

DEVELOPMENT OF ISLAMIC COMICS LEARNING MEDIA TO IMPROVE LEARNING OUTCOMES FOR STATE MADRASAH IBTIDAIYAH STUDENTS IN BANDA ACEH

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Abstract

Islamic Comic Learning Media is a media or tool developed to improve student learning outcomes. Comic media can be used in a two-way learning process, namely as a teaching aid and learning media that can be used by students themselves. The results of initial observations show that there is still limited media used in the learning process at MIN MIN 7 Banda Aceh, especially classes in class V. The objectives of this research are 1) To determine the process of developing Islamic Comics media to improve the learning outcomes of class V students at MIN 7 Banda Aceh, 2) To determine the feasibility of the Islamic Comic media being developed to improve the learning outcomes of class V students at MIN 7 Banda Aceh. The research method used is research and development (R&D) and uses the Borg and Gall theory through 7 stages. Data collection was carried out through a validation process and product testing. The result of this research was that the development of Islamic comic media was said to be suitable for use. This is based on the assessment that comic media as a whole has been declared feasible with a percentage result of 92.69% and can improve student learning outcomes at MIN 7 Banda Aceh based on the product test analysis obtained, namely $t_{count} =$ while $t_{table} = 1.711$. So it can be concluded that $t_{count} > t_{table}$, which means H_1 is accepted and H_0 is rejected. This shows that students' final abilities are better than before using Islamic comic learning media.

Keywords: Islamic Comic Media, Learning Results

Abstrak

Media Pembelajaran Komik Islami merupakan media atau alat yang dikembangkan untuk meningkatkan hasil belajar siswa. Media komik dapat digunakan dalam proses pembelajaran dua arah, yaitu sebagai alat peraga dan media pembelajaran yang dapat digunakan oleh siswa sendiri. Hasil observasi awal menunjukkan masih terbatasnya media yang digunakan dalam proses pembelajaran di MIN MIN 7 Banda Aceh khususnya kelas V. Tujuan penelitian ini adalah 1) Untuk mengetahui proses pengembangan media Komik Islami untuk meningkatkan pembelajaran. hasil belajar siswa kelas V MIN 7 Banda Aceh, 2) Untuk mengetahui kelayakan media Komik Islami yang dikembangkan untuk meningkatkan hasil belajar siswa kelas V MIN 7 Banda Aceh. Metode penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dan menggunakan teori Borg and Gall melalui 7 tahap. Pengumpulan data dilakukan melalui proses validasi dan pengujian produk. Hasil penelitian ini adalah pengembangan media komik islami dikatakan layak digunakan. Hal ini berdasarkan penilaian bahwa media komik secara keseluruhan telah dinyatakan layak dengan hasil persentase sebesar 92,69% dan dapat meningkatkan hasil belajar siswa di MIN 7 Banda Aceh berdasarkan analisis uji produk yang diperoleh yaitu $t_{hitung} =$ sedangkan $t_{tabel} = 1,711$. Jadi dapat disimpulkan $t_{hitung} > t_{tabel}$ yang berarti H_1 diterima dan H_0 ditolak. Hal ini menunjukkan kemampuan akhir siswa lebih baik dibandingkan sebelum menggunakan media pembelajaran komik islami.

Kata kunci: Media komik islam, Hasil belajar

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and developing experience with the aim that students effectively develop their ability to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, the country and country. (National Education System Republic of Indonesia Law No. 20 of 2003). In general, SD/MI children are children aged around 7 to 12 years who are currently pursuing formal education at an SD/MI. In particular, SD/MI children are mature children aged around 7 to 12 years who are in a certain progressive phase both cognitively, physically, morally and socio-emotionally. Each stage of this formation frames the special attributes that each child has and is unique. The uniqueness of each child in each progressive phase means that they cannot be compared to each other, but only the overall qualities displayed by each child in the transformative phase must be seen. Therefore, contextual analysis and top-down exploration of children's development continues to be carried out as a form of concern for children's development in line with current advances (Rima Trianingsih, 2016).

According to Piaget, there are four phases of child development, namely the sensory motor stage (adults under 2 years), the preoperational stage (2-7 years), the substantial functional stage (7-11 years), and the formal operational stage (12 years and over). . MI children aged 7-11 years are at the concrete operational stage. At this stage children can focus on more than one aspect, children are also ready to focus on unique parts of a developing situation, children are also ready to understand logical operations that make sense (Agus Taufik, et al, 2013). However, thinking at this

stage is still limited to concrete things. Solving a problem must be accompanied by concrete and real things. Therefore, learning media plays a very important role in concretizing abstract things. Along with the rapid development of technology, Indonesian education should also develop in a more definite direction to create high-quality schools. This will not be achieved if there is no educational innovation, one of which is the development of learning media.

According to Nizwardi, learning media is everything related to programs and devices that can be used to convey broadcast material starting from learning tools to students (individuals or groups) which can refresh students' thoughts, feelings, attention and interests so that the learning experience develops. (inside/outside the study room) becomes more effective (Nizward, Jalinus, 2016). Hamid in Sumardjan said that each media has its own useful characteristics. Al-Fauzan in Hamid states that learning media is very important for building adequate educational experiences and developing, among other things: increasing opportunities to develop, being efficient, broadening students' considerations, preparing students to master, including many of the five senses, minimizing differences in perception between teachers and students. (Sumardjan, 2017). Apart from that, the learning regulated in the 2013 Curriculum also encourages the success of learning in SD/MI which should be scientifically based. In this way, media is very important to improve the quality of learning and students' understanding (Sumardjan, 2017).

Based on the results of research that has been carried out by previous researchers related to the development of Islamic comic media to improve the learning outcomes of class V MI students, namely research conducted by Irfa'I Alfian Mubaidilla, in 2019 with the title Development of Islamic Comic-Based Learning Media in Subjects Science Material on Style and Movement for Class IV SD/MI Students, in this research it is explained that the development of Islamic comic media can increase students' interest in reading so that their knowledge increases and can improve students' learning outcomes, help teachers in conveying material and can influence students' imaginations.

Apart from that, research conducted by Ais Rosyida in 2019 with the title Development of Comic Media to Improve Elementary School Student Learning Outcomes, in this research Ais assumes that her research has an influence on student learning outcomes, and the product developed is feasible, practical and effective in improving student learning outcomes.

Based on initial observations made by the author in several State Islamic Madrasah (MIN) in Banda Aceh, including MIN 5, MIN 7, and MIN 9 in terms of the use of learning media, it shows that the media used in the learning process in these Madrasas, especially classes, is still limited. V MIN. The media used is only image media without captions and a whiteboard. Apart from that, students only depend on worksheets and textbooks which contain written descriptions and a lack of pictures which do not have a sufficient influence on students' interest in learning. Lack of student involvement in reading also makes it difficult to understand the material being taught. This saturation is due to the lack of development of the learning media used.

The media used for MI children must be able to highlight and revive students' interest in learning. In accordance with Wijaya and Rusyan's assessment in Rudy Sumiharsono who said that educational teaching aids or teaching media function as learning stimulants and can foster learning motivation so that students can achieve learning goals (Rudy Sumiharsono, 2017). One of the media that can be used by MI children is comic media. Comic media is a form of learning resource that

can help students in learning activities both in class and outside of class. Comic media can be used to develop two-way experiences, especially as teaching aids and media that can be used by students themselves (Wiwin Warliah, et al, 2018).

Comics are very useful for students in learning, so that comics are truly felt as a weighty medium and comics can even provide several benefits in the human educational journey towards mental, mental, reasoning and spiritual intelligence (Cecep Kustandi, Daddy Darmawan, 2020).

METHODS

Sugiyono revealed that Research and Development (R&D) is research that is used to produce a particular product and test the effectiveness of that product (Sugiyono, 2009). As stated by Borg and Nerve in Mahyudin Ritonga et al, Research and Development (R&D) is oriented towards developing and validating products used in education (Mahyudin Ritonga, 2020). The aim of research using Research and Development (R&D) research is to develop and validate a product, namely learning media, so that it produces effective and efficient learning and improves the quality of learning. In accordance with Moleong's view in Ahmad Tohardi's book, research subjects are individuals who are used to provide information about the situation and conditions of the research background (Ahmad Tohardi, 2019).

RESULTS AND DISCUSSION

Research and development of learning media products was carried out with initial observations regarding the use of learning media. In learning, obstacles were found, namely the limited media used in the learning process at the school, especially class V MIN 7, Banda Aceh. This results in learning being less effective and its influence on learning outcomes less than optimal.

The researcher developed a learning product, namely Islamic comic media, to overcome this problem. The researcher has carried out a product validation and trial process. Validation of comic learning media was carried out by two experts, namely media experts and material experts, and product trials were carried out by 25 class V MIN 7 students in Banda Aceh.

The development of this comic learning media started from problems in the field that researchers discovered directly through initial observations. Good media is media that is designed to overcome existing problems and is adapted to student development theories through in-depth research so that the media is right on target, effective and efficient. This research and development refers to 7 of the 10 stages of the Borg and Gall development model, namely: Research and Data Collection, planning, product draft development, product validation, design revision, media testing and implementation, and media production.

The following are the results of the development of Islamic comic learning media obtained from the research process:

1. Potential and Problems

This stage is the stage where researchers make initial observations to analyze students' needs. In the initial observations that the researcher made, there were problems that occurred, namely the very limited media used. The media used are only image media without captions and whiteboard media. Apart from that, students only rely on worksheets and textbooks which contain written descriptions and a lack of pictures which do not have sufficient influence on students'

interest in learning, even though the media should act as a stimulant for students to be more motivated in learning so that they can achieve satisfactory learning results.

2. Data collection

After obtaining information through initial observations to identify students' needs, the researcher then collected data related to problems that occurred in the class, namely limited media, resulting in students' lack of interest in carrying out the teaching and learning process which affected their learning outcomes. Next, the researcher looked for media references that could maximize learning outcomes using learning media, namely comic media.

Researchers also collect material that will be presented through comic media, namely theme 1 human and animal movement organs. The stages that researchers carried out in developing this comic learning media included mapping indicators in several subjects in subthemes 1 and 2 based on standard KD, mapping learning objectives according to indicators, determining learning materials according to learning objectives. Determine a title that is creative and appropriate to the material, and design questions to evaluate learning outcomes.

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4. Product Development

The following are the stages of media development that researchers carry out:

- a. Create a story line, namely, the concept design of the product that will be created starting from the comic title, target reader, storyline, characters and characters in the story, themes, sub-themes, KD and indicators, as well as visual assets, dialogue and images.

Story line

MEDIA PEMBELAJARAN MATERI ORGAN GERAK HEWAN DAN MANUSIA

Judul	: Mengapa Kita Bisa Bergerak?
Oleh	: Maslahatil Ummah
Tokoh	: Indah, Fifi dan Umar
Target Pembaca	: kelas V MI

Table 1. Storyline Komik

Tema 1	Subtema	Indikator Kompetensi	Pencapaian
(Organ Gerak Manusia dan Hewan) KD: Menjelaskan alat gerak dan fungsinya pada hewan dan manusia serta cara memelihara kesehatan alat gerak manusia)	Subtema 1 (Organ Gerak Pada Hewan)	Menyebutkan alat gerak manusia dan hewan	
		Menyebutkan organ gerak hewan vertebrata dan invertebrate	
		Menjelaskan organ gerak hewan dan fungsinya	
		Menjelaskan ciri-ciri hewan vertebrata dan invertebrate	
	Subtema 2 (Manusia Dan Lingkungan)	Menyebutkan aktivitas yang memanfaatkan organ gerak	
		Menyebutkan berbagai jenis tulang sebagai alat gerak	
		Menjelaskan fungsi macam-macam otot pada manusia	
		Menjelaskan macam-macam gerak pada otot.	

Lembar	Story line	Tokoh	Aset Visual	
			Dialog	Gambar
Kover	Buku Komik Materi Organ Gerak Manusia dan Hewan untuk Kelas V Mengapa Kita Bisa Bergerak?	Fifi, Indah dan Umar	-	Beberapa gambar hewan vertebrata (kucing, ikan, burung), beberapa gambar hewan invertebrata (cacing, siput, laba-laba), gambar rangka tubuh manusia, dan gambar tokohnya (fifi, indah dan umar)
1.	Fifi dan Indah adalah teman bermain di kampung, mereka juga satu kelas di sekolah. Pada hari minggu Fifi mengajak indah untuk	Fifi dan Indah	Fifi : Assalamualaikun Indah, aku ingin mengajakmu untuk berolahraga di lapangan, mau <i>enggak</i> ? Indah: Waalaikumussalaam Fifi, mau <i>dong</i> , Ayo!, badan	Indah berada di depan pintu rumahnya, Fifi berhadapan dengan indah.

	berolahraga di lapangan dekat rumah mereka.		harus banyak bergerak supaya sehat.	
			Indah : <i>wah</i> , udaranya segar sekali. Fifi : <i>Alhamdulillah</i> , kita masih diberi kesempatan untuk beraktivitas hari ini.	Fifi dan Indah berjalan beriringan di jalan penuh pepohonan yang rindang.
			Indah: Akhirnya kita sampai di lapangan. Fifi : Ayo kita berolahraga!	Fifi dan Indah berada di sebuah lapangan.
			Indah : 1, 2, 3, Fifi : 1, 2, 3,	Fifi dan Indah sedang berolahraga di sebuah lapangan
2.	Fifi dan Indah melakukan olahraga ringan, mulai dari berjalan di tempat, menggerakkan tangan ke atas dan ke bawah sampai menggelengkan kepala. Tiba-tiba Indah bertanya.	Fifi dan	Indah: Mengapa ya, kita bisa bergerak? Fifi: Karena Allah telah memberikan kita organ gerak yang sempurna, sudah sepantasnya kita mensyukurinya.	Fifi dan indah sedang berolahraga di sebuah lapangan.
			Indah : Apa itu organ gerak? Fifi: Baiklah, akan aku jelaskan.	
			Fifi : Dalam tubuh kita terdapat dua jenis organ gerak yaitu tulang dan otot, tulang sebagai alat gerak pasif dan otot sebagai alat gerak aktif. Indah: Bagaimana maksudnya? Fifi: Tulang disebut alat gerak pasif karena tulang tidak dapat bergerak tanpa bantuan otot. Sedangkan otot disebut alat gerak aktif karena pergerakan tubuh kita disebabkan oleh aktivitas otot.	
3.		Fifi dan Indah	Indah: <i>Alhamdulillah</i> , aku jadi tahu mengapa kita bisa berjalan, berlari, menendang, memanjat, berenang, dll,	.

			<p>dikarenakan aktifitas tulang dan otot.</p> <p>Fifi: Iya, benar sekali Indah, Namun selain sebagai alat gerak pasif tulang dan otot juga memiliki fungsi lainnya.</p>	
			<p>Fifi: Yaitu untuk melindungi organ dalam yang lunak, seperti otak dilindungi oleh tulang tengkorak dan paru-paru dilindungi oleh tulang rusuk. Tulang juga berfungsi sebagai pembentuk rangka tubuh yang menopang tubuh kita.</p>	
4.		Fifi	<p>Fifi: Rangka tubuh manusia terbagi mejadi empat bagian besar. Tulang tengkorak, rangka badan, anggota gerak atas, anggota gerak bawah.</p>	Gambar rangka manusia.
5.		Fifi dan Indah	<p>Fifi: Coba kamu bayangkan, bagaimana tubuh kita tanpa tulang?</p> <p>Indah: Tentu saja kita tidak dapat berdiri tegak.</p>	
		Fifi	<p>Yap!, betul sekali, sehingga tulang dan otot tidak dapat terpisahkan. Tulang dan otot saling bekerja sama membentuk sebuah sistem dalam tubuh kita yang disebut sistem gerak.</p>	
6.		Indah	<p>Indah: Bagaimana dengan otot? Selain sebagai alat gerak aktif, apakah otot memiliki fungsi lainnya?</p>	
		Fifi	<p>Fifi: Sebenarnya otot yang hanya berfungsi sebagai alat gerak aktif hanyalah otot yang</p>	

			melekat pada rangka yang disebut otot Lurik. Otot ini merupakan satu-satunya jenis otot yang dapat kita kendalikan secara sadar. Ada pula jenis otot lainnya yaitu otot Polos dan otot Jantung.	
7.		Indah	Indah : Wah, pembahasan yang sangat menarik! Selanjutnya, bagaimana dengan oto Polos dan otot Jantung?	
		Fifi	Fifi: Otot Polos adalah otot yang berada di dinding organ dalam kita. Misalnya, di dinding saluran pencernaan, pernapasan, pembuluh darah, dan saluran kencing. Otot ini bekerja di luar kesadaran kita, artinya tanpa diperintahkan oleh otak.	
		Indah	Indah: Saya jadi paham, ketika kita menggerakkan kaki dan tangan untuk beraktivitas, kita melakukannya dengan sadar. Namun, berbeda ketika makanan yang kita makan masuk ke lambung, secara otomatis lambung langsung mencerna makanan tanpa kita kendalikan.	
8.		Fifi	Fifi: Adapun otot jantung adalah otot yang hanya terdapat pada jantung. Otot ini tidak pernah lelah beraktivitas dalam tubuh kita dan tak pernah berhenti walau hanya sekejap, sampai kita meninggal dunia.	
		Indah dan	Indah: Maa Syaa' Allah... setiap detak jantung kita	

		Fifi	berada dalam kuasa-Nya. Allah Maha Kuasa atas segala sesuatu. Fifi: Ayo kita pulang! Indah: Ayo!	
9.	Di perjalanan pulang Indah da Fifi bertemu degan Umar, Umar adalah teman mereka di sekolah.	Indah, Fifi, dan Umar	Fifi: Assalamu’alaikum Umar? Idah: Kamu mau kemana? Umar: Wa’alaikumussalaam. Aku mau ke peterakan melihat sapi-sapi milik ayah saya.	Di perjalanan, Fifi dan Indah berjalan beriringan. Umar berhadapan dengan mereka.
	Mereka pun menuju peternakan sapi		Fifi dan Indah: Apakah kami boleh ikut? Umar: Tentu saja, ayo kita ke sana bersama-sama!	
10.	Di Perjalanan	Fifi, Indah dan Umar	Indah: Wah, coba lihat itu! Ada siput. Umar: Wah, benar. Mari kita lihat lebih dekat.	Fifi, Indah dan Umar berjalan beriringan. Di samping jalan ada tiga ekor siput yang tengah berjalan di atas rerumputan.
			Indah: Siput kan tidak memiliki tulang, mengapa dia bisa bergerak? Fifi: Begini indah, Tidak semua sistem gerak hewan terdiri dari alat gerak tulang dan otot. Ada pula hewan yang memiliki sistem gerak yang berbeda. Umar: Iya, betul. Berdasarkan struktur tubuhnya, hewan dikelompokkan menjadi dua yaitu Vertebrata dan Invertebrata.	Fifi, Indah dan Umar melihat siput dari jarak dekat.
11.		Indah dan Umar	Indah: Apa itu Invertebrata? Umar: Invertebrata adalah hewan yang tidak memiliki tulang belakang. Salah satu	

			contohnya adalah siput. Siput bergerak hanya menggunakan otot perutnya, dibantu dengan lendir yang berfungsi melumasi jalannya dan melindunginya dari benda tajam di sekitarnya.	
12.		Umar	Umar: Ini beberapa contoh hewan invertebrata	Gambar beberapa hewan invertebrata (cacing, gurita, laba-laba, ubur-ubur, lebah)
13.		Indah dan Umar	Indah: Apa itu hewan vertebrata? Umar: Vertebrata adalah hewan yang memiliki tulang belakang.	
			Indah: Apa itu tulang belakang? Umar: Tulang belakang adalah ruas-ruas tulang yang tersusun dari tulang leher sampai tulang ekor.	
14.		Indah dan Umar	Indah: Apa saja contoh hewan vertebrata? Umar: Ayo kita ke peternakan untuk melihat contohnya!	
	Mereka pun bergegas menuju peternakan untuk melihat sapi-sapi milik ayah umar	Fifi, Indah dan Umar	-	
15.		Fifi, Indah dan Umar	Indah dan Fifi: Wah, kita telah sampai di peternakan. Umar: <i>Alhamdulillah</i> , di sini kita bisa melihat sapi-sapi dan beberapa hewan lainnya.	Di belakang Indah Fifi dan Umar terdapat sapi-sapi yang sedang makan rumput
		Indah dan Umar	Indah: Apakah sapi termasuk hewan vertebrata? Umar: Tentu, Coba kamu perhatikan bentuk tubuh sapi	
16.		Umar	Umar: Seperti ini struktur	Gambar struktur

			tulang sapi, sapi memiliki tulang belakang yang tersusun dari ruas tulang leher hingga tulang ekor. Sehingga sapi tergolong hewan vertebrata.	tubuh sapi.
		Fifi, Indah dan Umar	Umar: Ayo kita ke belakang kandang itu! Akan aku tunjukkan hewan vertebrata lainnya. Fifi dan Indah: Ayo!	
17.		Fifi, Indah dan Umar	Fifi: Apakah itu hewan yang kamu maksud mar? Umar: Benar. Kucing, ikan, ayam, dan burung adalah jenis hewan Vertebrata. Indah: ternyata banyak hewan vertebrata yang berada di sekitar kita.	Gambar suasana di belakang kandang sapi ada ikan di dalam kolam, kucing, ayam dan burung yang bertengger di atas ranting pohon.
18.		Fifi, Indah dan Umar	Umar: Apakah kalian memiliki hewan peliharaan? Indah: saya memiliki hewan peliharaan yang merupakan jenis hewan vertebrata yaitu bebek, kambing dan kelinci.	
		Indah	Indah: <i>Alhamdulillah.</i> Terimakasih teman-teman banyak sekali ilmu yang saya dapatkan hari ini.	

a. *Sketching*, namely making simple sketches or drawings using a pencil and drawing book. The images are made according to the storyline.



Figure 1. Sketching stage

b. The second stage is that the sketch image that has been photographed is entered into the Ibis Paint application. Then draw using the tools in the application following the pattern that was created in the Sketching stage, this aims to make the resulting pattern image smoother.



Figure 2. Drawing Patterns

c. The third stage is providing color with bright color choices.



d. At this stage, provide a background that matches the visual assets in the storyline in the Ibis Paint application.



- e. The next stage is providing conversation balloons which function to place conversation text in the comic.



- f. At this stage, the image panel that has been given a speech balloon will have text added to it in the Comic Neue Bold Oblique font. After all the image panels have been created, the panels are put together, each sheet will have five image panels combined and adjusted



4. Validation

After the development of the Islamic comic learning media product is complete, the next step is the design validation stage, before being tested in schools. Validation was carried out by 2 experts, namely a media expert and a material expert. The validation questionnaire data processing technique uses a Likert scale. The Likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group of people about a phenomenon (Sugiyono, 2011). The following is a Likert scale for validation.

Table 2. Likert scale for validation

Evaluation	Skor
Very Good	4
Good	3
Not Good	2
Low	1

Then the data results are presented in the form of tables and graphs with the percentage of validity and interpretation of the scores as follows:

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

Information:

P = Score Presentation

f = Total Score obtained

N= Maximum Number of Scores

Table 3. Percentage of Validity and Interpretation of the Scores

No	Persentase	kategori
1.	0-20	Invalid
2.	20-40	Less Valid
3.	40-60	Fairly Valid
4.	60-80	Valid
5.	80-100	Very Valid

a. Material expert validation

Assessment of media validation is reviewed from the suitability of the material to the Theme, KI, KD and learning objectives, the suitability of presenting the material in a light and easy to understand way for class V students. The effectiveness of the material in improving students' understanding and learning outcomes, the clarity and density of the material presented, the suitability of the title with. The product developed was validated by material expert, namely Mrs. Wati Oviana, S.Pd., M.Pd. The results of the media validation data can be seen as follows:

Table 4. Data from Material Expert Validation Results

No	Aspek		Skor max	Skor	ΣX Per Aspek	Skor %
1.	Kesesuaian materi dengan tema, KI dan KD, serta tujuan pembelajaran	1	4	4	11	91,6%
		2	4	3		
		3	4	4		
2.	Kejelasan materi	1	4	4	16	100%
		2	4	4		
		3	4	4		
		4	4	4		

Jumlah	28	
Rata-rata Presentase		95,80%

b. Based on the results of validation by material experts in the table above, all aspects of material assessment do not need improvement. It can be seen that material experts in assessing aspects of material suitability with themes, KI and KD, as well as content learning objectives obtained a percentage of 91.6% with a very valid category and in the assessment of the content clarity aspect, it was declared valid with a percentage result of 100%, so that the average value of the material validation percentage was 95.80%. Media expert validation.

The assessment of media validation is viewed from the quality of the product in the form of physical aspects. The indicators used include the level of suitability of the book size, clarity of images, attractiveness of colors and storyline. Aspects of media use, the indicators used include the level of understanding and student learning outcomes when using Islamic comic learning media. As well as the language aspects of the indicators used include the level of language clarity and the use of polite and Islamic language. The product that has been developed is then validated by a media expert, namely Mrs. Wati Oviana, S.Pd., M.Pd. validation results by media experts are shown in the following table.

Table 5. Media Expert Validation Results Data

Aspek penilaian	Kriteria Penilaian	skor	ΣX Per Aspek	Skor %	Kategori Kelayakan
Fisik	1	4	15	93,75	Sangat Valid
	2	3			
	3	4			
	4	4			
Penggunaan media komik Islami	1	4	8	100%	Sangat Valid
	2	4			
Bahasa	1	3	6	75%	Valid
	2	3			
Jumlah			29		Sangat Valid
Rata-rata Presentase				89,58 %	

Based on the results of validation by material experts in the table above, the physical aspect of comic media is adequate, namely with a percentage of 93.75%, but there are several suggestions given to improve the physical aspect of comics, namely providing brighter colors so that the images in the comic attract more attention. then attach the KD and indicators of the material on the sheet after the cover. In the aspect of using Islamic comic media, it is feasible with a percentage result of 100%, and in the language aspect it is declared feasible with a percentage result of 75%. It can be

concluded that the overall assessment of comic media has been declared adequate with a percentage result of 89.58%.

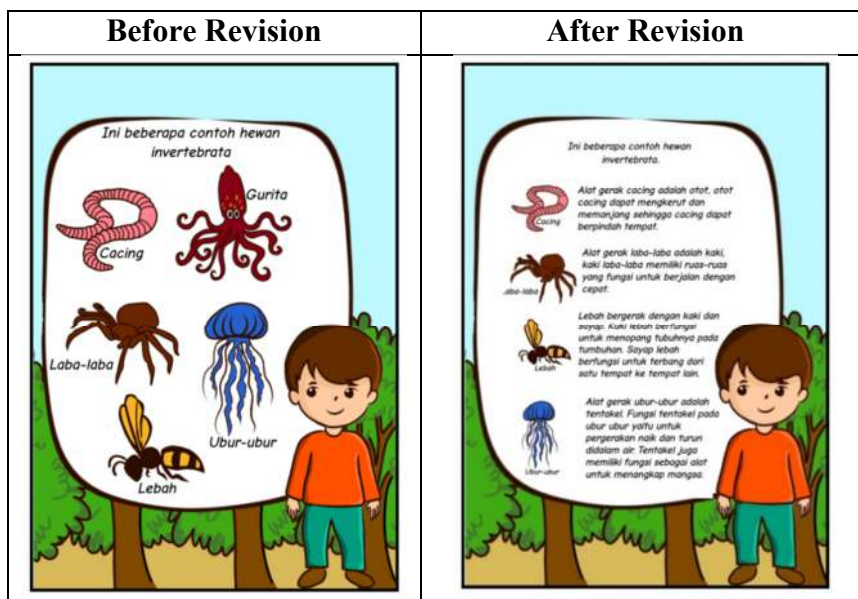
5. Design Revision

Design revisions are carried out to identify deficiencies which will later be corrected so that the product developed is suitable for implementation. After product validation was carried out by media experts and material experts, the following suggestions were obtained:

a. Revision of Material in Islamic Comic Learning Media.

Suggestions from media experts to improve material in the aspect of material suitability, namely suitability of material with indicators, in Subtheme 1 PB 2 there is an indicator "Explaining animal movement organs and their functions" but in the comic before the revision there was no material on the function of animal movement organs. and in PB 5 there is an indicator "Explaining the characteristics of vertebrate and invertebrate animals" but in the comic before the revision this material was not included. So the following improvements need to be made:

Islamic Comic Media Before and After Material Revision



(Previously there was no material explanation regarding the function of the movement organs of vertebrate animals)





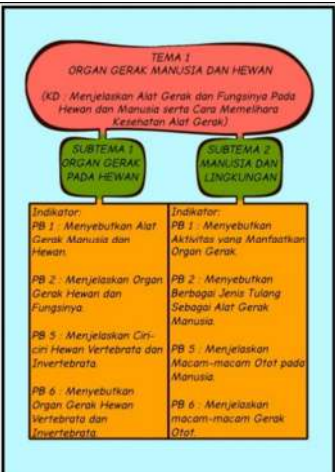
(Previously there was no material explanation regarding the characteristics of vertebrate and invertebrate animals)



a. Revision of Islamic Comic Learning Media

Suggestions from media experts for improving the media in physical aspects are coloring, changing the color of the images in the comic to brighter colors to attract more students' attention, then attaching the KD and Indicator after the cover. The following is a revision of the media expert instrument before and after

Islamic Comic Media Before and After Media Revision

Before Revision	After Revision
	
<p>(previously there were no KDs and Indicators)</p>	

6. Product Trial

After validation was carried out by media experts and material experts, the development media was then tested on MIN 7 students in Banda Aceh City with a total of 25 students.

It can be concluded that the assessment from material experts in the aspect of suitability of the material with the theme, KI and KD, as well as the learning objectives of the content obtained a percentage of 91.6% with a very valid category and in the assessment of the content clarity aspect it was declared valid with a percentage result of 100%, so the score The average percentage of material validation is 95.80%.

The assessment from media experts on the physical aspect of comic media is feasible, namely with a percentage of 93.75%, on the aspect of using Islamic comic media it is feasible with a percentage result of 100%, and on the language aspect it is stated to be feasible with a percentage result of 75%. It can be concluded that the overall assessment of comic media has been declared adequate with a percentage result of 89.58%.

CONCLUSION

The process of developing Islamic comic media to improve student learning outcomes in MIN 7 Banda Aceh City has gone through 7 steps based on the Borg and Gall theory, namely: Potential problems - data collection - product design - design validation - product revision - product trial - final product. The feasibility of the Islamic comic media being developed can improve the learning outcomes of class V students in MIN 7 Banda Aceh City, as can be seen from the assessment of material experts regarding the suitability of the material with the theme, KI and KD, as well as the content learning objectives obtaining a percentage of 91.6% with The category is very valid and the content clarity aspect assessment is declared valid with a percentage result of 100%, so the average value of the material validation percentage is 95.80%.

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