Development of E-Comic Learning Media to Improve Students' Learning Outcomes at Class X

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Abstract : *This study aims to (1) Determine the development of E-comic media on the subject of Aqidah Akhlaq for class X. (2) To determine the results of student learning on E-comic media on the subject of Aqidah Akhlak for class X. The method used in this study is the Research and Development (R&D) research method, which was developed using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The resulting product is validated by media experts and material experts, to determine the feasibility of the learning media before being tested. The results of this study obtained a score of 92% in material validation and 91% in media validation, which means that this learning media is categorized as "very feasible" to be tested. Student learning outcomes are assessed using the assessment report result which produce a score of 90% anad student response result of 92% with the category "very interesting". Thus, the E-comic learning media in the subject of Aqidah Akhlak class X, is categorized as very feasible to be used in learning and students are very interested in using it.*

Keywords : *Aqidah Akhlak; E-Comic; Learning Media; Learning Outcomes.*

INTRODUCTION

Education is one of the most important parts of life. This is because education is a means of developing an intelligent and qualified generation of the nation. Education is a humanistic process which is then known as humanizing humans. Therefore, we should be able to respect the human rights of every human being (Pristiwanti et al., 2022). Education is also one of the biggest investments from the state to its nation. From birth, every human being has the potential and success in the future, and education is what creates an intermediary path between humans and their future success (Nafisa et al., 2023).

In senior high school education, there are two types of schools that can be chosen by junior high school graduates/equivalent, namely SMA and MA. SMA is an abbreviation for senior high school and MA is an abbreviation for Madrasah Aliyah. SMA is known as a senior high school educational institution whose curriculum emphasizes general subjects, and its management is under the auspices of the Ministry of National Education. Meanwhile, madrasah is known as a senior high school religious educational institution that emphasizes religious subjects, and its management is the responsibility of the Ministry of Religion (Nurhadi, 2021).

Quality education will have a positive impact on individuals, society, and the nation as a whole. Therefore, learning is the main focus in efforts to improve the quality of education (Salsabila et al., 2024). The role of teachers is very important in educating their students. The role of teachers in learning is not only to lecture, explain or similar efforts to transfer knowledge to students, but to help students create constructions (Sabdarini et al., 2021). Therefore, mastery of science and technology is needed, as a strategy used when learning in class.

In presenting an interesting learning process, teachers can use media in learning. Media has become an instrument or tool that plays an important role in a learning process (Fadilah et al., 2023). Media is any tool that can be used as a channel for messages to achieve teaching goals (Khotimah et al., 2021). Teaching all subjects requires learning media so that the teaching and learning process becomes easy to understand (Maarif et al., 2021). The presence of learning media will provide an interesting nuance to learning and the interaction between teachers and students becomes more effective. The utilization and use of media in learning is very important for teachers so that teaching is more enjoyable, imaginative, and does not deviate from the capacity of students' abilities (Mariana, 2023).

Learning media is anything that is used to convey messages or information so that it can stimulate students' attention and interest in the teaching and learning process (Desandi et al., 2023). Learning media can help teachers in increasing their insight, with various types of learning media provided. Active and creative students plus facilities and teachers who master the material will further improve the quality of teaching and learning. The position of learning media in the teaching component is one form of interaction in delivering learning materials between educators and students. One of the main functions of learning media is as a teaching aid that also influences the learning environment created by the teacher. Therefore, the selection of media has many types and must be adjusted between learning objectives and the characteristics of the media.

In the digital era, we can utilize technology to deliver learning materials. Technological advances allow information to move faster with the help of the internet network (Gunawan & Sujarwo, 2022). However, in reality, technological advances have not been optimally utilized in the learning process. There are many assumptions and views of teachers that using media is difficult, teachers are not skilled in using media, media is only for entertainment while learning is serious, and media is not available in schools. The lack of utilization of technology in learning has resulted in the main focus of teacher learning being more on mastering the material without being balanced by the use of technology. The delivery of material by teachers is still limited to the delivery of material in teacher handbooks or text books.

In modern times, most teachers still use traditional methods. This teaching method is authoritarian and teacher-centered. In the context of learning activities, the role of the teacher is very important to ensure that the material taught can be well understood by students (Titin et al., 2023).

The technology used in this study is E-Comic media or digital comics. Along with the development of the times, comics are not only in printed form. With the rapid development of technology, comics that were originally printed can now be made with digital media. E-Comic is a form of visual communication that functions to convey information in a popular and easy-to-understand way. The collaboration between text and images that are arranged is the advantage of E-Comic. E-Comic is also applied to convey messages in various sciences. Because of its attractive appearance, the format in this E-Comic is often made for important explanations rather than just entertainment. The E-Comic that was developed uses Canva media, which will later be included in Google Sites. The use of this E-Comic media makes comics relatively cheaper than printed comics.

E-Comics have the following advantages: 1) they can be used to help teachers in teaching and learning activities in the classroom, 2) they describe information in the form of lesson material that is difficult to explain verbally so that this media can be a solution to help with this problem by describing the material more realistically, 3) language that is easier to understand and in line with the character of students will produce better responses (Setyaningsih et al., 2022).

Based on interviews with teachers related to teaching methods in class, as well as distributing questionnaires to students related to learning in the subject of Aqidah Akhlak, they expect an innovation in learning so that they do not get bored and sleepy during lessons. So with this, the researcher wants to develop E-Comic learning media at MA Unggulan K.H. Abd. Wahab Hasbulloh class X in the subject of Aqidah Akhlak. Where this E-Comic learning media is an electronic comic media in the form of pictures and stories with clear characterization. In addition to making it easy for students to understand the Aqidah Akhlak material, this media is also called interactive media used during learning. By making this E-Comic, it is hoped that it can increase students' knowledge and can be an alternative choice for teachers to use diverse and interesting learning media.

METHOD

This research is a research and development (Research and Development). Research and development (R&D) is a research method that produces certain products and tests the effectiveness of these products (Al-adawiah & Kaso, 2024). The development model used in this study is the ADDIE development design. The concept of the ADDIE model is applied to build basic performance in learning, namely the concept of developing a learning product design (Hidayat & Nizar, 2021). The ADDIE development model has 5 stages, namely *Analysis, Design, Development, Implementation, Evaluation*.
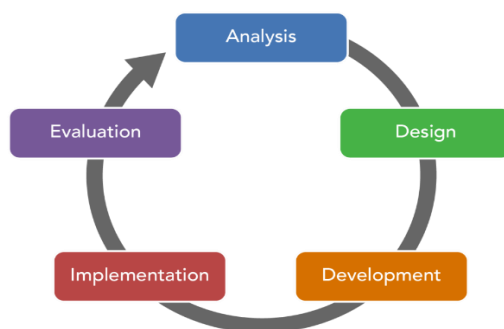
Figure 1. ADDIE Model Research Procedure adapted from (Bangngu et al., 2022)

The explanation of the research and development steps is divided into 5, namely:

Analysis

Needs analysis and performance analysis are processes that form the analysis steps. The purpose of performance analysis is to find and identify problems faced by schools regarding the teaching materials they use in the teaching and learning process. From there, it can be determined how to overcome these problems by producing and improving teaching materials.

In the needs analysis stage, it is divided into 2, namely student and teacher needs analysis. In the student needs analysis, it is done by interviewing students to find out their difficulties and obstacles in the learning process. Their obstacles are feeling less enthusiastic and getting bored quickly with the learning media used, they need interesting and innovative learning. While in the teacher needs analysis, it is done by interviewing Aqidah Akhlak teachers.

This analysis aims to find out the topics of the material needed, the format of the material and effective learning models. From this analysis, the researcher wants to develop learning media that can help students' problems.

Design

The advanced stage of analysis is known as the design stage. At this stage, the product design is still a concept map which is then used as a basis for the process to be developed later. At this stage, the researcher described the stages of developing learning media. In the first stage, the researcher prepared the material that will be included in the E-Comic, namely the Aqidah Akhlak material, and in the second stage, the researcher designed each sub-chapter by including text, images related to the discussion material, and adding music to each sub-chapter of the E-Comic.

Development

The development stage contains design specifications and realization of the design in physical form (product). At this stage, researcher developed learning media based on the initial media design. The design was: First, Making E-Comic learning media. Making E-Comic media was seen from the design, material, and language aspects which will later show differences with the learning media used in schools. Second, Reviewing learning

media by validating learning media by media experts and material experts. Third, Improving learning media according to suggestions and input from media experts and material experts, so as to know the comparison of the initial media and the media after being revised.

Implementation

The fourth stage in the ADDIE development model is the implementation of learning media that will be tested in schools. After the E-Comic media has been validated and revised according to criticism and suggestions from experts, the media was then tested on students. At this stage, a trial was conducted on 37 class X students. After the trial, the product will be evaluated through questions or quizzes to measure student responses and learning outcomes. The trial is used to determine the feasibility of the E-Comic learning media that has been developed based on student assessments through the distribution of questionnaires and quiz results.

Evaluation

The evaluation stage is the final stage of ADDIE development. This stage is carried out to provide feedback to product users, so that revisions are made according to the evaluation results or needs that have not been met by the product. The final goal of the evaluation is to measure the achievement of development goals. At this stage, researcher conduct evaluations and revisions to achieve the best results based on criticism and suggestions obtained from validators. This aims to ensure that the resulting learning media achieves an optimal level of validity, so that the products made are in accordance with learning needs.

RESULT AND DISCUSSION

1. Result

The results of the development of E-Comic learning media to improve student learning outcomes in the subject matter of Aqidah Akhlak class X using the ADDIE model consisting of five stages, namely *Analysis, Design, Development, Implementation and Evaluation.*

Table 1. Results of Media Expert Validation

No.	Unsur Penilaian	VI	V2
1	Desain *cover* E-komik menarik	5	5
2	Ilustrasi E-komik disajikan secara jelas	5	5
3	Pemilihan ilustri sesuai dengan materi	5	4
4	Tata letak teks dan gambar seimbang	4	5
5	Pemilihan gambar yang digunakan sudah sesuai untuk mendukung materi	5	4
6	Kalimat yang digunakan mudah dipahami	4	5
7	Jenis huruf yang digunakan mudah dibaca	5	5
8	Petunjuk penggunaan E-komik jelas dan tidak membingungkan	4	4
9	Media E-komik mudah dan aman saat dioperasikan	4	4

10	Media E-komik daat memotivasi siswa dalam kegiatan pembelajaran	4	5
	Jumlah Skor	**45**	**46**
	Skor Maksimal	**50**	
	Presentase Kelayakan	**90%**	**92%**

Based on table 1, it can be seen that the total score of validator 1 is 45, and validator 2 is 46. This result is obtained from the sum of all scores. Then the maximum score is 50, obtained from the number per item multiplied by the maximum score from the Likert scale, which is 10 x 5 = 50. Furthermore, the percentage results of Validator 1 are 90% and validator 2 is 92%.

Table 2 Results of Validation by Material Experts

No.	Unsur Penilaian	Skor	
		VI	V2
1	Kesesuaian materi E-komik pada materi pelajaran aqidah akhlak dengan kompetensi dasar	4	5
2	Kesesuaian materi E-komik dengan materi pelajaran aqidah akhlak	4	5
3	Materi dalam E-komik pada materi pelajaran aqidah akhlak mudah dipahami	5	5
4	Materi dalam E-komik pada materi pelajaran aqidah akhlak bermanfaat untuk menambah wawasan pengetahuan bagi siswa	4	5
5	Kesesuaian kegiatan belajar E-komik pada materi pelajaran aqidah akhlak dengan kebutuhan siswa	5	5
6	Materi dalam E-komik pada materi pelajaran aqidah akhlak dapat mendorong semangat belajar siswa	4	5
7	Kegiatan belajar mengajar E-komik pada materi pelajaran aqidah akhlak dapat meningkatkan kemandirian siswa dalam belajar	5	5
8	Ada kesesuaian antara tugas dengan materi E-komik dalam setiap kegiatan belajar	4	4
9	Langkah kegiatan belajar pada E-komik dapat diikuti oleh siswa dengan mudah	4	5
10	E-komik menggunakan bahasa yang komunikatif	4	5
	Jumlah Skor	**43**	**49**
	Skor Maksimal	**50**	
	Presentase Kelayakan	**86%**	**98%**

Based on the results of the assessment carried out by two media experts, it can be seen that the percentage value given by validator 1 is 86% and the value given by validator 2 is 98% according to the feasibility table that the media developed is declared very feasible by the two validators.

Based on table 2, it can be seen that the total score of validator 1 is 43, and validator 2 is 49. This result is obtained from the sum of all scores. Then the maximum score is 50,

obtained from the number per item multiplied by the maximum score from the Likert scale, which is 10 x 5 = 50. Furthermore, the percentage results of Validator 1 are 86% and validator 2 is 98%.

Based on the results of the assessment carried out by two material experts, it can be seen that the percentage value given by validator 1 is 86% and the value given by validator 2 is 98% in accordance with the feasibility table that the media developed is declared very feasible by the two validators.

Table 3. Results of Pre-Test and Post-Test Scores

No.	Nama Siswa	Skor Pretest	Skor Posttest	No.	Nama Siswa	Skor Pretest	Skor Posttest
1.	S. A	100	100	20.	SH	60	90
2.	ZA	100	100	21.	SA	50	90
3.	NA	90	90	22.	RI	40	90
4.	S. A	90	90	23.	IM	30	90
5.	SA	90	90	24.	NA	70	90
6.	TA	90	90	25.	IN	80	90
7.	EL	90	90	26.	PU	60	80
8.	SA	80	80	27.	RA	60	70
9.	SI	80	80	28.	RI	70	70
10.	SH	80	80	29.	SA	70	70
11.	SH	80	80	30.	SA	50	80
12.	ZA	70	90	31.	SH	70	80
13.	SA	70	90	32.	SH	80	80
14.	VR	70	90	33.	SI	50	70
15.	ZU	70	90	34.	SI	60	70
16.	NA	70	90	35.	YA	70	90
17.	UM	60	90	36.	ZA	70	90
18.	QO	60	90	37.	BU	70	90
19.	SA	60	90				

Based on the report above, it can be seen that the results of the student pre-test percentage were 70% and the student post-test percentage was 90%, so it can be concluded that this learning media is categorized as "very interesting".

Table 4. Results of Student Response Questionnaire

No	Nama Peserta	Nomor Soal										ΣK	ΣMK	%
		1	2	3	4	5	6	7	8	9	10			
		Hasil Jawaban												
1.	Si	5	5	5	4	5	5	5	5	5	4	48	50	96
2.	Za	5	5	5	5	5	4	5	5	5	4	48	50	96
3.	Na	5	5	5	5	5	4	5	5	5	5	49	50	98
4.	Si	4	5	4	4	3	5	4	5	4	4	42	50	84
5.	Sa	5	5	5	5	5	5	5	5	5	5	50	50	100
6.	Ta	5	5	4	4	3	4	4	4	4	3	40	50	80
7.	El	4	4	4	3	3	3	5	5	4	4	42	50	84
8.	Sa	5	5	5	5	5	4	5	5	5	5	49	50	98
9.	Si	5	5	5	5	5	5	5	5	5	4	49	50	98

No.	Name													
10.	Sh	5	5	5	5	5	5	5	5	5	5	50	50	100
11.	Sh	5	4	4	4	5	4	5	4	4	4	43	50	86
12.	Za	5	5	5	5	5	4	5	5	5	4	50	50	100
13.	Sa	5	5	5	4	5	4	5	5	4	5	47	50	94
14.	Vr	5	5	5	4	5	5	5	5	5	4	48	50	96
15.	Zu	5	4	5	4	5	3	5	5	5	4	43	50	86
16.	Na	4	4	4	5	5	4	4	4	4	4	42	50	84
17.	Um	5	5	5	5	5	5	5	5	5	4	49	50	98
18.	Qo	5	4	5	5	5	4	5	5	5	5	48	50	96
19.	Sa	4	4	4	3	3	5	5	5	5	5	46	50	92
20.	Sa	5	5	5	5	5	5	5	5	5	5	50	50	100
21.	Sh	5	4	4	5	3	5	5	5	4	5	45	50	90
22.	Ri	5	5	5	5	5	5	5	5	4	4	48	50	96
23.	Im	5	5	5	4	4	4	5	5	5	3	45	50	90
24.	Na	5	5	5	5	5	4	5	5	5	5	49	50	98
25.	Ini	5	5	5	5	5	5	5	5	5	5	50	50	100
26.	Pu	4	4	5	4	4	4	5	5	5	5	45	50	90
27.	Ra	5	5	5	4	5	4	5	5	5	4	47	50	94
28.	Ri	5	5	5	5	5	3	5	5	5	5	48	50	96
29.	Sa	5	5	5	4	4	5	5	5	5	5	48	50	96
30.	Sa	4	5	4	4	5	5	4	4	5	4	44	50	88
31.	Sh	4	4	4	4	3	4	4	3	4	3	40	50	80
32.	Sh	4	4	4	3	5	3	5	5	5	5	46	50	92
33.	At	5	4	4	5	5	3	5	5	5	4	45	50	90
34.	Ya	5	4	4	4	4	4	4	4	4	4	41	50	82
35.	Za	4	4	4	4	4	5	5	5	4	4	43	50	86
36.	Na	4	5	5	5	5	4	5	5	5	4	47	50	94
37.	Bu	4	5	4	4	4	4	5	5	4	4	43	50	86
	Jumlah	174	171	171	163	167	158	179	178	173	169	1707		
	Skor Max	185	185	185	185	185	185	185	185	185	185			
	%	94	92	92	88	90	85	97	96	94	91			
	Rata-rata	92%												

Based on the results of the student response analysis, a percentage value of 92% was obtained, which indicates that this learning media is categorized as "very interesting".

2. Discussion
Analysis

At this stage, the first thing the researcher did was to conduct a performance analysis related to the problems that occurred during the learning process. At this stage, the researcher conducted an analysis at the school to be studied, namely MA Unggulan K.H. Abd. Wahab Hasbulloh which is located under the auspices of the Bahrul Ulum Islamic Boarding School Foundation, Jombang Regency. The method used is the lecture method.

Second, the researcher conducted a needs analysis on learning media. From the results of interviews with Aqidah Akhlak subject teachers who stated that in learning only

using lecture methods and textbooks or LKS as a guide, the researcher provided a solution to the problem. After the researcher had a discussion with the Aqidah Akhlak subject teacher, the researcher presented E-comic learning media modeled after a web application. This is done so that students are more interested in learning Aqidah Akhlak.

Design

In this study, the researcher has designed a learning media to facilitate grade X students in the subject of Aqidah Akhlak to be more effective and efficient in increasing their interest in learning. At this stage, the process of making E-Comic learning media will be explained, from the beginning of the creation to completion. Then the final product results will also be displayed after revisions based on the validation questionnaire sheet that has been filled out by material and media experts. At this stage, the process of making E-Comic learning media will be explained, from the beginning of the creation to completion.
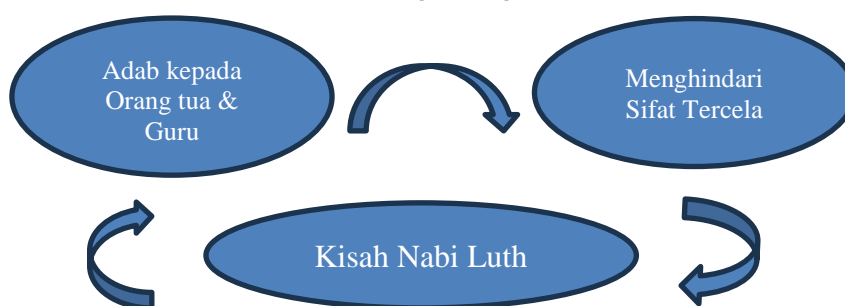

Figure 2. Story Board

Development

After the creation process was completed, the following will display the final results of the learning media after revisions based on suggestions from the validator. The link is as follows:

https://sites.google.com/view/e-komik-lili/halaman-muka

Media Validation Results

The results of the overall score obtained from the 2 media experts can be seen from the following calculation:

$$V = \frac{R1 + R2}{2}$$
$$= \frac{90\% + 92\%}{2}$$
$$= \frac{182}{2}$$
$$= 91\%$$

Based on the results of the overall percentage value obtained from the validation of 2 media experts, it can be seen that validator 1 gave a value of 90% and validator 2 92% so the average overall percentage value obtained from the media expert validators is 91% and based on the feasibility table, the E-Comic media can be declared "very feasible".

Material Expert Validation Results

The results of the overall score obtained from the 2 material experts can be seen in the following table:

$$V = \frac{R1 + R2}{2}$$
$$= \frac{86\% + 98\%}{2}$$
$$= \frac{184}{2}$$
$$= 92\%$$

Based on the results of the overall percentage value of the validation of 2 material experts, it can be seen that validator 1 gave a value of 86% and validator 2 was 98% so the average overall percentage value of the material expert validators was 92% and based on the feasibility table, the E-Comic media can be declared "very feasible".

Implementation

At this stage, the researcher conducted a trial of the learning media that had been validated by experts on 37 grade X students at MA Unggulan K.H. Abd. Wahab Hasbulloh. The trial was conducted by the researcher by displaying the media, explaining the material in it, explaining the use of the media and finally providing questions to determine the response and learning outcomes of students to the media that had been displayed.

Based on the report of the results of the pre-test and post-test. The pre-test student percentage was 70% and the post-test student percentage was 90% so it can be concluded that this learning media is categorized as "very interesting". Thus, this learning media can be used for learning Aqidah Akhlak at MA Unggulan K.H. Abd. Wahab Hasbulloh.

The results of student responses were obtained from the results of distributing questionnaires to students after using E-Comic learning media. Based on the results of the analysis of student responses, a percentage value of 92% was obtained, which indicates that this learning media is categorized as "very interesting". These results indicate that E-Comic media has a significant contribution in increasing the effectiveness of learning and arousing student interest in the learning process of Aqidah Akhlak at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambakberas Jombang. Thus, it can be concluded that E-Comic media is effective in increasing student responses and learning outcomes in learning.

Evaluation

At this stage, the author re-examines matters related to the development of the learning media being tested. The evaluation is based on suggestions from the validators regarding the parts that need to be improved and also based on responses and reports of student learning outcomes.

Based on the validation results, responses and reports of student learning outcomes, it can be concluded that the learning media developed is suitable for use in Aqidah Akhlak learning at MA level, especially class X.

CONCLUSION

The development of E-Comic learning media in the Aqidah Akhlak subject for class X at MA Unggulan KH Wahab Hasbulloh Tambakberas Jombang was developed using the ADDIE model, which has five stages, namely *Analysis, Design, Development, Implementation and Evaluation.* The development of this E-Comic learning media was validated by two experts, namely material experts and media experts, which will later be revised based on suggestions from the two experts. Furthermore, it was tested to determine the results of student learning on this media, which was measured through a questionnaire containing questions distributed to all class X students of MA Unggulan K.H. Abd. Wahab Hasbulloh. The results of the validation of experts, student responses and student learning outcomes are then used as a benchmark for whether the media is suitable or not for use for learning.

Based on the results above, it can be concluded that this learning media is very suitable for use and very interesting for students in the learning process. This learning media can also be a solution to problems in learning Aqidah Akhlak at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambakberas Jombang.

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