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Theme:
"Educational Technology to Improve Quality and Access of Education for Prosperous Society"

Editors:

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Development of Aqidah-Morals Comic To Increase
Reading Interest and Student Results Fourth Grade Primary School

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Abstract: Learning of aqidah morals at the elementary school is part of the learning of Islam that directs and delivers students have a noble character. Teaching and learning in school during this time, many still rely on textbooks in the form of textbooks, although there have been several variations of the addition of illustrations but neither has a significant influence on the increase reading interest and student learning achievement. From this, appear the idea of researchers to combine an attractive performance of the comic, the plot coherent and easy to understand with textbooks tend textbook. This study aims to produce a attractive Aqidah morals comic, feasible and effective use design research and development include the steps of the research and data collection, planning, early product development, limited testing, and revision of the final product. Techniques validation is performed by materials experts, media experts and learning experts, and conducted limited trials to the students. Collecting data using a questionnaire that accompanied the column. Types of research data includes data quantitative in the form validator based on the scale Likert assessment and qualitative data based on comments and suggestions from the validator. The product final has different characteristics from other comics, they are : delivery of content with simple language and clear with colored animated images, design presentation emphasizes the cartoons, there is a summary of the material and matter.

Keywords: Aqidah-morals comic, reading interest, learning achievement.

DISCUSSION

In Law No. 20 Year 2003 on National Education System, stated that the National Education serves to develop the ability and character development and civilization of the nation's dignity in order to achieve life of the nation, is aimed at developing students' potentials in order to become a man who faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable. To achieve these objectives, one of the fields of study that must be learned by students at the school are Islamic Religious Education, which is intended to form students to be a man of faith and fear of God Almighty and noble.

Islamic Religious Education is taught in SD Muhammadiyah I Sidoarjo is divided into four subjects that have different characteristics. Al-Quran-Hadith, a greater emphasis on literacy is good and right, to understand the textual and contextual meaning, and practice the content in

everyday life. Aqidah aspect emphasizes the ability to understand and retain the belief / faith is true and to live and practice the values of al-Asma 'al-Husna. Moral Aspects focus on habituation to implement finer and away from despicable character in daily life. Fikih (roles of Islamic pray) aspect emphasizes the ability to practice their religion and muamalah way is right and good. Aspects of Cultural History of Islam emphasizes on the ability to take ibrah (contoh) of historical events (Islam), imitate characters achievement, and associate it with the phenomenon of social, cultural, political, economic, science and art, and others to develop Islamic culture and civilization.

Aqidah-Morals textbooks used in schools today is more in the form of textbooks, although within the existing variations of the addition illustration but has not had a positive influence on the improvement of students' reading interest.

Student's interest in reading a low impact on the activity and student learning outcomes Even often in the classroom we meet the children are able to recognize the letters, can read words, can put them together into a sentence but do not understand the true meaning or can not dig deeper into the meaning of the contents of the reading. Other cases, the children may be able to read and write neatly, but in fact they do not enjoy the act of reading. As stated by Retno, (2010: 11) that in reality, there are many students who do not enjoy what they read. Read but can not understand what they read. Therefore, reading comprehension ability is reduced, because reading is considered a boring job.

The biggest problem faced by students today is that they have not been able to connect what they are learning and how that knowledge is used. Students often have difficulty understanding academic concepts for teaching methods that have been used by educators (teachers) is limited to tutorial method.The role of method only provides teaching materials in schools that are already available and stay ready to be used. Teachers little develop their creativity in planning, preparing and teaching materials rich in innovation so as to attract the attention of students. This is certainly a serious problem, not just a problem that can be solved in a mere discourse plains, but there must be concrete action to resolve the issue.

The learning process quality refers on lows Act Sisdiknasbab IX on Natioanal Education Standards article 35 paragraph 1 *"standar nasional pendidikan terdiri atas standar isi, proses, kompetensi lulusan, tenaga kependidikan, sarana dan prasarana, pengelolaan, pembiayaan, dan penilaian pendidikan yang harus ditingkatkan secara berencana dan berkala"*. Based on these

descriptions can be understood that standar national education consists of 8 sections than is explained in government regulation number 19 year 2005 about National Education Standards chater 19 Processing Standards Chapter IV, paragraph 1, namely:

> *"Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas dan kemandirian sesuai dengan bakat, minat dan perkembangan fisik serta psikologis peserta didik".*

The learning process of this kind, only can be done through learning innovation, namely effective learning design by considering the optimal and by using various things, such as learning to choose method accordance to the characteristics learning material, creates a interesting interest and takes advantage potential of learners so that they can be involved in the learning process.

Characteristics learners become one determine in considering and implement appropriate methods and a learning media according to characteristics such students. Such as components have relation which is closely to realize the quality of learning.

According to Nurgiyantoro (2010: 154) pictures in the book contains of story. Pictures are used to enrich the text, concretize characters and plot in a narrative and used as comprehension and imagination of children to the narrative text display is limited. Book is still able to stimulate the imagination of children and helping children in enriching the imagination. In addition, the act of reading picture books will help children better understand the relationship of stories and images, as well as to create awareness in children about the importance of the activity of reading in order to obtain information.

From this case came the idea to combine between the attractiveness of comics, including attractive appearance, correct plot and easy to understand, with a textbook which tends student interested in reading. Interest appears if learners are interested something which is needed or learned meaningful for himself (Ginting, 2005).

To answer the question above, it is necessary to consider the design of learning in terms of effectiveness, efficiency and attractiveness that are expected to enhance the quality of teaching and learning process of students in the school. Learning programs using Aqidah-Morals comic is an effective effort to increase the attractiveness of learning. Having regard to the complexity of

the learning process, the accuracy of media selection and learning methods will affect interest in reading and learning outcomes of students. The problem will be revealed in this study is among.

1. Is the Aqidah-Morals comic developed in this study fit for use in the fourth grade students of SD Muhammadiyah I Sidoarjo?

2. Is the Aqidah-Morals comic developed effectively to increase interest in reading and learning outcomes of the fourth grade students of SD Muhammadiyah I Sidoarjo.

3. How is the process of learning in subjects Aqidah-morals comic for fourth grade students of SD Muhammadiyah I Sidoarjo.

This research aims are to develop Aqidah-Morals comic valid, effective, and practical to increase reading interest and outcomes learning in the fourth grade students of SD Muhammadiyah I Sidoarjo.

RESEARCH METHOD

Lately it has developed studies whose direction is to produce a particular product, study something by following the path passes a period of time, studying a process occurrence or occurrence of an event, circumstances and particular object. The study is aimed to produce products, design and process as this was identified as a research development.

Meredith, D. Gall. Joyce P. Gall & Walter R. Borg (2003) describes that the development of research as a process of needs analysis, determine what material should be controlled by learners, designing materials to achieve learning objectives, tested and re-designing or revise the product in relation to the input and validation of a team of experts and its relation to the results obtained during the learning takes place.

This type of research is the development of research development model *Dick and Carey*. which consists of nine stages, namely, (1) identify learning objectives, (2) analyze learning, (3) identify early behavior and characteristics of learners, (4) write specific learning objectives, (5) develop the test items the reference benchmark , (6) develop learning strategies, (7) develop and select of learning materials, (8) design and conduct formative evaluation, and (9) revise the learning.

Figure 1.1 Procedure Dick and Carey model development adapted Borg and Gall
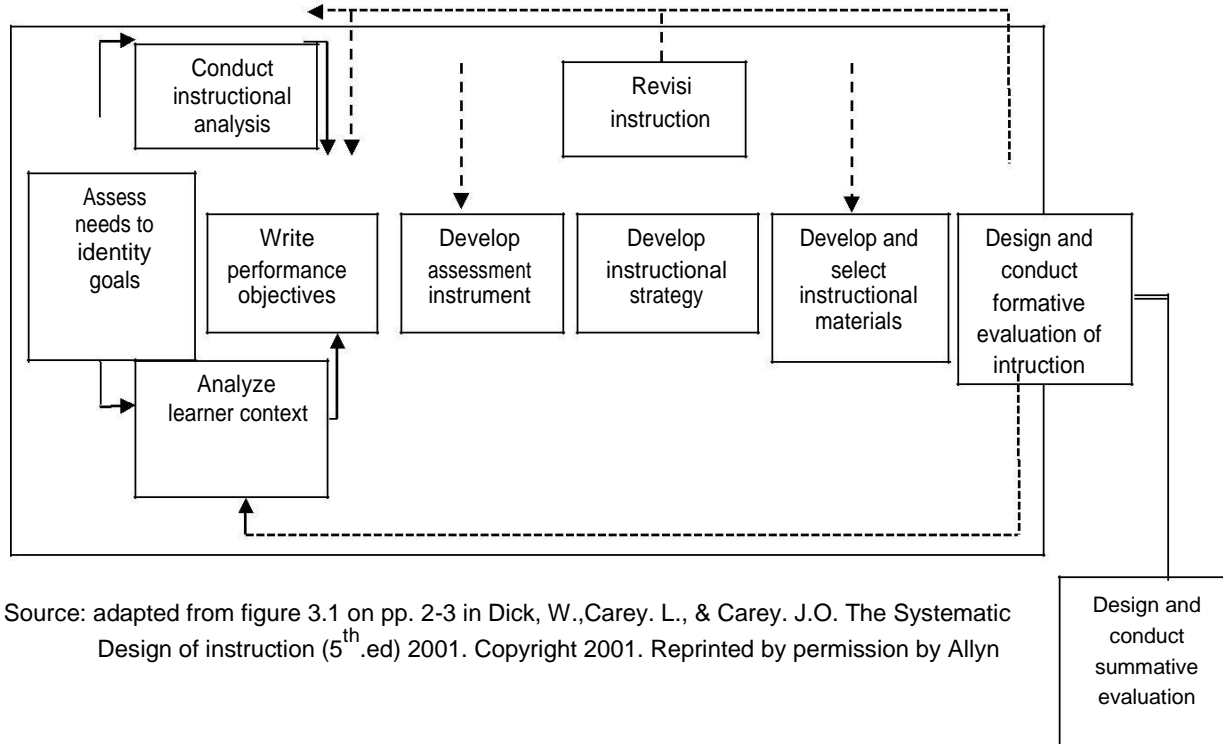
Source: adapted from figure 3.1 on pp. 2-3 in Dick, W.,Carey. L., & Carey. J.O. The Systematic Design of instruction (5th.ed) 2001. Copyright 2001. Reprinted by permission by Allyn

PROBLEMS

Comics as a tool that serves as media learning to express a learning message. Learning in this context refers to a process of communication between learner and learning resources. Comics have a simple nature, clear, easy to be understood by students (Novianti & Syaichudin, 2010). Comic educational value in the learning process is no doubt, according to Sudjana and Riva (2002) states comic in teaching and learning can increase studying interest and give an appreciation for the readers. More specifically comics can be defined as a form of cartoon that reveals the character and act out a story, in a sequence that is closely linked to the image and is designed to provide entertainment to the readers. (Sudjana and Riva, 2002: 64).

Mitchell (2003: 87) says, " *Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are selfsufficient; they need each other to tell the story* ". The statement has meaning that picture story books is a book in which has pictures and words, in which pictures and words can not stand alone, but it become one unity and it needs each other. Another opinion is stated by Sutherland and Arbuthnot bellow.

"... .A Picture storybook as one having a" structured, if minimal plot that "really tell a story". Sutherland and Arbuthnot (1984) note that the Illustrations in picture storybooks are just s important as text. According to Sutherland and Arbuthnot (1991), picture storybooks share the following characteristic: (1). They are brief and straightforward, (2). They Contain a limited number of concepts, (3). They Contain concepts that children and comprehend, (4). They are written in a style that is direct and simple, (5). They include Illustrations that complement the text (Owen & Nowel, 2001: 33).

The opinions above contain meaning that picture storybooks really tell a story, illustrated storybooks have pictures the same important role with its text. Some characters of the picture storybooks. Sutherland states, they are: (1) picture storybook is concise and direct; (2) the picture book contains concept glow; (3) Writing concept can be understood by the children; (4) The writing style is simple; (5) there is illustration furnishing each other.

Rothlein and Meinbach (1991: 90) states that a storybooks *picture conveys its message through Illustrations and written text; both elements are equally important to the story*. This expression implies that picture books or comic is a book that contains the message through illustrations that is such as text. The images and the text are one unity.

While the comic by Scott McCloud meaning of the book *Understanding Comics: The Invisible Art*, 1993 in MS.Gumelar (2011: 6) are *juxtaposed pictorial and other images in deliberate sequence, intended Convey information and / or produce an aesthetic response in the reader. McCloud* (1993) emphasized that the comics are picture lined and sequence, intended to convey information or to produce an aesthetic response from readers.

 M.S. Gumelar (2011: 7) in his book explains there are some basic elements in designing a comic consisting of: 1) a comic requires space (ruang) such as paper, canvas space, space in the digital media and other media; 2) in the comic image is like hand scratches; 3) the text is the image of the emblem or symbol; 4) point and a dot-shaped point which should not be unanimous, be a small box, small triangle, a small ellipse, a very small star shapes and forms of other small in size; 5) line or the line is a combination of several point or dot are overlapping each other and connect; 6) shape is a two-dimensional shapes in sizes, the X and Y or length and width; 7) form (wujud) is a 3-dimensional shapes in sizes, namely X, Y and Z, or the length, width and height; 8) tone / value (gradient, lighting and shading) is pressure toward a darker color or a lighter; 9)

color (color); 10) pattern or patterns in the comics used as screentone; 11) texture; 12) voice, sound and audio.

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┌─────────────────────────────────────────┐
│          AQIDAH-MORALS LEARNING          │
└─────────────────────────────────────────┘
                     │
                     ▼
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Teacher difficult│◄──│ the use of       │──►│ students read but│
│ to increase      │   │ textbooks as the │   │ not their reading│
│ student reading  │   │ only source of   │   │                  │
│ interest         │   │ learning         │   │ regarded read    │
│ Aqidah-morals    │   │                  │   │ as mundane       │
│ learning focus   │   └──────────────────┘   └──────────────────┘
│ only on the      │            │
│ cognitive        │            ▼
└──────────────────┘
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Aqidah-morals comic developed to increase reading interest and outcomes learning

Comic simple possess, clear, and easy to understand students (Novianti & Syaichudin, 2010).

Comic increase to interest and an appreciation for the readers (Sudjana and Riva, 2002).

Aqidah-morals comic development should pay attention to: coherence simplicity, emphasis, balance, form, line, texture, space and color
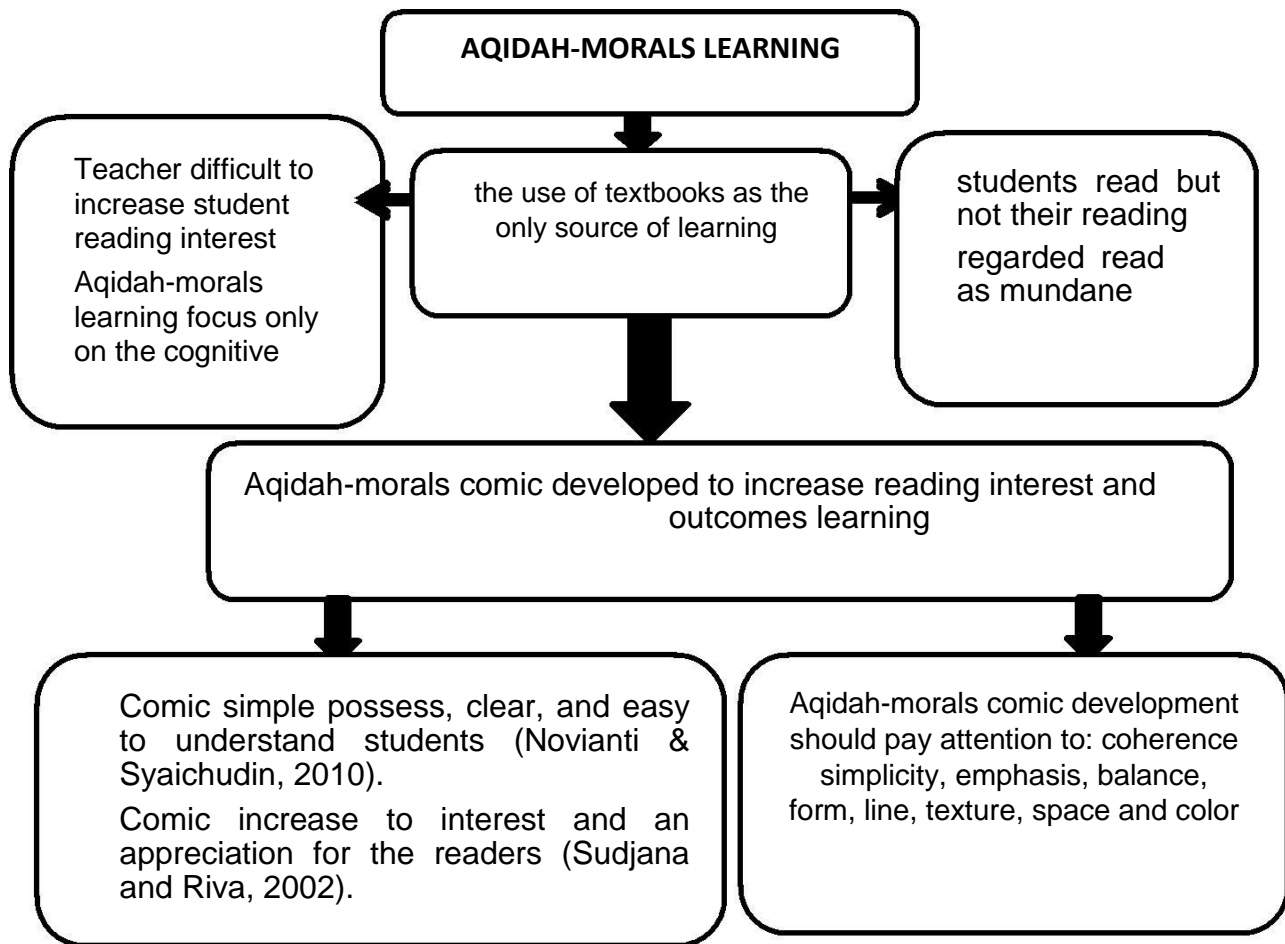
Figure 1.2 Framework for the development of theoretical Aqidah-Morals comic

Educational value of comics in the learning process is not doubt anymore. Cynthia B. Leshin, Joellyn Pollock, and Charles M. Reigeluth (1992) stated "visual-based systems can play an important role in the learning process. Visual media can facilitate comprehension (through organizational and structural elaboration) and retention (through mnemonic functions). Imagery also adds an elements of interest to the training and can provide and connection of content material with the real world (relating new information to prior knowledge)".

According Sudjana & Rival (2002 & 68) comics create interest in the learning of students, effective teaching and learning process and increase to interest, the giving ability and

give rise to a positive appreciation of reading comics. Images are presented in the Aqidah-morals comic of cartoon shaped, this is caused the cartoons are favored by children. The function of picture as an illustration of the story which is presented in accordance with the material is being taught, and Aqidah-morals material is presented through the conversation of figures from the characters in the comic.

Aqidah-morals learning is one of the subjects that occupy an important role in education, because in Islamic Education in Islamic elementary schools is to focus on a private establishment that is good and noble, and obey the teachings of Islam are not only studied in the realm of the theoretical course, but also it must be lived and practiced in the daily life.

Theoretically based on aspects of development, a child can learn best when their physical needs are supplied and they feel safe and comfortable psychologically. In addition, another thing to note is that the child builds his own knowledge, children learn through social interaction with adults and other children, children learn through play, the child's interest and curiosity and motivate them to learn while playing, and there are individual variations in the development and learning (Conscience, 2010: 21).

As noted Elizabeth S. Pang, and friends. In his book Teaching Reading in the International Academy of Education stated.

> Learning to read is a different process, Because It involves learning about a symbolic system (writing) used to represent speech. Before children begin to learn to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the oral language. Research has shown that there is a close connection between oral vocabulary and early reading ability. The ability to attend to the individual sounds within words (phonological and phonemic awareness) is also an oral skill that is closely associated with reading ability.

Reading is a process for translating of writing symbols into writing in the form of words or speech. Before children learn to associate the letter words, they need to learn vocabulary, grammar, phonology (spoken language).

Sardiman in Primary (2012: 14) states that a person's attention to an object or activity is based on: 1) care-related needs, 2) the things that interest associated with indulgence, 3) concern related to your area of expertise a person, 4) case -things attracted attention because of the relationship with the history of human life. Students who have a high interest towards reading, it can be seen from a sense of excitement, concentration of attention, time use, the benefits and functions of reading.

According to Rahim (2006: 28) states interest in reading is accompanied by a strong desire to someone attempts to read people who have a strong interest in reading would be the accomplishment in his willingness to get reading materials and then read them on his own consciousness. Meanwhile, according to Slameto, (1995: 180) suggests interest in reading is an activity or interest in reading activities with the willingness themselves. The reading interest can be showed through a statement showing that students prefer to reading.

ANALYSIS AND INTERPRETATION OF DATA

The data collected in this study is a form of quantitative data and qualitative. Method of collecting data used is the method of recording documents, questionnaires, and written tests. Concern on the method, the instrument used is a record of documents, questionnaires, and test. Data which are obtained are then analyzed by descriptive qualitative, quantitative descriptive and inferential statistical analysis (t-test).

The process of developing comic development, at least finds the three criteria, namely the validity, practicality and effectiveness. Validity is obtained if the content of the Aqidah-morals comic develop it is consistent with the objectives will be achieved. The validity of this teaching material covers two main issues: (1) Aqidah-mrals comic are developed based on strong theoretical rationale; and (2) there is consistency internally comics. To determine the validity of the Aqidah-morals comic can be developed, the researchers asked for consideration of the experts / specialists and practitioners. Practitioners obtained when comics that can be used (usable). The practical aspect is fulfilled if: (1) expert / experts and practitioners stating what is developed can be applied; and (2) clearly shows what is developed can be applied.

Conclusion of the successful of development of this research in terms of validity, the overall ratings validaty is said well, if the average value of the validaty is in the range of 3.00 to 4.00. In terms of effectiveness is 1). Students who have score ≥ 71 totaled more than or equal to 75% of the number of students in the classroom. 2) Students who are active in the learning ≥ 75% of students in the class. 3) Students who have interest to attend to class ≥ 75% of the total number of students in the class. In terms of practicality if 1). Students have positive response ≥ 85% of the number of students in class 2). teachers have a positive response by giving the answer "yes" 80% of the number of statements in the questionnaire responses teacher sheet.

CONCLUSION

The use of Aqidah-Morals comic in teaching and learning in SD Muhammadiyah I Sidoarjo is able to increase interest in reading and lead to a positive appreciation of learners. The role of comics as a media of learning is one of the media that is considered effective to and develop the creativity of students.

This is consistent with that expressed by Mayer (2009: 63) in the cognitive theory of multimedia learning, the students who learn with words and images can increase 89% more creative solutions in the transfer tests than learning by words only. When the words are presented as a narrative, auditory canal can be used for word processing. At the same time, the visual channel may be used for processing the images. In this way, the loads are balanced between the two channels so that no one channel that is overloaded. The images come through the eyes (processed transferred pictorial) and the words articulated then enter through the ears (processed transferred verbal).

Learning with comic can increase the interest of students, stimulate students' motivation and interest in the subject being considered difficult become easy to understand, stimulate the activity of discussion, build and extend memory students.

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