pembelajaran Pendidikan Agama Islam (PAI) Kelas IV Madrasah Ibtidaiyah," *Inventa: Jurnal Pendidikan Sekolah Dasar* 4, no. 1, 2020: 96-97. http://jurnal.unipasby.ac.id/index.php/jurnal_inventa/article/view/2304.

[8] Laila Nursafitri, *et.al.* Pengembangan Modul..., 97.

Research on comic development has been carried out by several researchers in different types of subjects and schools. As research conducted by Yasa, et.al. Regarding the effectiveness of the thematic comic module based on Multiple Intelligence (MI) for fifth-grade elementary school students, it shows effective results with an average score of 76.75 students achieving a score of 75. The percentage of module completeness is 74% with the effective module category.[9]

Nuraini & Saputro with their research entitled "Effectiveness of Using Comic Media in Islamic Education Learning to Improve Student Learning Achievement in Ponorogo" wrote in their journal that PAI comic learning media used for SMP/MTs level students are learning media in the form of comics or illustrated stories about learning materials. PAI is deliberately designed specifically for educational purposes and is multipurpose in nature so as to provide opportunities for teachers and students to gain new knowledge and enrich their experiences so that effective and efficient classroom learning can be achieved. Based on the results and discussion, it can be concluded that the treatment class using PAI comic media experienced a more significant increase in learning outcomes compared to the control class using conventional learning media.[10]

Research conducted by Ambaryani & Airlanda (2017:27) on the effectiveness of the comic media "Finding Environmental Changes Around Me" concluded (1) the media validation results were 88% in the very good category and the material validation results were 76% in the very good category, (2) the results of the student response questionnaire are 90% in the very good category and the teacher response questionnaire results are 82% in the very good category, (3) the cognitive learning outcomes can be seen from the pre-test with an average of 60 and post-test 81.[11]

Comics are a learning media that can be used as a tool to help parents/teachers during the learning process, especially during the Covid-19 pandemic because comics have fun characteristics so that children/students can study independently at home. Not only are pictures and stories that are owned by comics, but can shape the character and interpersonal intelligence of children/students, especially in elementary school children. With its visual media, comics can facilitate understanding and strengthen memory. The strength of comics lies in their presentation which contains strong visual and story elements. The visualized expression makes the reader emotionally involved so that it makes the reader continue reading it until the end.

Learning comics is expected to be able to increase the interest of children/students to read so that in the end they are able to improve literacy for children/students. To meet these expectations, a comic-shaped module will be developed which will be specially designed in

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[9] Arnelia Dwi Yasa, *et.al.* "Keefektifan Modul Komik Tematik Berbasis Multiple Intelegence (MI) untuk Siswa Kelas V SD," *Jurnal Pemikiran dan Pengembangan SD* 6, no. 2, 2018: 112. https://ejournal.umm.ac.id/index.php/jp2sd/article/download/7148/6025.

[10] Nuraini & Anip Dwi Saputro, "Efektivitas Penggunaan Media Komik dalam Pembelajaran PAI Untuk Meningkatkan Prestasi Belajar Siswa di Ponorogo," *Jurnal MUADDIB: Studi Kependidikan dan Keislaman* 7, no. 2, 2017: 185-186. http://repository.upi.edu/id/eprint/42645.

[11] Ambaryani & Gamaliel Septian Airlanda, "Pengembangan Media Komik untuk Efektifitas dan Meningkatkan Hasil Belajar Kognitif Materi Perubahan Lingkungan Fisik," *Jurnal Pendidikan Surya Edukasi (JPSE)* 3, no. 1, 2017: 27. https://www.academia.edu/download/55985605/122239-ID-pengembangan-media-komik-untuk-efektifit.pdf.

accordance with the competency standards of basic education graduates who are presented with a variety of interesting stories and visualizations so that students are highly motivated to learn while also meeting the competency standards of graduates.

The above phenomenon is the basis of this research, namely "Development of Comic-Based Distance Learning Modules in Islamic Religious Education Subjects", with the aim of exploring the potential and increasing teacher creativity in the New Normal Era Covid-19 Pandemic and being able to choose teaching materials that not monotonous but varied which can be used in distance and close learning (online and offline).

METHOD

The research method used in this research is the research and development (R&D) method with the ADDIE approach (Analysis, Design, Development, implementation, and evaluation).[12] The subjects in this study were fifth-grade students of SDIT DOD Medan, while the object of this research was the ability to develop distance learning modules based on comics at SDIT DOD Medan. The data collection instruments were observation, interviews, questionnaires, and documentation.
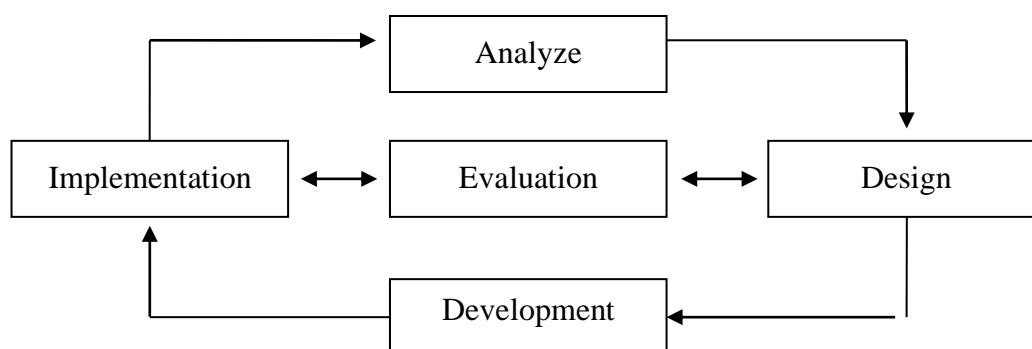

Figure 1. ADDIE Development Model.

RESULTS AND DISCUSSION
Product Development Stages

Based on the findings obtained, it can be concluded that students who experience the same learning process using the same method and the same teaching materials will lead to boredom in learning so that the material presented by the teacher will not stick for long on students and students tend not to be interested in learning. learn independently by using teaching materials that are very commonly used. In this case, the results of interviews with several students who were interviewed on September 7, 2021, stated that they wanted the learning media to be more interesting which did not only contain text but also interesting pictures.

The second step is the design (design). The initial product design was carried out by collecting materials such as teacher books and student books for Islamic Religious Education

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[12] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, RnD* (Bandung: CV. Alfabeta, 2010). Lihat juga Muhammad Shaleh Assingkily, *Metode Penelitian Pendidikan: Panduan Lengkap Menulis Tugas Akhir dan Artikel Ilmah* (Yogyakarta: K-Media, 2021).

for class V and then preparing the material. After that, it is continued by designing a comic-based module with the following stages:

Deciding on the Comic Design Style

Because this design is in the form of a comic book and is intended for the elementary school level, the design is conceptualized as follows: 1) Characters are made with children's themes, 2) Characters display Islamic nuances both in terms of language and clothing, 3) The language used is not complicated, so it is easy to understand. among elementary school students, 4) The situation raised is also light which is adjusted to the reasoning of elementary school students, 5) Random color selection (not focused on one color but consistent) to be more varied so it doesn't tend to be boring, 6) Selection of bright colors to liven up the atmosphere of the picture and seems cheerful, 7) Inserting the components of the module in it.

Choose a Worksheet Format

The design style that has been conceptualized earlier is continued by determining the format of the worksheet, be it portrait or landscape, which is adapted to the needs of making comics.

Writing a Script

Writing the script for this comic design, the author drafts a book first, so that later when using a computer and design application, you will not be confused about what else to do, because there is already a guide that has been prepared in advance.
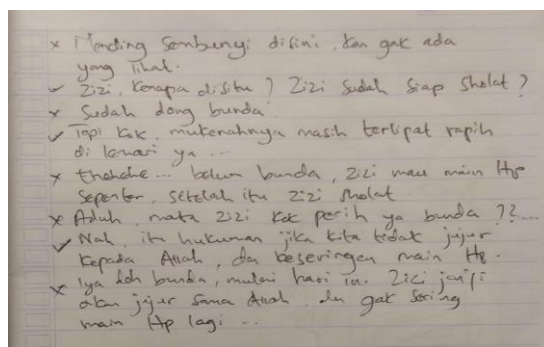
Figure 2. The script creation process

Sketching a Frame

The framed sketch is made to illustrate the content to be created, thus facilitating the process of arranging panels, trenches, and the location of characters and word balloons.
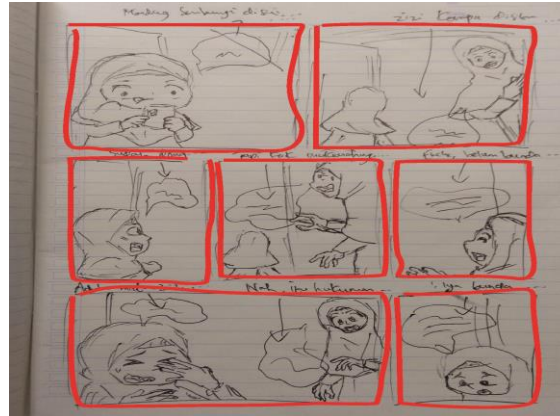

Figure 3. the process of making sketch frames

Ensure Reasonable Arrangement of Panels and Trenches

The panels and trenches must first be adjusted because it is a worksheet for creating designs in them. Panels and trenches are made as neat as possible so that the design inside looks more attractive.

Figure 4. the process of making panels and trenches

Creating Characters, Event Situations, and Bubble Words

The panels and trenches that have been made are then filled with images in them. At this stage, characters and events can be made according to the frame that has been designed and placed on a panel that has been prepared previously.

Figure 5. The process of creating characters, events, and balloons.

Adjusting the Font on the Word Bubble

This stage can already be done using a computer and using a design application, the author uses the CorelDraw X7/version 17.0 application. It will be easier to adjust fonts/insert fonts into word balloons if you directly use a design application so that the layout can be adjusted immediately.

Customize Sound Effects with Character Expressions

Sound effects and character expressions must be adjusted so that the situation that occurs seems real. At this stage, it is the process of perfecting the character creation that has

been conceptualized from the previous character creation process. At this stage the characters are made as neat as possible, because in using design applications it makes it easier for us to create images, shrewdness in using the pen tool is very influential here to produce images that look good.

Figure 6. Making comics using the CorelDraw application.

Doing Coloring

The final stage in making the design is coloring. Coloring can be adjusted to the design style that has been determined in advance.

Figure 7. Coloring comics using the CorelDraw application.

Product Eligibility

After the comic-based module was created, a review was conducted by validating the module by asking for the availability of a material expert, namely Dr. Ali Imran Sinaga, M.Ag., media expert, Mrs. Dr. Nirwana Anas, M.Pd, and a class V Islamic Education teacher at SDIT DOD Medan. Then improve the learning products according to their suggestions and input so that the appearance and content of the module are better than before and can be used to carry out implementation activities as the fourth step of the ADDIE approach.

The recapitulation of the results of the feasibility test from media experts, material experts, and teachers for the development of comic-based distance learning modules for Islamic Religious Education subjects can be seen in the following table:

Table 1. Recapitulation of the results of the feasibility test from experts and teachers

No	Validator	Percentage (%)	Category
1	Material Expert	66,25%	Valid
2	Media Expert	78,75%	Valid
3	Teacher	86,67%	Very Valid
	Score Average Percentage	77,22%	Valid
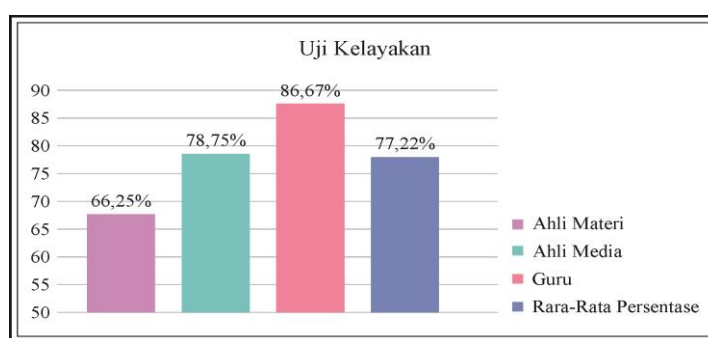
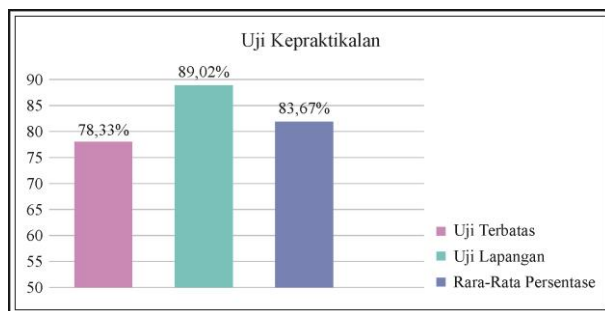**Figure 8**. Recapitulation of product feasibility test results.

Referring to table (1) and figure (8) above, it can be seen that the overall average score of the percentage is 77.22%, so the results of the feasibility test from experts and teachers on the product of developing distance learning modules based on comics in the eyes Islamic Religious Education lessons are in the valid category.

Product Practicality

The recapitulation of the results of the practicality test from the limited test (trial in a small scale), and field test (trial on a wide scale) on the product development of comic-based distance learning modules in Islamic Religious Education subjects can be seen in the following table:

Table 2. Recapitulation of practicality test results

No	Group	Percentage (%)	Category
1	Limited Test	78,33%	Practical
2	Field Test	89,02%	Very Practical
	Score Average Percentage	83,67%	Very Practical

**Figure 9.** recapitulation of product practicality test results.

Referring to table (2) and figure (9) above, it can be seen that the overall average score of the percentage is 83.67%, so that the results of the practicality test on the product development of comic-based distance learning modules in Islamic Religious Education subjects are in the very practical category.

However, the trial subjects provided notes in the form of suggestions and opinions to make the quality of the developed learning products even better. The opinions expressed by the test subjects were: a) the book is beautiful and easy to understand, b) it increases the desire to read, c) the content of the story is made even funnier to make it more interesting.

Product Effectiveness

This is the final step in the ADDIE approach, namely evaluation, from the previous implementation stage then followed by the evaluation stage carried out to take student learning outcomes and then make a final revision of the product developed based on the suggestions and input of students given during the implementation phase as well as the results of the pre-test and post-test conducted.

The results of the pre-test and post-test in the form of learning achievement scores from 22 grade 5 students of SDIT DOD Medan who became research subjects can be seen in the following figure:
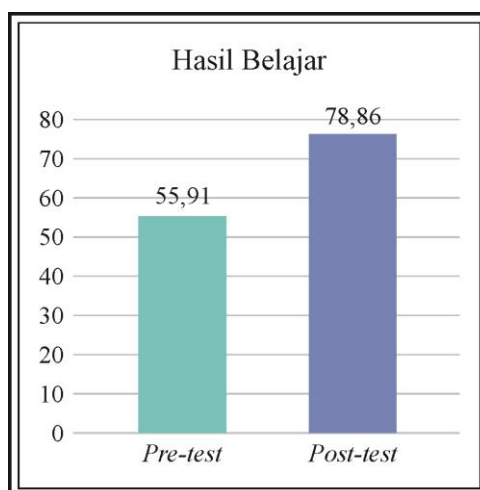
Figure 10. Average pre-test and post-test scores.

Based on the data contained in the figure, the N-Gain value of 0.52 is obtained. Furthermore, these results are confirmed to the nominalized gain score as follows:

Table 3. Criteria for effectiveness.

N-Gain Value	Criteria
N-Gain > 0,70	Very effective
0,30 ≤ N-Gain ≤ 0,70	Effective
N-Gain < 0,30	Less effective

Based on table 3 above, the normalized gain (N-Gain) score is 0.52, which is in the effective category. Therefore, it can be concluded that the product of developing a comic-based distance learning module in Islamic Religious Education subjects tested in class V SDIT DOD Medan is effective for improving student learning outcomes.

CONCLUSION

Based on the findings and explanations above, it can be concluded that the product of developing distance learning modules based on comics in Islamic Religious Education subjects is effective in improving student learning outcomes at SDIT DOD Medan. This is reviewed from; First, the feasibility of the comic-based PJJ module was validated by material experts with the acquisition of a percentage of 66.25% in the valid category, validation by media experts obtained a percentage of 78.75% also in the valid category, and validation from Islamic Religious Education subject teachers at SDIT DOD Medan obtained the percentage 86.67% categorized as very valid, so that the overall average value of the percentage is 77.22% with a valid category; Second, the practicality of the comic-based PJJ module obtained an overall average score of 83.67% in the very practical category; and thirdly the effectiveness of the PJJ module on Islamic Religious Education subjects in improving student learning outcomes obtained a normalized gain (N-Gain) score of 0.52 which is in the effective category.

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