



THE DEVELOPMENT OF COMIC FORMATTED FIQH TEXTBOOK FOR ISLAMIC ELEMENTARY SCHOOL

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Abstract:

Comic formatted fiqh textbook as a media of learning has an essential role in building students' understanding to live up to and practice the Islamic teaching, which will become the basis of worship in their life. The purpose of this study is to develop a comic formatted fiqh textbook for Islamic elementary school. The study method used Research and Development (R&D) model Walter Dick and Lou Carey. Participants involved in this study were grade 1 Islamic elementary school at MI Darussalam Candi Sidoarjo, Indonesia. The study results on the development of comic formatted fiqh textbooks are valid, based on 90% content expert validation, 91.67% design expert validation, 100% individual trial results, 94% small group trial results, and group trial results in large reached 96.81%. The t-test analysis results with a significance level of 0.05 showed that the p-value t-test was 0.00, which means (<0.05). It showed that the comic formatted fiqh textbook could significantly influence and effectively improve Islamic elementary student learning outcomes.

Keywords: innovation of fiqh textbook, comic book, the elementary student

1. Introduction

Textbooks are one type of educational book that contains knowledge (Falkner, 2018). The knowledge is arranged following the curriculum used by Islamic schools (Arifin & Fitria, 2017), and students use the book to learn. Various kinds of knowledge are included in textbooks. One of them is Fiqh science (Moosa & Mian, 2012; Salaymeh, 2015). According

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to the term, the meaning of Fiqh is knowing the laws that are taken from its *tafshili* (detailed) arguments (Aown, 2011; Ashaari et al., 2012).

By reading those fiqh textbooks, students will be encouraged to think and do positive things, for example, by making observations suggested in textbooks and then conducting training instructed therein so that students can solve the problems presented in it (Baars, van Gog, de Bruin, & Paas, 2018; Schmidt & Tawfik, 2017; Ulger, 2018). By the constructive impulse or bad motives will be obstructed and reduced. Therefore, for students, textbooks will affect their personality (Bayona & Castañeda, 2017; Pawlowska, Westerman, Bergman, & Huelsman, 2014), although the influence is not the same a student with each other.

If viewed from the purpose and usefulness of textbooks, one is to facilitate educators in delivering learning material to students. Those processes can be called the communication process (Nurdyansyah & Arifin, 2018). Communication is sending messages from message sources through specific channels or media to students as recipients of messages. Forms of communication apply in all states of social relations, including learning (Nordskogen & Sterten, 2016). In the ongoing learning communication relationship, namely, educational interaction between educators and students. For the purpose and purpose of communication to work well and get maximum results, there is a need for facilities and infrastructure. One of the facilities and infrastructure is the child's comic model Fiqh textbook. So the Islamic elementary student's pleasure in comics can be used as an indicator of selecting objects for learning media development (Arifin et al., 2019; Winterbottom & Wilkins, 2009). Comics that are far from being educative can be changed to be more educative and useful for learning. Comics will also make Islamic elementary students enjoy learning because they like comics (Chang & Su, 2015; Rapp, Ogilvie, & Bachrach, 2015).

When viewed from a positive perspective, reading comics can help develop children's imagination (Cimermanová, 2015), comics can provide a model that can be used to create a student's personality. Comic reading can help visualize the imagination of children who cannot read. Islamic elementary student's visualization is needed because their imagination is still minimal. The innovative comic formatted fiqh textbook is expected to facilitate the learning process and improve Islamic elementary student learning outcomes. Thus, this study aims to develop comic formatted fiqh textbooks to improve Islamic elementary students' learning outcomes.

2. Literature Review

Comics are an artistic medium that uses a series of static images in a fixed order, written text often combined (Hosler & Boomer, 2011). Comic-based textbooks currently support the idea that words and pictures work well together to provide learning information. The visual comic component of formatted fiqh textbook is part of student appeal and can provide a mechanism to improve elementary school students (Ajayi-Dopemu, 1990; Carvalho, Jourdan, Gonçalves, Dantas, & Berger, 2009). When text and images are combined, reading performance and retention are improved compared to text without

illustrations. Combining visual information with verbal explanations can lead to more creative problem solving for some students (Tatalovic, 2009). Comics have been used to promote student literacy and have been shown to lead to other reading and most educators agree that reading is a major predictor of academic success. In some literature courses, comics seem to help high school students forge more substantial bonds with characters. By structuring educational material with stories, comics can use situational narratives to provide context for the material and thus a mechanism for enhancing student learning (Gerde & Foster, 2007).

Comic formatted fiqh textbook developed in this study consists of a cover, introduction, content, and cover. The selection of storylines from comics is made, take the theme of everyday life so students can better imagine the conditions that occur. The fiqh material studied in this comic is purification material in grade 1 Islamic school on the basic competence of recognizing purification procedures (taharah).

3. Material and Methods

This study used Research and Development (R&D) model Dick and Carey to develop comic formatted fiqh textbooks (Borg & Gall, 1983). The steps for developing the Dick and Carey model used include analysis, design, development, implementation, and evaluation described in Figure 1. Meanwhile, the Islamic primary school that participated in this study was MI Darussalam Candi Sidoarjo, while the students were in grade 1 with 22 students.

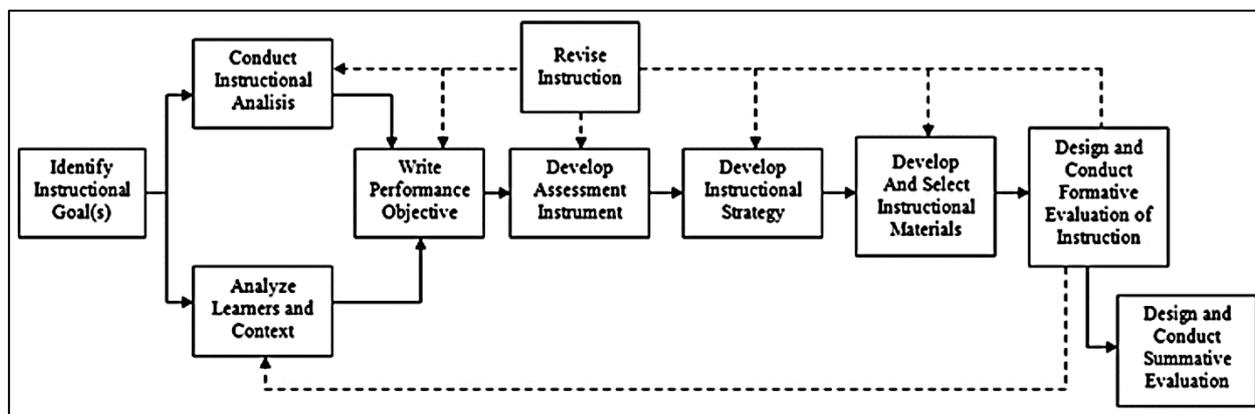


Figure 1: Dick and Carey Development Flow

The instrument used in this study was the expert validation sheet and the learning outcome test on purified material. The validation required in this study consists of 3 validators, namely media experts, material experts, and linguists. The data obtained from the results of the fiqh material assessment instrument, media component assessment, language assessment in the media were analyzed descriptively using a rating scale calculation. The limit on the benefits of comic formatted fiqh textbook products based on the scoring scale's interpretation criteria ranges from 0-100%. On the test sheet student learning outcomes consist of understanding the material with picture illustrations,

animation images, clarity of events in pictures, practice illustrations of events, and clarity in reading texts in comic formatted fiqh textbook. The test instrument for student learning outcomes has been tested for validity with the Pearson product-moment correlation, which shows a value of 0.0777, which indicates that the test is classified as a valid instrument. In addition, this test is tested for reliability with Cronbach alpha with a value of 0.0688, which indicates that the test is classified as reliable so that it can be used.

The data analysis technique used descriptive statistics and inferential statistics. Descriptive statistics were used on the media validation sheet. While, to determine the level of validity of the learning media developed, the qualification assessment criteria will be used in accordance with Table 1 (Arikunto, 2010).

Table 1: Validity Criteria

Category	Validity Level	Percentage (%)
Feasible/no revision needed	Valid	76-100
Quite feasible/partial revision	Quite Valid	51-75
Less feasible/partial revision	Less Valid	26-50
Infeasible/total revision	Invalid	<26

Inferential statistical analysis used paired sample t-test product-moment correlation with the criteria if the p-value value of the t-test statistic is 0.00, which means (<0.05). It can be concluded that H_0 is rejected and H_a is accepted.

4. Results and Discussion

4.1. Teacher and Researcher

Readiness from teachers and researchers is also a factor that supports the success of the comic formatted fiqh textbook's learning media. In addition to preparing instruments in learning activities, teachers should master the material to be delivered and control and conduct the class. When there are students who still tend to be passive in learning activities, the teacher must immediately ask the student to ask questions, answer questions, or help explain to other students. In addition, the instructor also makes an individual approach to students. It makes the students feel comfortable in their learning process.

Purifying material is quite easy so that students do not need enough time to discuss or ask questions about this subject. However, researchers have difficulty determining the right day to conduct research, namely the application of field trials, because of the school's schedule for the teaching of Fiqh when the week was over. So, to overcome this, researchers, instructors, and the school should change the schedule of Fiqh subjects carried out the next day so that researchers can immediately retrieve data. The teacher's attention is divided between controlling the class's condition to discuss in an orderly manner and provide explanations in front of the class, which causes many students to grab and busy themselves in the classroom. Therefore, the teacher walks around the classroom while giving explanations and increasing volume and tone of voice so that all Islamic elementary students can listen and become more orderly.

4.2. Results

4.2.1 Assessment Results for Content and Design Experts

A preview of the comic formatted fiqh textbook contents which has been translated into English is shown in Figure 1.

Figure 2: Preview of contents of Comic Formatted Fiqh Textbook



(Source: A preview of the Development Results adapted by Arifin et al. (2019))

Data from assessment of the content expert test was conducted using a questionnaire instrument (See Table 2) and expert design results using questionnaire instruments (See Table 3).

Table 2: Test Results for Content Experts

No	Criteria	Assessment	
		1st	2nd
1	Suitability of comic media cover with fiqh material	82	94
2	The triumph of comic media titles	88	98
3	Easy to understand instructions for using comic media	86	98
4	The clarity of purpose of comic media	85	94
5	The clarity of characters in comic media	84	98
6	The clarity of the sequence of events in pictures	85	95
7	The compatibility of comic media with sacred material	88	98
8	The suitability of material with curriculum standards	86	96
9	The sentences used in the presentation of the balloon text	86	98
10	The suitability of the material packaged in comic media	81	92

Table 3: Test Results for Design Experts

No	Criteria	Assessment	
		1st	2nd
1	The triumph of comic media covers	88	94
2	The beauty of the shape and size of the font on the cover of the comic media	90	98
3	The stunning image on the comic media cover	85	92
4	The beauty of coloring the images on the cover of comic media	88	98
5	The color composition used in comic media cover	90	98
6	The suitability of the image on the cover with the content of comic media	88	95
7	The clarity of the image characters in the comic media content	85	98
8	The clarity of the depiction of events in the comic media	86	98
9	The type of font used in conversational dialogue in comic media	80	92
10	The clarity of the shape and font size in the conversation dialogue	81	94
11	The clarity of the storyline as outlined in the form of images in comic media	90	94
12	Suitability of the comic media with the target	90	98

All data from the results of a review, assessment, and discussion with content experts, and design experts, are used to revise the improvement of the textbook component and content before being tested on the students as users of development product textbooks.

4.2.2 Trials

Large group trials involved 22 students of MI Darussalam Candi Sidoarjo. Large group trial procedure following the learning implementation plan that has been made by the researcher. Based on the results of the questionnaire given to students, they agreed that this comic formatted fiqh textbook makes it easier for them to understand the material with picture illustrations, animation images in comic media, clarity of events in pictures in comic media, practice illustrations of events in comics, and clarity in reading texts in comic media, which is shown from the percentage of each of these criteria is 100%.

While other criteria indicate that the material can be understood easily and can improve learning outcomes, it can be seen as follows: 1) the comic media title (21 students answered yes and 1 answered no), with a percentage of 95.5%. 2) The form of letters used in the cover of comic media (19 students answered yes and 3 students answered no), with a percentage of 86.5%. 3) The form of letters used in comic media (20 students answered yes and 2 students answered no), with a percentage of 91%. 4) Presentation of stories in comic media (21 students answered yes and 1 student answered no), with a percentage of 95.5%.

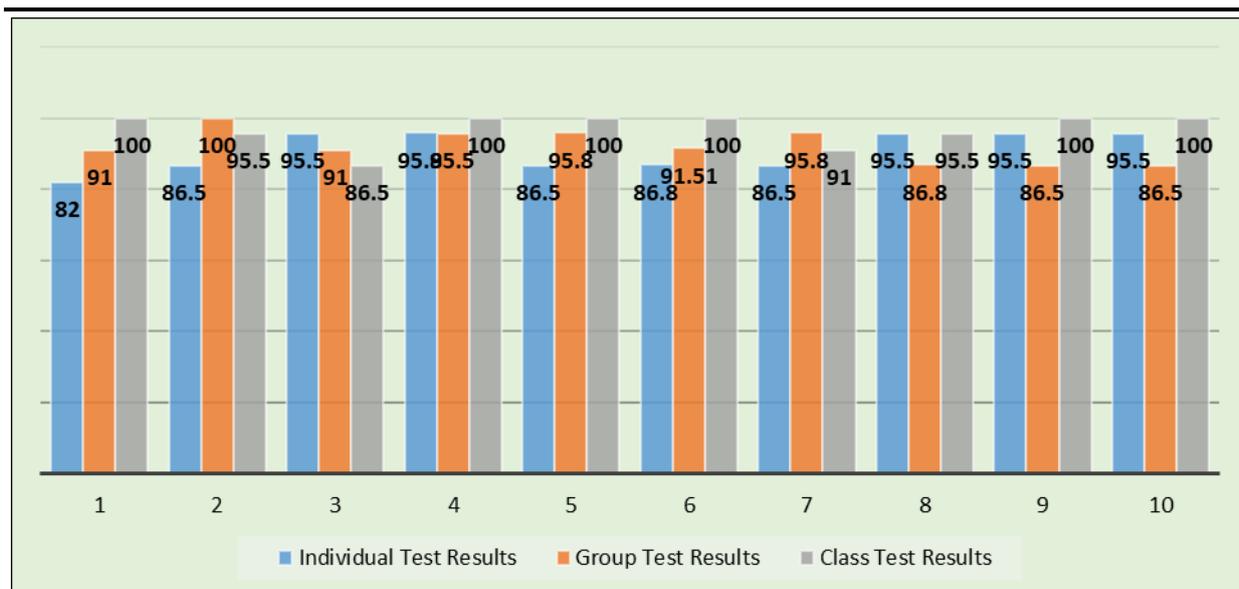


Figure 3: Student Learning Test Results

4.2.3 Feasibility Test, T-test, Pretest, and Posttest Results

Table 4: Results of the Paired Sample Correlations t-test

		Mean	N	Std. deviation	Std. Error mean
Pair 1	Pretest	49.8571	22	17.81534	3.36678
	Posttest	80.7143	22	15.25792	2.88348

Pair 1	Pretest & Posttest	N	Correlation	Sig.
		22	0.630	.000

Based on the mean or average value in the table above, the difference between pre-test and post-test learning results, namely the results of the pre-test, showed an average value of 49.85, and the post-test results showed an average value of 80.71. Because the p-value value of the t-test statistic is 0.00, which means (<0.05), it can be concluded that H_0 is rejected and H_a is accepted. This means that there is a significant influence on the average pre-test and post-test scores. This data also shows that there is a significant increase in the average student learning outcomes after receiving the new treatment, namely the application of this comic formatted fiqh textbook.

4.2.4 Effectiveness Test

Table 5: Results of Descriptive Statistics

Descriptive statistics

	Mean	Std. Deviation	N
Pretest	9.6429	.55872	22
Posttest	80.7143	15.25792	22

The table above shows the average value and standard deviation of the post-test learning outcomes (dependent variable) and the textbook model of children's comic books

(independent variables). The average value of post-test learning outcomes is 80.71, with a standard deviation of 15.25. the average value of fiqh textbooks for comic formatted fiqh textbook applied by researchers is 9.64 with a standard deviation of 0.55.

Table 6: Result of R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227 ^a	.051	.015	15.14435

a. Predictors (constant) comic formatted fiqh textbook

R = 0.227 the magnitude of the coefficient. Correlation between student comic formatted fiqh textbook (independent variables) and post-test student learning outcomes (dependent variable). R Square of 0.051 means 5.1%, this showed that changes in student learning outcomes are determined by comic formatted fiqh textbook by 5.1% while 94.9% improvement in student learning outcomes is determined by other variables outside the variables in this study. Towards the learning outcomes of the first-grade students of Fiqh subject material purification at MI Darussalam Candi Sidoarjo.

The implementation of comic formatted fiqh textbook contains various factors that contribute to the success of the implementation. The learning environment has a significant impact on the comic formatted fiqh textbook (Mamaghani et al., 2018). Because the classroom's condition is quite large with adequate ventilation, it makes students feel at home learning in the classroom, so that students will focus for participating in the learning activities carried out.

The condition of class 1 students of MI Darussalam Candi Sidoarjo is very heterogeneous. There are students who are classified as smart and there are also students who are classified as less intelligent. There are active students, and some students are passive. Besides, the majority of Islamic elementary students come from different kindergartens with different backgrounds. It condition of students is very helpful for the successful application of learning by using the comic formatted fiqh textbook, where students who have just stepped on elementary school, make them more happy with pictorial learning media (Gonen, Aydos, & Erturk, 2012; Owen, Kennedy, Hill, & Houston-Price, 2018), so that it is easier to understand. Because the selection of storylines from comics is made, take the theme of everyday life to imagine better the conditions that occur.

Comic formatted fiqh textbook has a significant influence on the success of this study. Because having a story that is not boring is also lifted from the phenomenon that is happening. The use of comic formatted fiqh textbooks also helps students not get bored by reading books containing only a few pictures.

5. Conclusion

Based on the research and development process of the comic formatted fiqh textbook, the following conclusions can be presented that the implementation of comic formatted fiqh

textbook, is designed as attractive as possible so that it really fits the character of students at the age of 7 years, especially grade I Madrasah Ibtidaiyah or Elementary School level. In comic formatted fiqh textbook contain related problems in everyday life, so Islamic elementary student can do what they have read applied in their daily lives. This comic formatted fiqh textbook's feasibility level can be feasible because the results of product trials can prove this. Validation results from content experts reach that the material in this comic formatted fiqh textbook is valid or worthy of use. The design experts' validation results achieved that the comic formatted fiqh textbook's design is valid or worthy of use. The effectiveness level of this comic formatted fiqh textbook that there is a significant influence from the application of textbooks on child comic books. Thus, the comic formatted fiqh textbook for class can be said to have good quality. This is because comic formatted fiqh textbooks can help improve learning outcomes and learning attractiveness, thus assisting students in learning and enhancing Islamic elementary student learning outcomes.

Conflict of Interest Statement

The authors declare no conflict of interest.

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