

**DEVELOPING ISLAMIC COMIC BASED- THEMATIC TEACHING
MATERIAL ON “TOGETHERNESS IN THE FAMILY” TO IMPROVE
FIRST GRADE STUDENT’S ACHIEVEMENT IN MI NURUL
HIKMAH MALANG**

THESIS

**BY
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**DEPARTMENT OF ISLAMIC ELEMENTARY TEACHER EDUCATION
FACULTY OF TARBIYAH AND TEACHING SCIENCE
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
JANUARY, 2016**

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*Presented to Faculty of Tarbiyah and Teaching Sciences
of State Islamic University of Maulana Malik Ibrahim Malang
in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan (S.Pd)*

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APPROVAL SHEET

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APPROVAL SHEET

DEVELOPING ISLAMIC COMIC BASED- THEMATIC TEACHING
MATERIAL ON "TOGETHERNESS IN THE FAMILY" TO IMPROVE FIRST
GRADE STUDENT'S ACHIEVEMENT IN MI NURUL HIKMAH MALANG

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Prepared and compiled by


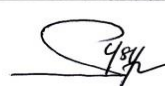
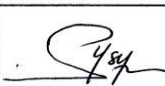

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DEDICATION

By reciting Bismillah and Alhamdulillah, I dedicate this my little work to:

Beloved father “*Bapak Hayat*” who was died, I love you so much, may Allah always gives you hidayah over there. My beloved mother “*Ibuk Sugiarti*” who always gives me guidance to be a strong girl, Love you so much.

My beloved sweetheart, Muhammad Deri who always gives me spirit and support me every times. Thanks to be my only one in my heart. Thanks to make my day be meaningful. Thanks to accompany me finished this thesis till I reach this bachelor’s degree. I love you so much.

All of my teachers from kindegarten until senior high school and lecturers are always tirelessly devote their knowledge.

Thanks to Mrs. Ina, the thematic teacher for First grade students of Nurul Hikmah Malang Islamic Elementary school, Eva Nurdiana and All my friends of PGMI especially my friends of ICP, who always gave me support and guidance me while doing this thesis.

MOTTO

يَمْعَشَرُ الْجِنَّ وَالْإِنْسَ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ
وَالْأَرْضِ فَأَنْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ ﴿٣٣﴾

فَيَأْتِي أَوَّلَهُمَا تُكْذِّبَانِ ﴿٣٤﴾

33. O assembly of jinn and men! If you have power to pass beyond the zones of the heavens and the earth, then pass beyond (them). But you shall never be able to pass them, except with extraordinary power.

34. Then which of the Blessings of your lord will you both (jinn and men) deny?¹

(Q.S. Ar-Rahman 33-34)

¹ Syaikh Shalih bin Abdul Aziz Alusy Syaikh, *Tafsir Al-Muyassar*. (Semanggi: An-Naba', 2011), page. 525

Mokhammad Yahya, PhD
The Lecturer of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

SUPERVISOR OFFICIAL NOTE

Matter : Thesis of Siti Aisyah
Appendixes : 4 (four) Exemplar

Malang, November 22th, 2015

To,
The Dean of Faculty of Tarbiyah and Teaching Sciences
State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum, wr wb

Having read all the chapters carefully in terms of its contents, language and writing technique, I testify that this following thesis written by:

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NIM : 11140083
Program : Islamic Elementary Teacher Education
Title of Thesis: Developing Islamic Comic based- Thematic Teaching Material on
"Togetherness in the Family" to Improve First Grade Student's
Learning Achievement in MI Nurul Hikmah Malang

As her main supervisor, I considered that this thesis is qualified to be proposed in the examination.

Wassalamualaikum, wr wb

Supervisor,



H. Mokhammad Yahya, MA, PhD
NIP 197406142008011016

CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *Developing Islamic Comic based- Thematic Teaching Material on "Togetherness in the Family" to Improve First Grade Student's Learning Achievement in MI Nurul Hikmah Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, November 22th 2015



Siti Aisyah

PREFACE

Alhamdulillah Praise to Allah SWT who has give a mercy, taufiq and guidance, so that the writer can finish this thesis under the title *“Developing Islamic Comic based-Thematic Teaching Material on “Togetherness in the Family” to Improve First Grade Student’s Learning Achievement in MI Nurul Hikmah”*. Blessings and greetings always praised to the Prophet Muhammad, the family, friends and his followers who have brought the truth to whole human that al-Deen Islam that we expect his syafa’ah in the world and in the hereafter.

The writing and preparation of this thesis is intended to complement the overall activity of students that have been declared by the State Islamic University of Maulana Malik Ibrahim Malang as a form of accountability author became Student in Islamic University of Maulana Malik Ibrahim Malang and to meet one of the requirements to obtain a Bachelor Degree of Education of Islamic Elementary Teachers in UIN Maliki Malang.

The writer are fully aware that the limited capacity and lack of experience, many obstacles and difficulties encountered in the preparation of this thesis. By finishing this thesis, the writer do not forget to say gratitude to all those who provide direction and guidance in the preparation of this scientific work, with all humility, the writer say thank you to:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si as Rector of State Islamic University of Maulana Malik Ibrahim Malang.

2. Dr. H. Nur Ali, M.Ed, as Dean of Tarbiyah and Teaching Sciences Faculty.
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5. Sholikin, S.PdI. as Head of MI Nurul Hikmah Malang, along with teachers and employees who have provided the opportunity for the writer to conduct research at the institute is headed.
6. CH. Ina, SH, S.Pd, M.Mpd as the thematic teacher for first grade students of MI Nurul Hikmah Malang.
7. First grade students of MI Nurul Hikmah Malang year 2014/2015.
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9. All those who have helped in the completion of this thesis, which could not be mentioned one by one.

Hopefully all the help and motivation given to writer will be rewarded with an abundance of grace and goodness by Allah and serve of charity pious useful Fiddunnya Wal akhirot. The writer hope what the writer report can provide benefits, especially for writers and generally for readers to improve the quality of learning. Amin.

Malang, January 2016

The writer

GUIDELINES FOR ARABIC-LATIN TRANSLITERATION

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Religious Affairs and the Minister of Education and Culture number. 158 year 1987 and number. 0543 b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أَو = Aw

أَي = Ay

أُو = û

إِي = î

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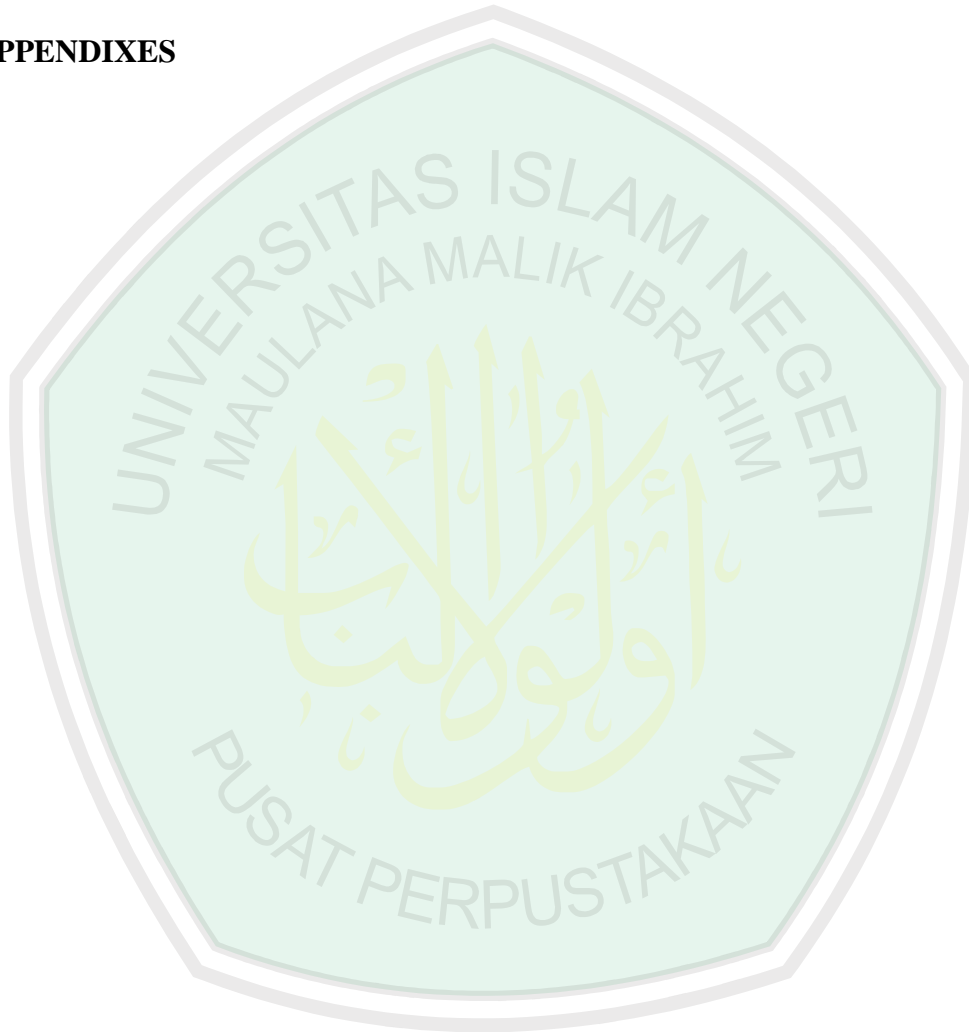
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ABSTRAK

Aisyah, Siti. 2015. *Pengembangan Buku Ajar Tematik Berbasis Komik Islami Pada Materi “Kebersamaan Dalam Keluarga” untuk Meningkatkan Prestasi Belajar Siswa Kelas I MI Nurul Hikmah Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah Dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA, P.Hd.

Pembelajaran tematik adalah pembelajaran terpadu antar satu mata pelajaran terhadap mata pelajaran lain yang di ringkas dalam tema. Keberhasilan pembelajaran ini di rasa belum maksimal pada kelas 1 karena siswa kelas 1 masih belum mampu membaca tulisan panjang. Hasil wawancara guru tematik, didapatkan bahwa dalam pembelajaran tematik ada beberapa siswa yang belum mampu memahami isi buku dikarenakan buku masih dominan berisi tulisan panjang. Guru tematik berharap akan nada buku penunjang buku tematik yang dominan berisi gambar untuk memudahkan belajar siswa.

Tujuan penelitian ini adalah untuk 1) Mengembangkan buku ajar tematik berbasis Komik Islami pada materi “Kebersamaan dalam Keluarga” untuk meningkatkan prestasi belajar siswa kelas 1 MI Nurul Hikmah Malang, 2) Mengukur tingkat validasi buku ajar tematik berbasis Komik Islami, dan 3) Menghitung perbedaan hasil belajar siswa kelas I sebelum dan sesudah menggunakan pengembangan buku ajar tematik berbasis Komik Islami. Disamping itu, bahan ajar ini berfungsi untuk memfasilitasi siswa dalam belajar materi tematik.

Untuk mencapai tujuan diatas, digunakan penelitian pengembangan Research and Development (R & D), dengan mengadaptasi model penelitian R & D milik Borg and Gall yang memiliki sepuluh langkah dalam prosedur pengembangannya. Sepuluh langkah tersebut adalah 1) meneliti dan mengumpulkan informasi, 2) perencanaan, 3) menyusun bahan ajar, 4) mengumpulkan opini dari para validator, 5) merevisi bahan ajar berdasarkan opini validator, 6) menguji bahan ajar pada 6 siswa sebagai kelompok kelas kecil, 7) merevisi bahan ajar, 8) menguji ulang bahan ajar pada 36 siswa sebagai kelompok kelas besar dan meminta pendapat guru tematik, 9) merevisi bahan ajar, dan 10) menulis hasil penelitian dalam bentuk skripsi.

Hasil penelitian menunjukkan bahwa bahan ajar berbasis Komik Islami tematik mendapat penilaian kualifikasi yang baik, hasil validasi dari guru tematik sebesar 80% berarti bahan ajar valid dan tidak revisi, dari ahli isi mendapat nilai 78% dan 92% berarti valid dan tidak revisi, dari ahli desain mendapat nilai 86% dan 78% berarti valid dan tidak revisi. Berdasarkan hasil perhitungan menggunakan uji t dengan tingkat kemaknaan 0,05 pada uji coba kelas kecil dengan jumlah sampel 9 orang siswa diperoleh hasil $t^2_{hitung} \geq t^2_{tabel}$ yaitu $2,5 \geq 1,8$ artinya H_0 ditolak dan H_a diterima. Sehingga $X_2 > X_1$ ($75 > 37,6$) yang berarti post-test $>$ pre-test. Sedangkan perhitungan menggunakan uji t pada uji coba kelas besar dengan populasi 36 orang siswa diperoleh hasil $t^2_{hitung} \geq t^2_{tabel}$ yaitu $3,5 \geq 2,028$ artinya H_0 ditolak dan H_a diterima. Sehingga $X_2 > X_1$ ($82 > 72$) juga menunjukkan bahwa post-test $>$ pre-test. Kesimpulannya terdapat perbedaan yang signifikan pada hasil belajar tematik siswa kelas I sebelum dan sesudah menggunakan bahan ajar berbasis Komik Islami Tematik. Jadi, bahan ajar ini terbukti secara signifikan dapat meningkatkan hasil belajar siswa kelas I MI Nurul Hikmah Malang.

Kata Kunci : Tematik, Bahan Ajar, Komik Islami Tematik, Hasil Belajar Siswa.



ABSTRAK

Aisyah, Siti. 2015. *Developing Islamic Comic Based- Thematic Teaching Material On "Togetherness In The Family" to Improve First Grade Student's Learning Achievement in MI Nurul Hikmah Malang*. Thesis, Department Of Islamic Elementary Teacher Education, Tarbiyah And Teaching Science Faculty, State Islamic University Of Maulana Malik Ibrahim Malang. Advisor : H. Mokhammad Yahya, MA, P.Hd.

Thematic learning is an integrated learning between one material to another material which is conculated into theme. This learning fell has not maksimum yet for first grade students because the first grade students has not be able to read a long sentences. Based on the interview, the thematic teacher said that several students have not be able to understand the material inside the book because they can not reading yet and cannot understand well long sentences in a paragraph. The thematic teacher hope there will be a supported book with dominant picture inside the book to make students easy learning the book.

This research aims to 1) Produce the product in form of Islamic Comic based- thematic teaching material on “Togetherness in the Family” to improve first grade student’s achievement in MI Nurul Hikmah Malang, 2) determine the validity of Islamic Comic based- thematic teaching material on “Togetherness in the Family” for first grade students in MI Nurul Hikmah, and 3) know the first grade student’s learning achievement before and after using Islamic comic based- Thematic teaching material on “Togetherness in the Family”. Besides that, this thematic teaching material functioned to facilitate the students in learning thematic material.

To achieve the aims above, the researcher used Research and Development (R & D) research, by adapting the research model of Borg and Gall which is consist of ten procedures. Thus ten procedures are 1) research and collecting information, 2) planning, 3) develop preliminary form of the product, 4) preliminary field testing (validation test), 5) do revision based on the results of the validation test, 6) Small-scale group testing consist of six students as sample, 7) do revision to the product, 8) Big-scale group testing to the population subject (36 students) and asking the opinion to the thematic teacher, 9) do revision to the product developed, and 10) write down the result into thesis.

This research showed that Islamic Comic based- thematic teaching material got a valid qualification assessment, the result of thematic teacher expert was 80% means this product valid without revision, the result of contents expert were 78% and 92% means valid without revision, the result of designs expert 86% and 78% means valid without revision. By calculation using a t -test with significance level of 0.05 for small-scale test taken to nine students as sample was obtained results $t_2 \geq t_{table}$ ie $2,5 \geq 1,8$ means that H_0 is rejected and H_a accepted. So that $X_2 > X_1$ ($75 > 37,6$) means post-test $>$ pre-test. It also happen to the Big-scale test using a t -test with significance level of 0.05 taken to thirty six students was obtained results $t_2 \geq t_{table}$ ie $3,5 \geq 2,028$ means that H_0 is rejected and H_a accepted. So that $X_2 > X_1$ ($82 > 72$) showed that post-tes $>$ pre-test.

In conclusion there are significant differences in students’ achievement on thematic learning for first grade students before and after using Islamic comic based- thematic teaching material. Thus, Islamic comic based- thematic teaching materials shown to significantly improve the students’ achievement on first grade students of Nurul Hikmah Malang Islamic eelemntary school.

Keywords : Thematic Teaching Material, Islamic Comic, Student’s Achievement.

مستخلص البحث

عائسة، ستي. 02251. تطوير الكتاب عماد املوضوعي علي ضوء كاريكاتير اسلامية في موضوع شراكة في العائلة لترفية مآثرة التعلم الطالب الفصل أولي مدرسة أبتدائية نور الحكمة مالنق. البحث الجامعي، قسم التعليم امعلم مدرسة إلابتدائية، كلية علوم التربية والتعليم، جامعة موالنا مالك إبراهيم الإسلامية الحكومية بمالنق.

املسريف: محمد يحيى املاجستير.

التعلم املوضوعي هي التعليم التعلم التكامل بين مادة التعلم ومادة التعلم أخرى الذي معتصر في املوضوع. نجاح هذا التعلم لم اقتنى في الفصل أول ألن الفصل أول لم يستطيع لقراءة كتابات طويلة. نتائج مقابالة امعلمين املوضوعي، حصل أن في التعلم املوضوعي وهناك بعض الطالب غير القادرين على فهم محتوى الكتاب ألن الكتاب ال يزال كتابات طويلة. امعلمين نتوقع أن تكون لهجة املوضوعي لدعم الكتاب، الكتاب املوضوعي امليمنة يحتوي على صور لتيسير تعلم الطالب.

والغرض من هذا البحث 5) تطوير دعم املواد املوضوعي امليستندة إلى الكتاب الهزلي في "العائلة الإسلامية" التكاتف في التعلم لترقية مآثرة التعلم الفصل أول مدرسة إبتدائية، 0) يقيس مستوى التحقق من صحة كتاب عماد املوضوعي على ضوء كاريكاتير اسالمي، 3) نظر الفرق بين نتائج الطالب التعلم قبلي وبعدي استخدام امليتج املتقدمة. وبالإضافة إلى ذلك، يدعو الكتاب يخدم ذلك تيسيرا للطالب في تعلم املواد املوضوعي.

لتحقيق أهداف امليستخدمة تستخدم الباحثة بمنهج البحث والتطوير، وتكييف البحث النموذجية من "بروغ و غول"، يحتوي على عشر خطوات في لإجراء. عشرة خطوة هو 5) البحث وجمع امليعلومات، 0) التخطيط، 3) الف املواد التعليمية، 4) جمع آراء من امليشرف، 1) تنقيح املواد التعليمية علي رأي امليشرف، 6) اختبار املواد على 6 الطالب بمجموعة الصغيرة، 7) تنقيح املواد، 8) اختبار املواد مرة ثانية على 36 طالبا

بجموعة كبيرة وطلب الاراء امعلم اموضوعي، 9) تنقيح املواو اموضوعي،
52) كتب نتائج البحوث في البحث الجامعي.

النتائج من البحث الجامعي أن الكتاب عماد اموضوعي علي ضوء
كاريكاتير اسلمية حصلت تقييم جيدة، نتائج التحقق من امعلم اموضوعي
82% يعني الكتاب عماد اموضوعي فعال، ومن خبراء املادة: 78% و 90%
يعني ان كتاب فعال، من خبراء التصميم 86% و 78% يعني صالحة. بناء
على نتائج العمليات الحسابية باستخدام الاختبار t مع مستوى أهمية 2.21 في
محاكمات فئة صغيرة مع عدد من العينة 9 الطالب الحصول على نتائج 0t
قيمة $5.8 \geq 0.1$ أي 0t جدول يعني أن H_0 محزوم و H_A مقبول. حتى 0
 $37.6 > 71 (5 X > X)$ معن اختبار بعدي $>$ اختبار قبلي. أثناء العمليات
الحسابية باستخدام الاختبار t في فئة اختبار مع سكان من 36 طالبا الحصول
على نتائج 0t قيمة $0.208 \geq 3.1$ أي 0t جدول أي 0.208 معن أن H_0 محزوم و
 H_A مقبول. حتى $70 > 80 (5 X > 0 X)$ معني اختبار بعدي $>$ اختبار قبلي.
وفي الختام، هناك الفرق في نتائج التعلم املوضيوعي الفصل أولي قبلي وبعدي
في استخدام الكتاب عماد اموضوعي علي ضوء كاريكاتير اسلمية. اذا الكتاب
عماد اموضوعي علي ضوء كاريكاتير اسلمية فعال لترقية مآثرة التعلم الطالب
الفصل أولي مدرسة ابتدائية نور الحكمة مالنق.

الكلمات الرئيسية : اموضوعي، الكتاب عماد، كاريكاتير اسلمية، مآثرة التعلم
الطالب.

CHAPTER I

INTRODUCTION

In this chapter, we will discuss about (a) The Background of Study, (b) The Problem of Study, (c) The Objectives of Study, (d) The Significances of Study, (e) The Specification of product, (f) The Importance of Development and Its Benefits, (g) The Assumption and Limitation of Study, (h) The Originality of Study, and (i) The Terms of Study.

A. The Background of Study

In Law 20 of 2003 on the national education system Article, said that national education has a function to develop children's ability and build the children character along with national civilization which is valued in order to educate the nation, aimed at developing students' potentials in order to be a man of faith and devoted to God Almighty, good characteristic, healthy, knowledgeable, capable, creative, independent, and become a democratic and accountable citizen.¹ Various innovation have been done by the government to reach the best educational quality in this country. Education's target of Indonesia written in educational's law 20 of 2005 about BSNP which is inside that law tell

¹ *Government's Law 20 of 2005 About National Educational System.*

us about graduate standart competence (SKL).² Now a days, children of Indonesia still not fulfill yet the good graduate standart. In this case because Indonesia still concentrate to conceptual comprehension than to practical comprehension. The criteria of graduation says good if children be able to practice their concept in their life which are they have been received at school.

In order to achieve the mastery of the graduation, the government made an innovations in learning. Thematic learning model is one of the innovation of learning undertaken by the government. Thematic learning model is an integrated learning model that is devoted to students grades 1-3 elementary school.³ At all these aspects should be integration in every subject at school. Integration in all these subjects has been realized in the form of thematic integrative curriculum or commonly called as the curriculum 2013.

Students in elementary school are on the developmental aspects intelligence of IQ, EQ, and SQ and these are very incredible. At that age, students have different characteristics with students who are in junior high school or senior high school level of education. From the cognitive development aspect, student at the elementary school have the ability to think logically about objects and events, and it is need another person to reach it. The students are interesting to do a dynamic activity and they are interesting to do much activity. Children's memory is very strong, so the children can save much memory inside their brain. They can remember much memory about everything they found. The children mostly like

² Peraturan Pemerintah No 20 Tahun 2005 Tentang Standar Kompetensi Lulusan.

³ Mamat SB dkk, *Pedoman Pelaksanaan Pembelajaran Tematik*. (Jakarta: Departemen Agama Direktorat Jenderal Kelembagaan Agama Islam, 2005), page 3

story and fairy tales.⁴ Children begin to observe, to see relation, to solve simple problems. They able to count, such as: add, subtract, and divide, and they able to create something.⁵

Start from the variety characteristic of Students at the Elementary School level and in order to implementation of the Content Standards contained in the National Standard of Education, then learning on SD/MI is more suitable on managing by integrated learning as thematic integrative approach. This is supported by the opinion of I. W. Jiwa, N. Dantes, A.A.I.N. Marhaeni in his research, which says that thematic learning is very suitable to be applied to students based on the view that curriculum should be related to real experiences life of children. It means, the curriculum as a set of plans and setting of objectives, contents, materials, and the learning process should be in accordance with the real experience life of the students.⁶

This is confirmed by the Minister of Education and Culture Mohammad Nuh said that actually a lot of schools have implemented thematic integrative method. Since it is considered successful, then the governments adopt and implement in a national curriculum.⁷ Thematic learning is learning which use integrate pattern to knowledge, skills, creativity, values and attitudes of learning

⁴ Ibid., page 138

⁵ Nana Syaodih Sukamadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Remaja Rosdakarya, 2005), Page 117-118.

⁶ I. W. Jiwa, N. Dantes, A.A.I.N. Marhaeni, *Pengaruh Implementasi Pembelajaran Tematik Terhadap Prestasi Belajar Ditinjau Dari Motivasi Belajar Pada Siswa Kelas Iv Gugus Empat Di Kecamatan Gianyar*. Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Penelitian dan Evaluasi Pendidikan (Volume 3 Tahun 2013).

⁷ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Metode Tematik Integratif Bukan Hal Baru*, (<http://kemdikbud.go.id/kemdikbud/berita/915>, diakses 21 September 2014 jam 16.30 wib)

by using themes. Based on that theory, integrated learning is learning by involving several subjects even across subject cluster into a theme.⁸

Based on discussion above, in order to reach the implementation of Content Standard on the Nasional Standard of education, the learning in the early grades of elementary school first, second and third grade will be more appropriate if it is managed in an integrated learning through a thematic approach in learning. In order to give a real reference about thematic learning, the government serve a model prepared thematic learning for SD / MI class I to class III.⁹

The government's desires is not easy to achieve by teachers and learners. We all know that Indonesia has been use the curriculum of KTSP for long time and this curriculum is not easy to suddenly change. In ancient times, the students tend to be passive and just accept the knowledge provided by teachers without having elaborated his own imagination in accordance to each student's experience or we call it as Teacher Center. While in this new curriculum, students should be more active than the techers then we call it as Students Center.

Regardless of the phenomenon of Teacher Center and Student Center, in reality there are many perceived flaws after testing the viability of the public. Deficiencies encountered revolve around the systematic execution even to the teaching materials used. In this curriculum, the government is providing special teaching materials for teachers and students. Nevertheless, the quality of the books still in doubt on the material side even on the design side. By using this

⁸ *Ibid.*

⁹ Hartono. *Pengembangan Bahan Ajar: Pendidikan Agama Islam Berbasis Pembelajaran Tematik Pada Siswa Kelas III Madrasah Ibtidaiyah*. (Jakarta: Kementrian Agama Republik Indonesia, 2012), page 3

book, the students even more understand the subject matter but students increasingly feel confused with the teaching materials provided by the government.

Teaching materials become the one of important role in learning process as a reference for students and teachers to enhance the learning effectiveness. Teaching material for students become a materials reference which is absorbing the content so that it can be a knowledge for students. Learning materials for teachers become a reference ways how to delivering knowledge to students. This problem is important as set forth in Education Law 11 of 2005 namely

*"The textbooks are compulsory textbooks for use in school containing learning material in order to increase the faith and devotion, character and personality, the ability to master science and technology, capability and sensitivity estesis, the potential physical and health education is based on Nasional Standard"*¹⁰

The government's desire does not correspond to what researchers had encountered in the field while doing observations several months ago. Based on the data reasercher got in the class, Mrs Tri as a teacher for fourth grade students of SDN Kotalama 2 said that the content in the book is far for perfect. Often, teachers must find another handbook in order to enrich science students. More tragically, especially for science subjects and mathematics, teachers must spend more time after school to make stabilization particular subject matter.¹¹

Thematic Teaching Learning System or material integration for students in the first grade is good but it will be better to make the learning material full of pictures than words. Students in the first grade of Nurul Hikmah Islamic

¹⁰Permendiknas Nomor 2 Bab 1 tentang Ketentuan Umum, 2008

¹¹ Interview to Fourth Grade teacher at Elementary school 2 Malang

elementary school basically never go to the kindergarten school before so that a lot of them can't write and read. This phenomenon disturbs the learning activity at class.¹²

Development of education today is entering an era marked by incessant technological innovation, so it requires the adjustment of the education system in tune with the demands of the workplace. Development of interactive book is one of learning according to the development of education that exists today. Interactive book as comics for learning more emphasizes on self-reliance so that this book can be said for learning able to bridge the students to be ready to face the working world.¹³

Students in Islamic elementary school are students which come from between low rate economic. Based on this condition, some of their parents enter the children to the kindergarten before take elementary school. This is the reason why students find it difficult to understand the lesson at class.

Based on researcher's result of observation at Nurul Hikmah Islamic elementary school, learning activity in this school is not good yet. Several students are crying when their friends were going home. The students which are crying, were students who can't write well so they always left behind from their friend every day.

About 60% first grade students at Nurul Hikmah Islamic elementary school can't write and read yet. They only know alphabet and number. Commonly, students in this criteria mostly like learning by picture and role

¹² Interview with one of teacher in MI Nurul Hikmah Malang, 22 September 2014

¹³ Arikunto, Suharsimi, *Prosedur Pengembangan: Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta, 1998), page 4

playing model. By doing this model, student will be able to understand the material without reading the material but students have to see what teacher do in front of the class. In order to solve that problem, the researcher try to make a supported thematic learning material based on picture to help teacher in learning activity.

Teacher hope there will be another thematic learning material which can help teacher at class. Study at school felt so tired for student so the supporting thematic teaching material should be an interesting book for student so that student will enjoy study at home making that book.¹⁴

Media is a complete learning unit that stands alone and is composed of a series of learning activities are structured to help achieve a goal to learn the contents of which have been formulated specifically and clearly. Media is the right solution is used to make learning become fun for students, because media is able to appreciate the diversity of student characteristics. Media at this time of the conventional media are presented in printed form.¹⁵

Avability of media is important to stimulate students's learning activities. The presence of the teacher to direct the learning acivities, textbook as a source of information, and other media is needed to stimulate student's learning activities.

¹⁴Interview with one of teacher of fourth grade of SDN Kotalama 2 Malang, on Mei 2014

¹⁵Saputro, Suprihadi, *Strategi Pembelajaran*. (Malang: Laboratorium Teknologi Pendidikan, 2006), Page 21

Interaction between students and the media is according to I nyoman Sudana Degeng which is actually a concrete manifestation of the act of learning.¹⁶

Comic is a continuous ideological idea consist of image, plot of story, dialog, composition, gesture, and one ton of another idea. In comics, the story write on series image and can complete by words. There are several steps which writer should be know before making comics so that it will be a decision that comic will be easy to understand by the reader or even the reader will not understand the comic at all.¹⁷

Comic is a media which is compare between sketch and story. By mean of visualization of the sketch, students will more easy in understand the story. Usually, the story in comic is an habitually activity every day based on writer's illusion. Socialiszation of the story become the first steps to sprout up the student's reading interesting, spiritual experience, moral value as standart moral behavior for students in daily life. Through a story which created by comics, students can develop their mentalis aspect inside their self.¹⁸

Islamic Comic Based- is a learning material by adding pictures as visual aid to make the material in a theme become easy to understand. The developer hope comic can be the student's stimulation of creativity and logical reasoning for material. Development for teaching material based on comics is suitable for students in the first grade level. This development teaching material doing by a

¹⁶I Nyoman Sudana Degeng, *Ilmu Pengajaran Taksonomi Variable*. (Jakarta: Depdikbud Dirjen Perguruan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1989), Page 150

¹⁷Alpha Febrianto, *Rahasia Bercerita Dalam Komik, Manga dan Novel Grafis*. (Jakarta : Gramedia Pustaka Utama, 2008), Page 9-10

¹⁸Sujarwanto, Jobrohim (ed), *Bahasa dan Sastra Indonesia Menuju Peran Transformasi Social Budaya Abad XXI* (Yogyakarta: Gama Media, 2002), page 525

research under a title “Developing Islamic Comic based- Thematic Teaching Material on “Togetherness in the Family” to Improve First Grade Student’s Learning Achievement in MI Nurul Hikmah Malang”.

B. The Problems of Study

Based on the background above, there are three main formulation of the problems as follows :

1. How is the product of islamic comic based- thematic teaching material on “Togetherness in the Family” to improve first grade student’s learning achievement in MI Nurul Hikmah Malang?
2. What is the validity of Islamic comic based- thematic teaching material on “Togetherness in the Family” to improve first grade student’s learning achievement in MI Nurul Hikmah Malang?
3. How is the student’s learning achievement at the first grade of Nurul Hikmah Malang Islamic elementary school before and after using the Islamic comic?

C. The Objectives of Study

Based on the problems of study above, the study aims to :

1. To Produce the product in form of Islamic Comic based- thematic teaching material on Togetherness in the Family.

2. To determine the validity of Islamic Comic Based- Thematic teaching material on “Togetherness in the Family”.
3. To see the difference of student’s learning achievement before and after using Islamic Comic based- Thematic teaching material on “Togetherness in the Family”.

D. The Significances of Study

The benefit of this study expected to be useful for :

1. Based on theory : in order to develop teacher’s ability for making textbook.
2. For practically : this supporting book consist of material based on theme, and adding by evaluation in each of the end of the material.
3. For institution : the result of this development can become an interesting teaching innovation for teacher at class.
4. For researcher : by doing this research, the researcher have to study hard to reach something. The researcher know how to developing Islamic Comic based- thematic supporting book on togetherness in the family.

E. The Spesification of Product

4. The result of this developing is Islamic Comic based- Thematic teaching material on “Togetherness in the Family” and the specifications of product as follow :

1. The product is a supported teaching material for thematic teaching material based on Islamic comic.
2. The core competence and the basic competence that is used in this Islamic Comic same with the core competence and basic competence inside the thematic teaching material for first grade student of SD/MI.
3. The learning indicators in this Islamic comic developed based on the basic competence inside the thematic teaching material for first grade students of SD/MI.
4. This Islamic comic consist of 6 (six) learning which can be used for 6 (six) days learning.
5. The Islamic comic consist of 4 (four) parts, namely as pre-preface, introduction, content, and supporting parts.
 - a. The Pre-preface
 - 1) Font cover.
 - 2) Back cover.
 - 3) Preface.
 - 4) Table of contents.
 - 5) Cartoon profile.
 - b. The introduction: Introduction for each learning
 - c. Content

Inside the Islamic comic consist of 6 (six) learning and in each learning adding by prolog or short explanation of story of

comic. Each learning developing based- basic competence and indicators in each learning.

d. The Supporting Parts.

- 1) Evaluation.
- 2) The References of comic.
- 3) Bibliography.

6. The teaching material will be developed by researcher has extrinsic specification as follow:

- a. For the title use Comic sans font letter size 16
- b. For dialog box use Comic sans font letter size 16
- c. Dominant color will be used is green and yellow
- d. Thick paper will be used is glossy paper for cover and A4 80 gram paper for comic
- e. The character in this story is Islamic character wearing a veil and well mannered costume

7. The Islamic Comic Based- Thematic Teaching Material will produce as printed comic.

8. In the end of the material, will be an evaluation material to make sure that students really understand the material well.

F. The Importance of Development and Its Benefits.

The importance of developing Islamic comic based- thematic teaching material, generally to produce the teaching material based on picture or comic as

thematic teaching material on “Togetherness in the Family” to improve first grade student’s learning achievement in MI Nurul Hikmah Malang. Beside that, this book will assist teacher in learning activity and save more learning’s time. By using Islamic comic, students will be easy to study the material at home and accompanied by parents to understand the material inside comic.

The school also can use this Islamic comic as an alternative teaching material and improve the quality of learning. The school can be make this developing Islamic comic as an alternative model for developing another material.

G. The Assumption and Limitation of Study

1. The Assumption of This Study as follows:
 - a. Islamic comic can produce an experience in study and make teacher easy in teaching.
 - b. Islamic comic is one of ways to make students easier to understand the material because this teaching material based on picture.
 - c. Through this Islamic comic, students will be able to reading and doing new experiences inside the book, students are assumed be more motivated, inquired and more controlled the studies by using this developing product.
 - d. The students as the subject of study will be more seriously in study and keep fun.
 - e. The learning activity which is done earnest and fun will be able to increase the student’s achievement on the material developed.

2. The Limitation of Study in This Research as Follow:

a. The Material

Developing Islamic comic based- thematic teaching material limit just on Togetherness in the Family to improve first grade student's achievement and adding by daily do'a for elementary students, consist of the material as follows:

- 1) Lesson 1 about "*Kegiatan Pagiku*". Inside this lesson, consist of Indonesian language material, mathematic and PKN.
- 2) Lesson 2 about "*Berlibur ke Kebun Binatang*". Inside this lesson, consist of Indonesian language material, SBDP and PKN.
- 3) Lesson 3 about "*HUT Republik Indonesia*". Inside this lesson consist of Indonesian language material, mathematic and PJOK.
- 4) Lesson 4 about "*Cerita Liburanku*". Inside this lesson consist of Indonesian language and SBDP.
- 5) Lesson 5 about "*Pesta Ulang Tahun*". Inside this lesson consist of Indonesian language material, SBDP, PJOK and Mathematic.
- 6) Lesson 6 about "*Idul Fitri*". Inside this lesson consist of Indonesian language, SBDP and PKN.

b. The Subject of Study : the subject of study in this research is first grade students of Nurul Hikmah Malang Islamic elementary school.

c. The Site of Research : this study located at Nurul Hikmah Malang Islamic elementary school which is in Jl. Muharto VII Malang.

H. The Originality Of Study

Based on the result of some study of literature which have the same material with this study, it can be concluded that the developing Islamic comic based- thematic teaching material in SD/MI is unavailable. So the difference of this study to the previous study is developing Islamic comic based- thematic teaching material on togetherness in the family to improve first grade student's learning achievement in MI Nurul Hikmah Malang. Then several chosen previous study to based on the developing comic described more detail in the table below:

Table 1.1 The Originality of Study

No	Previous study	Similarity	Differences	Orisinality
1.	Denik Rohmah Inayati "Implementasi Media Komik Dalam Meningkatkan Daya Imajinasi Menulis Bebas Siswa Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas III Di Madrasah Ibtidaiyah Kauman Ngonggot Nganjuk".	Comic based- teaching activity	Using qualitative approach and class room action research for third grade students	<ul style="list-style-type: none"> - The model of study is research and development. - The teaching material for first grade students - Using islamic comic based- thematic teaching material
2.	Ida Hayu Sanjaya "Implementasi media Komik untuk meningkatkan kemampuan menulis karangan Mata Pelajaran Bahasa Indoneasia kelas III MI Sunan Kalijaga Karangbesuki Malang"			

3.	Aulia Rohmaati “Pengembangan multimedia pembelajaran interaktif untuk meningkatkan keefektifan pembelajaran pada materi sejarah, kenampakan alam, dan keragaman suku bangsa untuk siswa kelas IV A Miftahul Ulum kota Batu”	Using research and development method	The subject of this study is about social education	
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I. The Terms of Study

Based on the title Developing Islamic Comic Based- Thematic Supporting Book on Togetherness in the Family to increase student’s learning achievement at the first grade of Nurul Hikmah Malang Islamic Elementary school, so the definition of terms as follow:

1. Research and Development

Research and development is a process or ways to develop and validate the product in education.¹⁹ This research and development is a type of research that is not intended to test the theory, but rather to produce or develop the learning product, namely Islamic Comic as thematic teaching material on Togetherness in the Family to Increase Student’s Learning Achievement at the First Grade of SD/MI.

¹⁹ Punaji Setyosari, Metode Penelitian Pendidikan dan Pengembangan (Jakarta: Kencana, 2010). page. 194

2. The Thematic Teaching Material

The thematic teaching material is supported form for the learning and teaching activity at class and enrich student's understanding of a particular theme. This proponent book presented in form of story which have a different story of the main textbook but the basic competence essentially same.

3. Curriculum of 2013

Curriculum 2013 is one of curriculum by using saintific approach, the approach using scientific method in the learning peocess. This approach is hoped be able to make the student can thing scienfically, logically, critically and obyective approriate on the fact. In the scientific approach there are many step should be done: observing, asking, thingking logically, trying, make the wabed of content material.²⁰

4. Islamic Comic

Islamic Comic is a Comic use Islamic nuance. Islamic nuance in this developing teaching material based- Islamic comic can be found by adding guiding do'a for children daily activity. In this comic, the cartoon wearing a veil for woman and long pants for a man. By adding Islamic side, the developer want to create an Islamic characteristic inside the children and teach akhlqul karimah for children.

²⁰ *Ibid.*

5. Togetherness in the Family

Thematic learning for first grade students consist of 8 (eight) theme then divided for one year period of learning. The last theme of first semester is “My Family” with the subtheme “Togetherness in the Family”. In this togetherness in the family, students have to study for six days in the six learning.

6. Student's Learning Achievement

Student's learning achievement is the result of student's learning achievement before and after using Islamic comic based- thematic supporting book on togetherness in the family for first grade student of Nurul Hikmah Malang Islamic elementary school.

CHAPTER II

STUDY OF LITERATURES

In this chapter we will discuss about, (a) The Previous of Study, (b) Data Analysis which is consist of 1) Research and Development, 2) Thematic Teaching Material, 3) Curriculum of 2013, 4) Togetherness in the Family, 5) Islamic Comic, and 6) Student's Learning Achievement.

A. The Previous of Study

Based on the reseacher's analysis, there are many of the previous of study with the same subject that is Comic and media for interactive learning. Some of the previous study then concluded and taken to be the reference in developing Islamic comic based- thematic teaching material on togetherness in the family to improve first grade student's learning achievement in MI Nurul Hikmah Malang. Through this analyzer, then we can concluded that Comic as media able to improve the student's learning achievement for elementary students. Therefore, based on the previous of study, then this developing will be continued and can be tested to elementary students. The previous of study explained as follow:

1. Denik Rohmah Inayati at 2013 with the title *“Implementasi Media Komik Dalam Meningkatkan Daya Imajinasi Menulis Bebas Siswa Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas III Di Madrasah Ibtidaiyah Kauman Ngonggot Nganjuk”*. This study used qualitative approach and include into PTK (Classroom Action Research). The data got from interview, field record, self documentation, memo and another formal documentation. The location of the study is in Kauman Ngonggrot-Nganjuk Islamic Elementary School for third grade students. The conclusion of this study is media based- Comics can improve the student’s creativity in finding an idea and write it on. The location of this research is at MI Kauman Ngonggrot-Nganjuk. This research take data from students between 7-11 years old as a primery data. The data sources of this research is third grade students and teacher of third grade. The conclusion of this research is comic as instructional media can improve student’s creativity in finding idea or opinion and poured it in free writing and enhancing the imagination of students in use punctuation spelling.¹
2. Ida Hayu Sanjaya at 2011 with the title *“Implementasi media Komik untuk meningkatkan kemampuan menulis karangan Mata Pelajaran Bahasa Indoneasia kelas III MI Sunan Kalijaga Karangbesuki Malang”*. Qualitative research approach and classroom action research. The data obtained by observation, interviews, field records, and documentation of

¹ Denik Rohmah Inayati. *Implementasi Media Komik Dalam Meningkatkan Daya Imajinasi Menulis Bebas Siswa Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas III di Madrasah Ibtidaiyah Kauman Ngonggot Nganjuk*. Fakultas Ilmu Tarbiyah dan keguruan. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Universitas Islam Negeri Maulana Malik Ibrahim Malang 2013.

learning activity. The location chosen MI Sunan Kalijaga for third grade students. The conclusion of this study is Comic as media improve student's creativity in finding ideas or opinion poured in a free writing and help students to improve the learning outcomes.²

3. Aulia Rohmawati at 2014 under the title "*Pengembangan multimedia pembelajaran interaktif untuk meningkatkan keefektifan pembelajaran materi sejarah, kenampakan alam dan keragaman suku bangsa untuk siswa kelas IV A MI Miftahul Ulum Kota batu*". The result of this study is developing interactive multimedia for learning in the form of digital modules and educational IPS's games in the standard of competence to understand the history, natural features and diversity of tribes for fourth grade students MI/SD. Multimedia that developed used to facilitate teacher in presenting the material and easier students to learn independently and understand the material so the learning activity can run effectively. The value of pre-test in this study is 73 and the value of post test is 85.2. By looking at the result average between pre-test and post-test, it can be concluded that learning by using interactive multimedia in this study proved effective.³

² Ida hayu sanjaya. *Implementasi media Komik untuk meningkatkan kemampuan menulis karangan Mata Pelajaran Bahasa Indonesia kelas III MI Sunan Kalijaga Karangbesuki Malang*. Fakultas Ilmu Tarbiyah dan keguruan. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Universitas Islam Negeri Maulana Malik Ibrahim Malang 2011.

³ Aulia rohmawati. *Pengembangan Multimedia pembelajaran Interaktif untuk meningkatkan keefektifan pembelajaran pada materi sejarah, kenampakan alam dan keragaman suku bangsa untuk siswa kelas IV A MI Miftahul Ulum Kota Batu*. Fakultas Ilmu Tarbiyah dan keguruan. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Universitas Islam Negeri Maulana Malik Ibrahim Malang 2014.

B. Data Analysis

1. Research and Development

Research and development by Borg & Gall is a process used to develop and validate educational products.⁴ This study followed by circle steps. The step of the research or development process consists of study of the research in finding which products will be developed, developing product based on these finding, doing a field trials in accordance to which place the product will be used, and doing a revise to the result of the test.

According to Van den Akker the importances of research and development are based on two reason, the principal reason derived from the idea that the research approach is "traditional" (example surve research, correlation, experimental) these research focusing only to describe the knowledge, rarely giving prescription which is useful to solving the problems of instructional design or education. Another reason because of the existence of a high spirit and complexity of the nature policy of the education reform.

The objectives of the research and development is to assess the changes that occur within a certain time. The example of this research and development is about the differences academic and social in a group of children from a low and high income families. The research and

⁴ Punaji Setyosari, *Metode Penelitian Pendidikan* (Jakarta: Kencana, 2010), page 22

development about differences using a methods such *longitudinal, cross-sectional and cross sequential*.⁵

2. Thematic Teaching Material

a. The Understanding of Teaching Material

Teaching material according to Panen is material or subject matter that is arranged systematically used by teacher and students in the learning process. Muhaimin inside the module development of teaching materials revealed that the teaching materials are all of forms of materials that are used to help teachers/instructors in implementing learning activities.⁶ In the teaching material consists of textbooks. Textbooks are books that contain knowledge derived from basic competencies contained in the curriculum, where it is used by students to learn.⁷

Then in this study, researcher try to developing the thematic teaching material for support the thematic book. This Islamic Comic produced in order to help teacher,students and parents in teaching and learning process.

b. The Objectives of The Islamic Comic as Follow⁸ :

1) Assist students in learning something

⁵ Ibid., page 224

⁶ Hartono, pengembangan bahan ajar: pendidikan agama Islam berbasis pembelajaran tematik pada siswa kelas III Madrasah ibtidaiah (Jakarta: Kementerian agama republic Indonesia, 2012), page 11

⁷ Andi prastowo, panduan Kreatif membuat Bahan Ajar Inovatif, (Yogyakarta: Diva Press,2011), page 168

⁸ Ibid..

- 2) Provides various type of teaching material
- 3) Help teacher in implementing the learning
- 4) In order to make learning activities become more interesting.

c. Types of Teaching Material

There are four kinds of teaching material according to its type namely printed material such as handout, module, book, student's worksheet, brochure, photo/drawing and model. Heard material such as tape, radio, LPs and compact audio disc. Teaching material with a view like video compact discs and movies. Interactive teaching material such as interactive compact disk.⁹ This Islamic comic is one of printed teaching material which developing by the researcher. Through this printed teaching material, students will be easily to study the material wherever there are.

d. The Characteristic of the Supporting Book.

There are three (3) characteristics of the supporting book as follows:

- 1) In this developing will refer to Islamic values, which is certainly follow the rules of religion.
- 2) This book has a mission to build a good character such as Akhlaqul karimah, which is emphasized on the positive things in behavior and take obedient to the rules of Islam

⁹ Ibid., page 11-12

3) In this developing consider two sides of education in the world and the Hereafter. Education at the world such as ways to do a good socialization to each other person based on Islamic educational. The education at the hereafter is life which is only bring our provisions from the world, if we do a good life in the world, so our life in the hereafter also will be good and just the opposite of it.

e. Steps in Preparation the Thematic Teaching Material

- 1) Analyze the curriculum
- 2) Specify the title of the book accordance to the competence standard
- 3) Designing the content of the book in order to cover all aspect needed to achieve the competency of its book
- 4) Collecting the teaching material's reference
- 5) Writing a book due on age and readers experiences
- 6) Evaluate or edit the teaching material by re-reading the teaching material
- 7) Make the material interesting
- 8) Giving an illustration pictures, put in the proporsion tables and diagrams.¹⁰

¹⁰ Andi prastowo, panduan Kreatif membuat Bahan Ajar Inovatif, (Yogyakarta: Diva Press,2011), page 179-190

3. Curriculum of 2013

a. The Foundational Concept

Curriculum of 2013 is an Integrated learning that used a theme to link several subjects to give a meaningful experience for the students. The theme is the principal subject matter or the idea that becomes a moot point.¹¹ Thematic learning is an integrated learning model (integrated instruction) which is the learning system allows students to explore and discover concepts, scientific principles of holistic, meaningful and authentic.¹² The thematic learning said to be significant because by doing this learning, children will easy to understand the concepts they learn through direct experience and connect with other concepts they already understand.¹³ Curriculum 2013 of Elementary school or Islamic elementary school used a thematic learning approach which is integrates multiple competencies from various subjects into one theme.¹⁴

Based on the description above, then the thematic learning is learning which is designed based on a particular theme. The theme got from various subjects of lesson. For example, "Water" can be viewed from the subjects of physics, biology, chemistry, and mathematics. More broadly, that theme can be viewed from social studies, language,

¹¹ Abdul majid, Pembelajaran Tematik terpadu (Bandung:PT Remaja rosdakarya, 2014), page 80

¹² Ibid..

¹³ Ibid., page 84

¹⁴ Ibid., page 86

and art. Another view argues that the integrated learning is a curriculum which prepares students for lifelong learning. There is a strong belief among them who support the integrate curriculum said that schools should regard education as a process of developing skills needed for life in the 21st century.

b. Basic Principles of Thematic Learning

There are nine (9) basics of the thematic learning principles as follows:

- 1) Have been integrated based on its environmental or contextual or "the ability of learners to find problems" with the "solve the real problems faced in everyday life". While the learning activity was designed to make student easy to understand the theme and understand the material
- 2) The theme become a tool to integrate between one subject material to the other subject material
- 3) Using joyful learning principles
- 4) Provide the significant and direct experience for learners
- 5) Instill the concept of the various subjects or subject of study in a particular learning process
- 6) Difficult in doing the Separation or distinction between one subjects with other subjects
- 7) Learning can be developing according to the capabilities, needs, and interests of the learners

8) Flexible learning

9) Using the variation in learning.¹⁵

c. The Characteristic of Thematic Learning

The characteristics in thematic learning (integrated) is efficiency. In this case the efficiency include of time, methods, learning resources in order to provide a real learning experience for every student to achieve mastery competence effectively. The students are invite to find the real problems in the environment and how to use it in for learning inside or outside the classroom.¹⁶ As a model of learning in primary schools, thematic learning has the following characteristics:

- 1) Student- centered: Thematic learning centered on student (Student center), students as a subject of study, while teachers as facilitators that provides a convenience to students in learning activities.
- 2) Provide direct experience: Thematic learning gives students direct experience.
- 3) The Separation of the subjects is not too clear: The separation be not so obvious. The learning directly focus discussing the student's life experiences.

¹⁵ Mamat SB dkk, Pedoman pelaksanaan pembelajaran tematik. (Jakarta: departemen agama direktorat jenderal kelembagaan agama islam, 2005), page 14-15

¹⁶ Ibid.

- 4) Presenting the various subject concept: Students are able to understand such concepts as a whole. It is necessary to help students in solving the problems in everyday life.
- 5) Be flexible: The teachers can associate teaching materials on the subject with other subjects, even relate to student's lives and the environment which is schools and students are located.
- 6) Using Joyful learning principles: The implementation of thematic learning focus to student's experience, that's why the teacher will be likely invite student do outdoor class. Through outdoor class, teaching and learning will be more fun and interesting. This system is also believed able to make the student's brain be fresh and easy to understand the matter.¹⁷

Puskur Balitbang diknas, make an identifies to some of the limitations (disadvantages) of thematic learning as follows:

- 1) The teachers aspects: the teachers should be knowledgeable, have high creativity, have reliable of methodological skills, have high confidence, and be brave to package and develop the material. Academically, teachers are require to continue explore the information about science which have a relation to the matter to be taught and read many books so its make teachers full of knowledge.

¹⁷ Ibid., page 89-90

- 2) The students aspects: this learning requires the student's learning ability become relatively 'good', both in academic and creativity.
- 3) The facilities and learning resources aspects: reading the material which is supporting by internet.
- 4) The curriculum aspects: The curriculum should be flexible, have an orientation towards achieving the students understanding the matter. Teachers need to be given the authority to develop the materials, methods, assessment of student learning success.
- 5) The assessment aspects: The thematic learning need an assessment method (comprehensive), which can establishes the success of students learning from several matery have been integrated. In this cases teacher should make a discussion between another teacher so that the teacher will more easy to get the assessment.¹⁸
- 6) The learning environment aspects: Integrated learning tend to prefer one field of study and sinking another field of study. In other words, when teaching a theme, the teachers tended to emphasize or prioritize the combined substances in accordance to the understanding, taste, and educational background of teachers themselves.¹⁹

In implement the integrated learning need three (3) learning steps as follows:

¹⁸ Ibid., page 93-94

¹⁹ Hartono, Pengembangan Bahan Ajar: Pendidikan Agama Islam berbasis Pembelajaran Tematik pada siswa kelas III Madrasah ibtidaiah (Jakarta: Kementerian agama republic Indonesia, 2012), page 29

1. Opening activities (apersepsi). This activity was undertaken to explore the experience of the students based on the theme will be presented. In addition, the teachers should be able to facilitate an activity that is capable to make students become interest on the theme will be presented. Among some of the activities that can attract the attention of the students are storytelling, singing, or sports activities.
2. Main activities to develop the skills of reading, writing, and numeracy for the students. In this activity, learning emphasizes the achievement of specified indicators.
3. Closing. The smart conclusion of learning should be promoting the message- morality which is contained in any learning materials.²⁰
4. Togetherness in The Family

The learning basic competencies and learning activities indicators as follows:

Table 2.1 The Basic Competence Of 1-4 And Indicators Of Learning Achievement.²¹

No	Subject of study	Basic competence
1.	Indonesian Matter	1.2 Trust on god whose created human, variety language and everything around
		2.5 Doing all the activity and playing at the environment using a polite and good attitude and using Indonesian language or region language
		3.4 Introduce their self story about family through

²⁰ Mamat SB dkk, Pedoman pelaksanaan pembelajaran tematik. (Jakarta: departemen agama direktorat jenderal kelembagaan agama islam, 2005), page 44-45

²¹ Buku Guru SD/MI Kelas 1, Kementrian pendidikan dan kebudayaan republic Indonesia 2013, page 77-79

		teacher and friends helping by telling or writing the story on Indonesian language or region language
		4.4 Telling their self story individually on Indonesian language or region language
2.	PPKN	1.2 Receive the togetherness in the variety as a gift from god surrounding home and school area
		2.3 Showing the togetherness behavior surrounding home and school area
		3.4 Knowing the meaning of togetherness in the family and school
		4.3 Explore and telling the togetherness in the family and school
3.	Mathematics	1.1 Receive, doing and esteeming the role of their own religion
		2.2 Have a curiosity and interest in Mathematics which is formed through the experimental learning
		3.3 Able to Recognize and predict the patterns of the simple numbers using drawing objects/concrete objects
		3.10 Comparing by estimaning the object's weight using the colloquial term (heavier, smaller)
		4.4 Describing, developing and creating a pattern continuously
4.	SBDP	1.1 Feeling the beauty of natures as one of the gods sign
		2.1 Have a confidence to practice expressing themselves ability in processing an art
		3.1 Knowing the way and the result of art
		3.4 Observing the variety of materials, tools and its functions in making a craft
		4.1 Drawing an expressing throught drawing lines, colors and shapes based on the observation result in in the environment around
		4.7 Singing the children's song and practicing to understand the content of the song
		4.14 Making a craft from a natural materials which is in the home environment through folding, cutting and pasting activity
5.	PJOK	1.1 Appreciating the body with all its movement and his ability as a gift from God
		2.1 Behave in a sportsman like play
		2.4 Demonstrate a willingness to work together in a variety of physical activities
		3.3 Knowing the basic manipulative concepts motion in accordance with the dimensions of the body used, the direction of the motion, and business

		relationships in various forms of the simple games and or tradisional games
		3.4 Knowing the balance concept and moving quickly in order to develop the physical fitness through a simple game and or a tradisional games
		4.3 Practicing the basic manipulative motion pattern in accordance with its dimensions of the direction of the body which is used, directions, movements, relationships and business in many different forms and simple games and or traditional games
		4.4 Practicing the development physical fitness activities to improve the body's balance and body's speed through simple games and or tradisional games

The four (4) main competencies in this developing textbook are:

- a. Receiving, doing and appreciate the teachings based on their own religion.
- b. Have honest behavior, discipline, responsibility, manners, caring, and confident in interaction with family, friends, teachers, and neighbors.
- c. Understand the factual knowledge by observing, hearing, seeing, reading and asking by curiosity about him, being a man who creature by God and activities, and objects that met in homes, schools, and play ground.
- d. Presenting factual knowledge in a clear language, systematic and logical, aesthetic in art, reflects a healthy child, and in steps to reflect the behavior of children's fairy-faith and morality.

5. Islamic comic

a. Islamic Education

The existence of educational religious is a necessity in attempt an internalization of religious values as the substance of spirituality in the student's life. Religion as a guide of human life to Allah. Education as the only one way to make a stabilization in various strategies.²² So, Islamic based- for the implementation of education very important because it will be useful to build a Islamic character for children.

Islamic education is a conscious and deliberate effort for preparing students to know, understand, appreciate, to faith, pious, and to have a good characteristic in teaching of Islam from its primary source that Al-Qur'an and Al-Hadith.²³ It is also written in the Holy Qur'an and Hadits about the importance of learning Islamic education for children.

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوْحِيْ اِلَيْهِمْ فَنَسْتَلُوْا اَهْلَ
اَلذِّكْرِ اِنْ كُنْتُمْ لَا تَعْلَمُوْنَ ﴿٤٣﴾

“ And We sent not before you except men to whom we revealed (Muhammad). So ask the people of the message if you do not know”

Then the above surah also supported by Hadith from Abu Kabsyah Al Anmari, ra- the Prophet Muhammad said, “The world inhabited of four human diversity”. Thus are:

²²Kementrian agama RI. *Modul Pengembangan Agama Islam*. 2010: 1

²³Ibid, page 5

- 1) A servant given a wealth and science knowledge then he cautious to Allah, loving to family and do what God required. Then he will be the most venerable.
- 2) A servant which is given just a science knowledge and not given an enrich by Allah but he intends seriously cautious to Allah, loving to the family and care to the others, actually if he got an enrich and knowledge, he will do a things as the first group done, then this group will get a reward as the first group.
- 3) A servant was given the treasures but not given a knowledge. He spends his wealth dissipately without science (wisdom). He also not devatedto God, not loving to the nearby family and ignore to the right of God, then he is the most evil and vile.
- 4) A servant who doesnot earn a fortune of wealth or knowledge of God and he also said “If I have property, then I’d be doing as well as people who are wasting their money”. Then the scales of both are same.²⁴ (Al-Tirmidhi and Ahmad)

Based on the Qur'an and Hadith above, we can concluded that knowledge and Islamic education more important than wealty or enrich. By having the knowledge, we can get the wealthy easily but eventhough we have much money without knowledge it will make us become an arrogant man. God love to the wisdom man rather than to

²⁴ Quran Tajwid (Jakarta Timur: Maghfirah Pustaka, 2006), page 281

the arrogant man. Children as the white paper, every body can write on the paper. Teacher as the second educator for students have to learn a good attitude to the students and learning Islamic education for students then the students will be a wisdom one in their future.

This is the reason why the researchers want to developing Islamic comic based- thematic teaching material as a teaching material so that the students will understand deeply about the material and education values of Islam.

b. Islamic Comic

Comic is an art that used un moving pictures arranged in a such of way then become a story. The character of the comic is using a cartoon (the character can be a person, animal, plant or an inanimate object). Usually comic printed on paper and comes with teks. Comic can be published in a variety forms, ranging from the strip in newspapers, published in the magazine, till to form of a separate book.²⁵

There is another definition of comic as a form of cartoon that reveals the characters and portray a story in a sequence that integrate with the picture and designed to give an entertainment for a readers. Comic focused around people. The stories come out about themselves

²⁵Masdiono Toni, *14 Jurus Membuat Komik* (Jakarta: Creative Media, 1998), page 9

so that the reader can immediately identify themselves through the feelings and actions of the main character of comic.²⁶

Islamic comic is a comic on Islamic nuances and character that will appear in this developing textbook. The Islamic cartoon characters and said words that will be used is polite and Islamic speech. In this Islamic comic will be adding many of daily do'a for children thus can help children in getting Akhlaqul karimah for students and make students commonly read that do'a before doing their daily activity.

c. The important things in drawing comic

There are three things should be in drawing comic thus are design of the cartoon character, face ekspretion, and body language.²⁷

In other resources said that six importants thing consist in comic, thus are cartoon ekspretion, line of action, tone, background, panel, and character.²⁸ Comic used in this developing is the human image of comic cartoon animation using computer programs Corel Draw. There are three (3) sizes need to be considering in making the image appears like a real man and convincing. Thus are:

- 1) The design of the character. Three characteristics in the great comic as spirit, characteristic, and expressive attitudes

²⁶Nana Sudjana, *Media Pengajaran* (Bandung: CV.Sinar Baru, 1990), page 64

²⁷ Alpha Febrianto, *Rahasia Bercerita dalam Komik, Manga, dan Novel grafis* (Jakarta: PT. Gramedia Pustaka Utama, 2008), page 9-14

²⁸ The Process of Creating Comic books.

<http://comicbooks.about.com/od/creatingcomicbooks/tp/process.htm>, Taken on 7th Oct 2015

2) The Facial expression: the expression is a form of compulsory communication

3) Body language: The body language can show the cartoon's situation even before they speak their situation.²⁹

d. The Advantages and disadvantages of comic

1) The advantages of comic

The advantages of comic if its used for thematic supporting book based on Trimo as follows³⁰ :

- a) Comic adding the vocabulary words of the reader
- b) Make students easy to catch somethings or abstract formula
- c) Can develop children's interest to reading
- d) All of the story in the comic aimed at goodness.

2) The disadvantages of comic

These are four (4) weakness thing be on comic based on Trimo as follow:

- a) Reading comic more easy than reading another book because comic mostly full of picture than word. This phenomenon make people become lazy to reading another book except comic
- b) In terms of language, comic only use foul language or sentences that are less accountable
- c) Many acts of violence or actions which highlight the irreverent
- d) Many romance scene that does not appear feasible.

²⁹ Ibid., page 62-102

³⁰ Lestari, Suci, Media Komik (Jakarta: Universitas Pendidikan Indonesia, 2009), page 4

e. The Application of comic in learning

The educational value of comic based- instructional media is not in doubt anymore. According to Sudjana and Rivai, comic based- instructional media in learning process creates the interest of the students, streamline the learning process, can improve the learning and cultivate talent learners. Comic for learning should not use a bad words but use a good words that contain messages of knowledge. The abused picture should be replaced by moral behavior picture.³¹

6. Learning Achievement

a. The Understanding of Learning Achievement

The achievement is a result of an activity that has been worked on, created by individual or group. The achievement wouldnot be given to someone who did not doing an activity. In fact, its not easy to get achievement, need full of struggles with a variety of challages to get it.³²

The WJS. Purwadarmana argues that the achievements are the results that have been achieved (doing, done, and so on). While according to Qohar in jamarah said achievements is a result has been created, the result of the work, the results are pleasing and gained by perseverance. Whereas Harahap gives a limitation, that achievement is educational assessment about the development and progress of

³¹Ibid., page 5

³² Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional 1994), page. 19-20

students of the mastery material presented to the students and the values that are contained inside the curriculum.³³

The achievement is a result of someone after doing something. Gagne said that learning achievement differentiated into five aspects, namely: intellectual ability, cognitive strategies, verbal information, attitudes and skills. According to Bloom inside the book of Suharsimi Arikunto said that learning achievement differentiated into three aspects, namely: cognitive, affective and psychomotor.³⁴

Learning achievement in education is the result of a measurement to the learners which is include of cognitive, affective and psychomotor learning after following the learning process measured by using the relevant instruments. So learning achievement is the results of the measurements of learning which is expressed in the form of symbols, letters or sentences that tell us the result of students learning result at the certain period.³⁵

b. The Factors which is Affecting the Learning Achievement

Learning achievement is a result achieved by the students while following the teaching and learning process. There are two factors inside this process.

³³*Ibid*, page 20

³⁴Sunartombs.*Pengertian Prestasi Belajar*
(<http://sunartombs.wordpress.com/2009/01/05/pengertian-prestasi-belajar/>diakses 20 Jan 2016 jam 17.00 WIB)

³⁵Sunartombs.*Pengertian Prestasi Belajar*
(<http://sunartombs.wordpress.com/2009/01/05/pengertian-prestasi-belajar/>diakses 20 Jan 2016 jam 17.00 WIB)

1) Internal Factor

Internal factor is the factor inside the student. These factors include of:

a) A physical or Physiological Factor

In general, a physical or physiological condition has many effects on student's learning achievement. Uzer and Lilis said that in physical, the five senses have to work properly such as sickness, disability or imperfect developmental, proper functioning of the glands inside the body which brings disorder behavior.³⁶

b) The Psychological factors, include of:

➤ Intelligentsia

The intelligentsia in general can be interpreted as a psychophysical capabilities for self-stimulate or self-adapt to the environment. So intelligentsia is not just the quality of brains but also the quality of other organs.³⁷ The level of student's intelligence can determine the student's learning achievement, so if the student has the higher intelligence then he will be easy to reach a good learning achievement.

➤ Attitude

The attitude is a tendency to do something, people or a thing with like, dislike or indifferent. It can happen

³⁶User Usman dan Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar* (Bandung: PT Remaja Rosda Karya, 1993), page. 10

³⁷Muhibbin Syah, *Psikologi belajar*, (Jakarta: PT Raja Grafindo Persada 2003), page. 147

if it affected by factors of knowledge, habitually activity, and belief.³⁸ Inside the students should be a positive attitude (receiving) to the other students and to the teacher. The students with negative attitude (refuse) to another students and teacher, then he has a willingness to learn.

➤ Interest

The definition of interest according to the psychological experts is a tendency to always pay attention and remember something continually. Interest is closely related of feeling happy. Therefore, it can be said that interest occurs to happy because feeling something. If students happy to study a material, then that material will be easy to understand by the student.

➤ Talent

In general, talent is the ability of a potential of someone to achieve success in the future. Thus actually everyone certainly has a talent in order to achieve the achievement until a certain level based on their own capabilities.³⁹

➤ Motivation

³⁸ Alisuf Sabri, *Psikologi Pendidikan* (Jakarta: Pedoman Ilmu Jaya, 1996), page. 83

³⁹ Muhibbin Syah, *Psikologi belajar*, (Jakarta: PT Raja Grasindo Persada 2003), page. 150

Motivation is everything that pushes someone to do something.⁴⁰ Motivation can specify good or bad of something in reaching the goal especially in learning. Motivation from parent and friend in the environmental around can be a factor in reach a success in learning.

2) External Factors

The external factors consist of two factor namely social and environmental. The social factors consist of teacher, headmaster, staf administration, friends, home environmental, media of learning, ect. Then the environmental factors consist of school, place of residence and time to study.⁴¹ Observe the opinion above, the result of study were depend on a few things or factors. Then we can concluded that the student's learning achievement depends on how the supporting factors can effect students, the if the supporting factor is good so the result is also good.

So learning achievements can be expressed as a result of effort learning activity which in this case is expressed in the form of symbols, numbers, letters or a sentence that can be reflected effort achieved by students in a certain period.

⁴⁰Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Karya, 1998), page. 69

⁴¹Ibid., page 152

CHAPTER III

THE METHOD OF RESEARCH

In this chapter, we will discuss about (a) The Type of Research, (b) Development Procedures, and (c) Field Testing which is consist of 1) The Design of Field Testing, 2) The Subject of Field Testing, 3) Target User, 4) The Site of Research, 5) The Type of Data, 6) The Instrument of Research, and 7) The Technique of Collecting Data.

A. The Type of Research

The method of this research is Research and development. Research and development is one of method of the research to produce a product and testing the effectiveness of that product.¹ In order to get a product, we should do the needed analytical research to examine the effectiveness of the product. So research and development is a longitudinal research.²

The researcher try to measure between learning without product developed and learning using developing Islamic comic based- thematic teaching material. After that the researcher will try to find the conclution about the result of the product developed is it usefull or should be a revision.

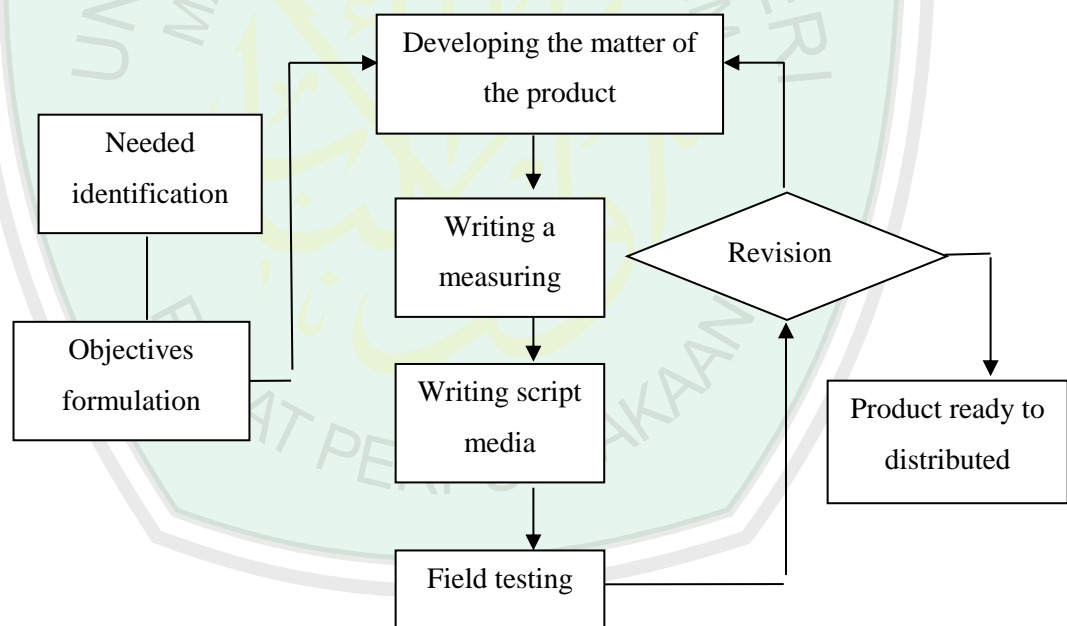
¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung:CV. Alfabeta, 2011), page 297

²*Ibid*

B. Development Procedures

Based on the model of the system approaches by Borg and Gall that researcher had mentioned before, the procedure of this developing product as follows:

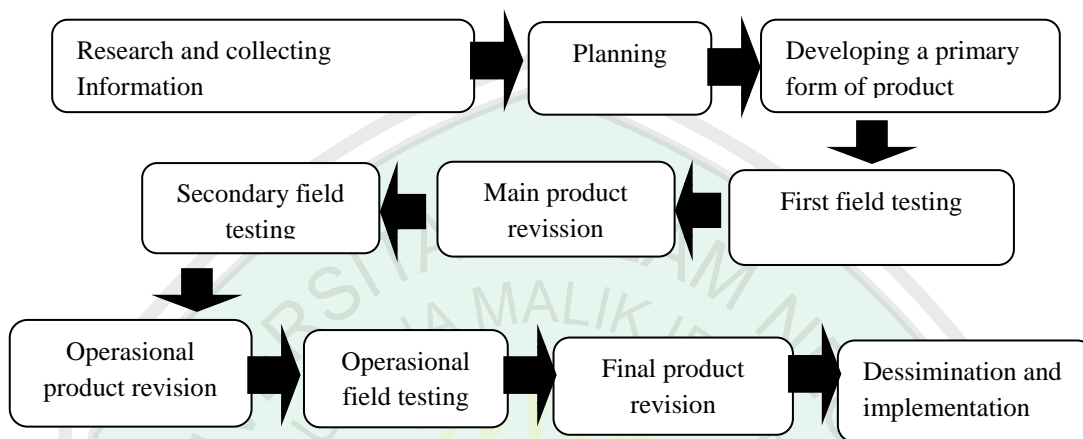
Diagram 3.1 Procedural Model of Developing Textbook³



The model of Borg & Gall made the general steps should be follow if we want to produce a product, as a cycle of research and development. The steps of Borg & Gall described as follows:⁴

³Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010), page. 204-207

Diagram 3.2 The Model of Research and Development Based on Borg and Gals



The description of model borg & gals development as follows:

1. Research and collecting information

Research and collecting information includes of the literature review, observation and classroom observation, and preparation of the initial report. First observation or need analysis are the most important step to get a main information to do a development. This activity easy in doing for example by classroom observation.to know the real condition of the field.

2. Planning

Planning includes of formulate the student's ability, formulate the specific objectives to determine the sequence of material, and small-scale trials. The urgent thing in this step is formulate the specific objectives that the product to be achieve. This objectives intended to provide solid

⁴ Ibid, page 237

information to develop a program or product, so that the product tested accordance with the specific objectives to be achieved.

3. Developing primary form of product

Developing primary form of product, or initial draft that includes of preparation of learning materials, handbooks, and evaluation tools. The format of the program development as printed materials, such as modules and teaching materials such as textbooks, the sequences or the procedures in the design process of the learning system, which is equipped with a video or a compact disk.

4. The first field testing

The first testing field, conducted in 1-3 school, involving 6-12 subjects and the data from interviews, observations and questionnaires are collected and analyzed. This trial do to the format of the program developed is it accordance to the generally objectives or not. The result of this first field testing be a basic input to do the fist product revission.

5. The first product revision

The first product revision do based on the results of the first field testig. The results of the first field testing are qualitative information about the program or product developed. The products have been revision then it be testing again.

6. The secondary field testing

The products have been revised, based on the results of small-scale test, then it be tested again to the unit or try a larger subject. Field trials

conducted on 5-15 schools with 30-100 involving the subject. These test is avarege scale categorized. Quantitative data of learning outcomes are collected and analyzed in accordance with the specific goal to be achieved, or if possible, compared with the control group in order to obtain data for further revision.

7. Product revision

The Product revision products based on the results of the secondary field testing. The results of secondary field testing which is involving a larger group of subjects intended to determine the product's success in achieving its objectives and collecting information that can be used to improve the program or product needs repair at a later phase.

8. Operational field testing

After revised the product, if the developer wants the product be more feasible and appropriate, so it necessary to do operational field testing. This field testing involving units or greater subject than before. This field testing could involve 10-20 school or subject to 40-200 and accompanied by interviews, observation, and submission of the questionnaire and then analysis. The results of this analysis then becomes material for the purposes of the next revision of the product, or revision of the final product.

9. Final product revision

Final product revision is revisions do based on more extensive field tests. This final revision become a measure of the success of the product developed because the product has been passed a series of testing stages.

10. Desimination and implementation product

Dissemination and implementation is presenting the results of development (processes, procedures, programs or products) in front of the users and professionals through forums meetings or write in a journal, or in the form of a book or handbook.

This model is a model that will be used in this developing. The steps of this research and development consist of studying about finding the product research will be develop, developing the product based on these findings, field testing, and revising the result of the field testing.⁵

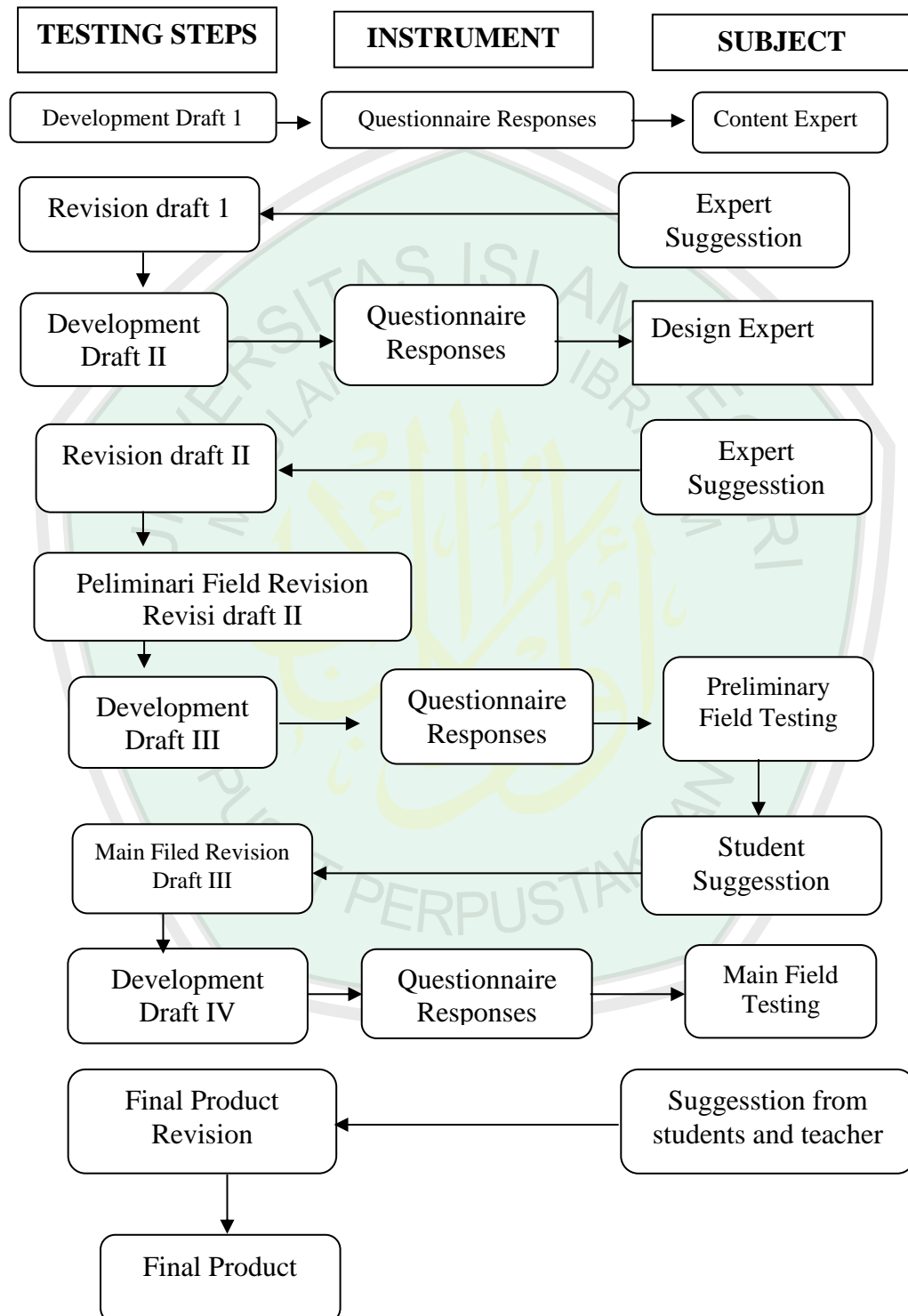
C. Field Testing

1. Design of Field Testing

Research and development would require a series of product testing. This process done to test the validity of the product, whether actually be beneficial to improving the quality of learning or not. Trial design can be described in the diagram bellow.

⁵ Borg, walter R, *Educational Research an Introduction*, (Longman: The Book Press, 1979), page 624

Diagram 3.3 Design Of The Field Testing



2. Subject of the Field Testing

Subject of the field testing is a person who directly involved in the teaching materials testing. The subjects of the product assessment developing Islamic comic based- togetherness in the family are:

a. Content Expert of Thematic Subjects

Content expert of thematic study is lecturer who has proficiency in thematic. The assessment will be concentration to learning 1 until 6 on Togetherness in the Family. The expert have to understand well about the material on togetherness in the family and also understand about thematic learning.

b. Design Expert of Teaching Materials or Cartoon Expert

Design or cartoon expert is a lecturer who has expertise in the field of design. The design expert is a person who has a specialist in cartoon, design and Islamic side.

3. Target user

The target in this study are teachers and first grade students of Nurul Hikmah Kedungkandang Malang Islamic elementary school. The students at that class are amounting about 36 students. Teachers will give their assessment to Islamic comic that have been developed and students as the user of Islamic comic that have been developed.

4. The Site of Research

This product produced at September 2014 and the field testing done at the second weeks of November 2014 at Nurul Hikmah Malang Islamic elementary school for a week. Before doing a field test, the researcher asking to the expert about the product is that ready to test or still need revision. After that the researcher doing a boundary test for 6 students. Based on the opinion of the expert and the result of boundary test, then the researcher do revision to the product. The field testing done at November till December 2014. The researcher chose Nurul Hikmah Malang Islamic elementary school which is located at Jl. Muharto VII Rt 12 Rw 07 kecamatan Kedungkandang, the city of Malang because this school was using integrated learning for their learning process.

5. The Type of Data

The data will be used consist of the result of daily examination, unstructural interview for students and teacher, the result of questionnaire as a primery data. Then the secondarydata is teacher's thematic teaching material and student's thematic teaching material, documentary while learning, journal of learning and lesson plan. Based on the data to be used, the data is divided into two types, qualitative and quantitative data. Qualitative data obtained from interviews and advice, both on the stage of the validation testing or main field testing. While quantitative data is obtained from the questionnaire, at the stage of validation testing and field testing.

6. The Instrument of Research

Instrument of research used in this research is interview guides and questionnaires. The interview is intended to collect data in the form of suggestions, criticisms or suggestions, either at validation testing and main field testing. Data collection that is interview will generate qualitative data. As with interviews, questionnaires used to collect data both on validation testing and main field testing. While the questionnaire will produce quantitative data. Questionnaire is used to collect data on the effectiveness and attractiveness of the teaching materials have been developed. Form of presentation of the questionnaire such as the table below:

Table 3.1 Scale of Assessment Questionare⁶

Scale Assessment / Feedback				
1	2	3	4	5

Specification:

- a. Score 1 for not precise, not compatible, not explicit, not attractive.
- b. Score 2 for less precise, less compatible, less explicit, less attractive.
- c. Score 3 for enough precise, enough compatible, enough explicit, enough attractive.
- d. Score 4 for precise, explicit, compatible, attractive.

⁶ Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2005), page. 13

- e. Score 5 for very precise, very compatible, very explicit, very attractive.

Table 3.2 Assessment for the Performance of Students While Pre-test and Post-test ⁷

Criteria should be achieve	Scale Assessment			
	1	2	3	4

Specification :

- 1) Skor 1 for need guidance
 - 2) Skor 2 for enough
 - 3) Skor 3 for good
 - 4) Skor 4 for very good
7. The Technique of Collecting Data
- a. Qualitative data analysis

The qualitative data analysis used only in the form of qualitative data exposure from experts and respondents in field testing. Sources of qualitative data derived from interviews directly to the informant and written responses to a questionnaire filled simultaneously.

- b. Quantitative data analysis

The quantitative data in the form of a Likert scale above are analyzed using the following formula:⁸

⁷ Buku guru: *Buku tematik terpadu kurikulum 2013, tema keluargaku* untuk kelas 1 SD/MI, page viii

⁸ B. Subali, Idayani dan L. Handayani, “*Pengembangan CD Pemebelajaran Lagu Anak Untuk Menumbuhkan Pemahaman Sains Siswa Sekolah Dasar*” Jurnal, (Surabaya: Fakultas Ilmu Pendidikan Universitas Negeri Surabaya, 2011).

$$P: \frac{\sum x}{\sum xi} \times 100$$

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real value)

$\sum xi$: The total amount of the maximum score in the overall instrument (expected value)

100 : Constant number

Of scores that have been in the can further put into the form of assessment qualification criteria as follows:

Table 3.3 Advisability Criteria Based on Likert Scale.

Percentage (%)	Level of Validity	Remarks
85-100	Very valid	Not revised
69-84	Valid	Not revised
53-68	enough valid	Partially revised
37-52	Less valid	Revision
21-36	Very less valid	Revision total

Based on the criteria above, teaching materials considered valid if it meets the criteria for a score in the top 69 of all elements that late in student assessment questionnaire. Then to determine the effectiveness, the quantitative data in the form of assessment of

performance students while pre-test and post-test using a formula as follows:⁹

$$P : \frac{\text{Total obtained score}}{\text{Ideal score}} \times 100$$

Explanation:

- The number of scores obtained by students is the number of scores obtained by students in criteria 1 and criteria 2.
- Ideal score is the multiplication of the number of criteria with the highest scores.

To test the effectiveness of thematic teaching material can use the one of pretest and posttest design. This group pretest and posttest design experiment just do in one group without any compare class. This model will be showed the comparison of the experiment.¹⁰

O ₁	X	O ₂
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The thematic teaching material can be said as effective if the student can reach the minimum criteria in 75. If in held doesnot reach in score in 75, so the researcher should be trial the teaching material to the student so that the teaching material is affective in used.

⁹ Buku guru: *Buku tematik terpadu kurikulum 2013, tema keluargaku* untuk kelas 1 SD/MI, page viii

¹⁰ Suharsimi Arikunto. *Manajemen Penelitian*. (Jakarta: Rineka Cipta.1995), Page. 279

Data ability early (pre-test) and data ability late (post-test) are analyzed using t-test to determine significant differences between learning to use the old thematic teaching materials with learning using thematic teaching materials that have been developed. The formula that is used with a significance level of 0.05 is:¹¹

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Explanation:

T : t-test

D : Different (X₂ - X₁)

d² : Variance

N : Number of samples

The t-test results would lead to the conclusion that when connected t_{count} greater than t_{table} or t_{count} the developing Islamic comic based- thematic teaching material on “togetherness in the family” that has developed an effect on student learning outcomes. With so H_a is accepted and H_o is rejected.

¹¹ Subana dkk, *Statistika Pendidikan* (Bandung: Pustaka Setia, 2005), page. 131-132

CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

Chapter IV will discuss a) The Development Procedures, b) Description the Form of Thematic Teaching Material, c) Experts Review of Islamic Comic based- Thematic Teaching Material, and d) Student's Learning Achievement.

A. The Development Procedures

1. Research and information collecting: The researcher start this step at Agust 2014. In this first step, the researcher try to find data about thematic learning for elementary school (curriculum of 2013). Then the researcher develop an Islamic comic based- thematic supporting book on togetherness in the family based on the data of observation and interview result. The observation do to know how is the implementation of thematic learning at that school. So the interview as an analytical needed data.
2. Planning: In this stages, the developer will do planning the products, design the development process and also testing the product. This step done for two month at August to September 2014. In designing the product, the developer set three things as follows:
 - a. Specify the purpose using the product based on the lesson planning.

- b. Determine who is the user of the product: Product developing for students at the first grade of Nurul Hikmah Malang Islamic elementary school amounting to 36 students and had been using thematic teaching material for their teaching and learning.
 - c. Components and users: In designing step the product development process, the developer establishes general measures of development. Such steps include the development of the initial draft, initial field testing (validation test), revision, preliminary field testing, main field revision, main field testing, and the final product revision.
3. Develop preliminary form of product: This process done for 3 weeks on the second week at September till November. This steps done through the following steps:
 - a. Developing Islamic comic based- thematic teaching material include by collecting relevant material, then do product designing. The design based on the primary thematic teaching material but adding by comic and Islamic education.
 - b. Establish the instruments of data collection aims to collect data while test validation, preliminary field testing and main field testing. The data will be obtained from the content experts, design expert, using questionnaires and interviews.
4. Preliminary field testing: Validation test is conducted to validate the design of Islamic comic. This validation done by asking the opinion, assessment, and advice from content expert, design experts.

5. Main product revision: This revision made accordance to the validation results obtained from the content experts and design experts.
6. Main field testing: In this field testing, the product tested to nine students. This field trials focused on the development and refinement of material products, have not been paying attention in the context of population viability.
7. Operational product revision: After finding the results of preliminary field testing, the results of questionnaires and interviews obtained from students processed. The result of data processing will provide the feasibility conclusions of product development. Products are judged feasible and does not need to be revised if it came to the percentage of at least 69%, if the value is below then the product needs to be revised.
8. Operational field testing: At this step, test is conducted on a class amount 36 students (First grade students). Questionnaires are also given to thematic teacher to make an assessment and give feedback on the products that have been developed.
9. Final product revision: The completion of product development is carried out as a final product development which already has the feasibility to be used in the context of actual learning.
10. Dissimination and distribution: The final step in this development process is write down the results of research and development in the form of a skripsi.

B. Description the Form of Thematic Supporting Book

The thematic supporting book produced in this development contains of four parts, namely the pre-introduction, introduction, content and complementary section. Here are the explanation of each part.

1. Pre-Introduction

Pre-introduction section contains the components before starting the learning.

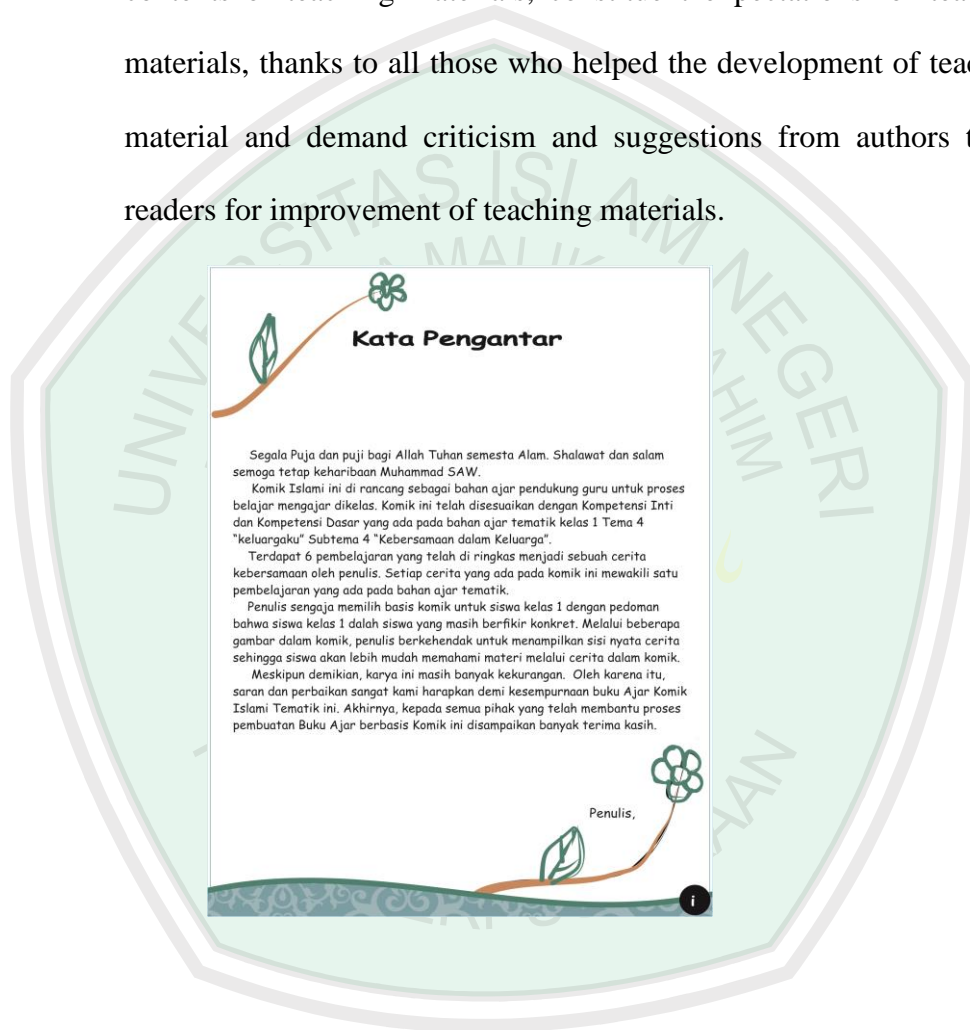
a. Cover

Cover consists of the title of the book "*Komik Islami tematik kebersamaan dalam keluarga*", the picture on the cover accordance with the materials developed, university of the developer, symbol of the university, users of book, and the author's name.



b. Preface

Preface is an explanation of the constituent general description contents of teaching materials, constituent expectations for teaching materials, thanks to all those who helped the development of teaching material and demand criticism and suggestions from authors to all readers for improvement of teaching materials.



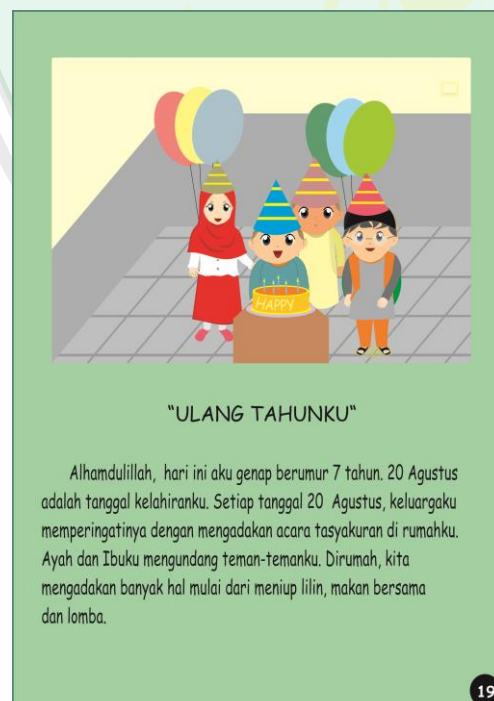
c. Table of contents

Table of contents on teaching material contains kompen title of the whole section contained in its pages and its teaching materials to help students find the material to be studied.

Daftar Isi	
Anggota Keluargaku	iii
Kegiatan Pagiku	1
Berlibur ke Kebun Binatang	6
Perayaan HUT Republik Indonesia	11
Cerita Liburanku	16
Ulang Tahunku	19
Hari Raya Idul Fitri	24
Tentang Penulis	28

2. Introduction

Introduction is in the explanation of the whole story in that lesson



3. Content

a. Lesson 1

On this part in lesson 1 consist of 3 (three) material such as Bahasa Indonesia, Matematika and PKN. In this lesson, the developer not just integrated the material but also adding Islamic knowledge as daily doa for students.



b. Lesson 2

On this part in lesson 2 consist of 3 (three) material such as Bahasa Indonesia, SBDP and PKN. In this lesson, the developer not just integrated the material but also adding Islamic knowledge as daily doa for students.



c. Lesson 3

On this part in lesson 3 consist of 3 (three) material such as Bahasa Indonesia, SBDP and PJOK. In this lesson, the developer not just integrated the material but also adding Islamic knowledge as daily doa for students.



d. Lesson 4

On this part in lesson 4 consist of 2 (two) material such as Bahasa Indonesia and SBDP. In this lesson, the developer not just integrated the material but also adding Islamic knowledge as daily doa for students. This doa in order to develop Islamic habitually activity for students.



e. Lesson 5

On this part in lesson 5 consist of 4 (four) material such as Bahasa Indonesia, SBDP, PJOK and Mathematic. In this material tell about "Birthday party". In this lesson, the developer not just integrated the material but also adding Islamic knowledge as daily doa for students. This doa in order to develop Islamic habitually activity for students.



f. Lesson 6

On this part in lesson 6 consist of 3 (three) material such as Bahasa Indonesia, SBDP, and PKN. In this material tell about “*Ied Fitri*”. In this lesson, the developer adding Islamic knowledge and knowledge about Ied Fitri.



4. Complementary section

a. Evaluation

Evaluation contains of exercises to be undertaken by students.

The matter relating to the material on learning. The problem is structured so that students are easier to remember the material has been delivered.

1. KEGIATAN PAGIKU

2. Aku mendapat tugas membandingkan benda, bantu aku ya teman-teman

3. Beri (v) untuk hewan yang lebih besar

1. Ayam	<input type="checkbox"/>	ikan	<input type="checkbox"/>
2. Jarak-jarak	<input type="checkbox"/>	Kucing	<input type="checkbox"/>
3. Kura-kura	<input type="checkbox"/>	Ayam	<input type="checkbox"/>
4. Singa	<input type="checkbox"/>	Semut	<input type="checkbox"/>
5. Buaya	<input type="checkbox"/>	kuda	<input type="checkbox"/>

4. Sekarang bantu aku mewarnai gambar hewan ini ya

5.

6.

10

b. Cartoon Profile

Anggota keluargaku

Ini Firman, Umur 6 tahun baru masuk SD kelas 1

Ini Risa, kakaknya Firman, umur 9 tahun

Ini pak Ahmad, ayahnya Firman dan Risa

Ini bu Aisyah, Ibunya Firman dan Risa

Ini kakek neneknya Firman dan Risa

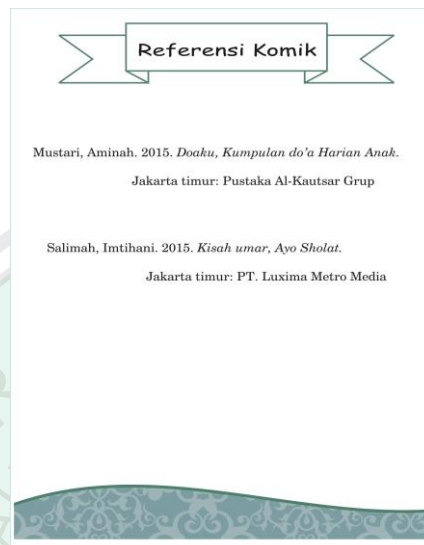
Ini Ibu gurunya Firman

Ini temannya Risa

Ini temannya Firman

iii

c. References



d. Bibliography



C. Experts Review of Islamic Comic based- Thematic Supporting Book

The data obtained in this study, there are two kinds, namely quantitative data and qualitative data. Data are obtained through two stages of assessment, namely the expert validation and field testing. Data validation of teaching

materials derived of the results of the evaluation conducted by 5 (five) validators which are composed of two content experts, two design experts and the teacher who act as an implementer in learning thematic.

The data obtained is quantitative data and qualitative data. Quantitative data derived from assessment questionnaire with Likert scale, where as qualitative data in the form of assessment or additional and suggestions from the validator. To questionnaires validator experts and students scoring criteria scores are as follows:

Table 4.1 Criteria for scoring Questionnaire Validation Expert and teacher

Score				
1	2	3	4	5
Not precise	Less precise	Enough precise	precise	Very precise

Here is the presentation of data and data analysis assessment by the content experts, design experts and teacher for first grade and their criticism and advice.

1. Result of Content Expert validation

a. Quantitative Data

The quantitative data of the results of content expert can be seen in table 4.2 and table 4.3

Table 4.2 Result of Content Expert validation I

No	Statement	x	x_i	P (%)	The level of validity	Explanation
1	The suitability between Islamic comic and core standart	3	5	60	Enough valid	Less revision

2	The suitability between Islamic comic and core competencies	4	5	80	valid	Not revision
3	Islamic comic is accuracy with the thematic learning objectives	4	5	80	valid	Not revision
4	The techniq quality of thematic Islamic comic	3	5	60	Enough valid	Less revision
5	The suitability between Islamic comic and student's condition	5	5	100	Very valid	Not revision
6	The accuracy of the language used in Islamic comic	4	5	80	valid	Not revision
7	The suitability between kinds of types and pictures of Thematic Islamic comic	3	5	60	Enough valid	Less revision
8	The consistence story in the thematic Islamic comic	3	5	60	Enough valid	Less revision
9	The suitability of Islamic comic content	5	5	100	Very valid	Not revision
10	The breadth of the content of Islamic comic	5	5	100	Very valid	Not revision
Analysis		39	50	78%	Valid	Not revision

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real score)

$\sum x_1$: The highest total number of scores answer validator (real score)

100 : Constant number

$$P = \frac{\sum x}{\sum x_1} \times 100$$

$$P = \frac{39}{50} \times 100 = 78\%$$

Table 4.3 Result of Content Expert validation II

No	Statement	\bar{X}	x_i	P (%)	The level of validity	Explanation
1	The suitability between Islamic comic and core standart	5	5	100	Very valid	Not revision
2	The suitability between Islamic comic and core competencies	5	5	100	Very valid	Not revision
3	Islamic comic is accuracy with the thematic learning objectives	5	5	100	Very valid	Not revision
4	The techniq quality of thematic Islamic comic	4	5	80	Valid	Not revision
5	The suitability between Islamic comic and student's condition	5	5	100	Very valid	Not revision
6	The accuracy of the language used in Islamic comic	5	5	100	Very valid	Not revision
7	The suitability between kinds of types and pictures of Thematic Islamic comic	3	5	60	Enough valid	Less revision
8	The consistence story in the thematic Islamic comic	5	5	100	Very valid	Not revision
9	The suitability of Islamic comic content	5	5	100	Very valid	Not revision
10	The breadth of the content of Islamic comic	4	5	80	Valid	Not revision
Analysis		46	50	92%	Very Valid	Not revision

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real score)

$\sum x_1$: The highest total number of scores answer validator
(real score)

100 : Constant number

$$P = \frac{\sum x}{\sum x_i} \times 100$$

$$P = \frac{46}{50} \times 100 = 92\%$$

Based on the above calculation, the observations made by the whole content experts reach 78% and 92%, if matched with the eligibility criteria table, then the score is included in the valid and very valid criteria.

b. Qualitative Data

Qualitative data on the results of content experts can be seen in table 4.4 and table 4.5

Table 4.4 Criticism and suggestions of Content Expert I

Name	Criticism and suggestions
Bintoro Widodo, M. Kes	<ul style="list-style-type: none"> • Good • The matters should created as a comic so that it will be blends with the content of comic • At the end of the story give an advice to children



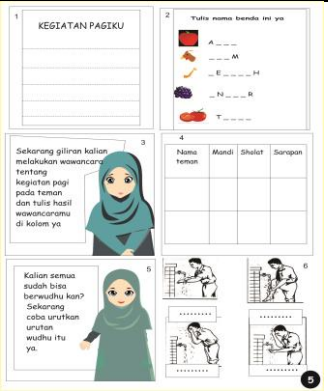

Table 4.5 Criticism and suggestions of Content Expert II



Name	Criticism and suggestions
Nur Laeli Fitriah	<ul style="list-style-type: none"> • Using a picture for prolog make the reader fell confused • It will be better if you use 3D picture • Change the core competencies to the story explanation

c. Product Revision

Based on the analysis performed, the revisions of the development of teaching material are as follows.

Table 4.6 Revision of Teaching Material Based on Content Expert I and II

No	Point	Before revision	After revision
1	Using a picture for prolog make the reader confused	 <p>After revision, the researcher did not use a prolog any more but chance to story explanation</p>	
2	The matters should created as a comic so that it will be blends with the content of comic		
3	At the end of the story give an advice to children		 <p>" Dalam perlombaan, hal yang paling diperlukan adalah kekompakan. Menang atau kalah sudah biasa. Kita harus dengan lapang hati menerima kekalahan. Dengan adanya kerjasama antar kelompok, maka antar kelompok dapat bertemanan"</p>

4	Chance the core competencies to story explanation		
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2. The Result of Design Expert Validation

a. Quantitative Data

The quantitative data of the results of design expert validation can be seen in table 4.7 and table 4.8

Tabel 4.7 Result of Design Expert Validaton I

No	Statement	X	x_i	P (%)	The level of validity	Explanation
1	How is the suitability of the chosen color in this Islamic comic?	3	5	60	Enough valid	Less revision
2	How is the suitability of the chosen character in this Islamic comic?	4	5	80	valid	Not revision
3	What is the font suitable for first grade student of elementary school?	5	5	100	Very valid	Not revision
4	How is the design of the cover in this Islamic cover?	3	5	60	Enough valid	Less revision
5	How is the suitability between character and material?	4	5	80	valid	Not revision
6	How is the layout in this Islamis comic?	4	5	80	Valid	Not revision
7	Is the chosen character in this comic	5	5	100	Very	Not revision

	nearest to student's environment?				valid	
8	The font used in this comic suitable for student	5	5	100	Very valid	Not revision
9	The size of paper in this comic is right	5	5	100	Very valid	Not revision
10	The layout is interesting	5	5	100	Very valid	Not revision
Analysis		43	50	86%	Very valid	Not revision

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real score)

$\sum x_i$: The highest total number of scores answer validator (real score)

100 : constant number

$$P = \frac{\sum x}{\sum x_i} \times 100$$

$$P = \frac{43}{50} \times 100 = 86\%$$

Tabel 4.8 Result of Design Expert Validaton II

No	Statement	x	x_i	P (%)	The level of validity	Explanation
1	Do the theme of this comic suitable to the core competencies on "Togetherness in the Family"?	5	5	100	Very valid	Not revision
2	Do the plot of this comic suitable to the theme of comic?	4	5	80	valid	Not revision
3	Do the action line of this comic relevant?	3	5	60	Enough	Less

					valid	revision
4	Do the chosen character in this comic relevant to student's environmt?	4	5	80	Valid	Not revision
5	What is the chosen name for the character based on Islamic characteristic?	5	5	100	Very valid	Not revision
6	Do the chosen tone of this comic suitable to the student's environment?	4	5	80	Valid	Not revision
7	Do the backround of this comic suitable to the story?	3	5	60	Enough valid	Less revision
8	Do the cartoon's ekspretion of this comic had been appear?	4	5	80	Valid	Not revision
9	Do the chosen panel of this comic relevant?	4	5	80	Valid	Not revision
10	Do the chosen font aand size of this comic suitable to the student's environment?	3	5	60	Enough valid	Less revision
Analysis		39	50	78%	Valid	Not revision

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real score)

$\sum x_1$: The highest total number of scores answer validator (real score)

100: Constant number

$$P = \frac{\sum x}{\sum x_1} \times 100$$

$$P = \frac{39}{50} \times 100 = 78\%$$

Based on the calculation above, the observations made by experts overall design reaches 86% and 78%, if matched with the eligibility criteria table, then the score is included in the valid criteria.

b. Qualitative Data

Qualitative data on the results of design expert can be seen in table 4.9 and 4.10

Tabel 4.9 Criticism and Suggestions Design Expert I

Name	Criticism and suggestions
Fachrul Kurniawan	<ul style="list-style-type: none"> Adding doa to make the Islamic side come out


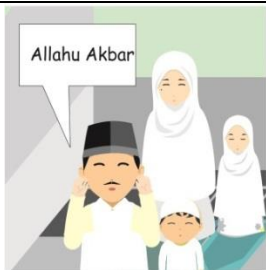
Tabel 4.10 Criticism and Suggestions Design Expert II





Name	Criticism and suggestions
Nurul Yaqien, S.Pd.I, M.Pd	<ul style="list-style-type: none"> Change the color of background Its too much color in the cover and make the reader un focus

c. Revision Product

Based on the analysis performed, the revisions of the Islamic comic are as follows.

Table 4.11 Revision of Supporting Book Based on Design Expert I and II

No.	Point	Before revision	After revision
1	Change the color of background		

2	Adding doa to make the Islamic side come out		
3	Cover should be changed based on material		

3. Result of Thematic Teacher Expert Validation

a. Quantitative Data

The quantitative data of the results of thematic teacher expert can be seen in table 4.12

Table 4.12 Result of Thematic Teacher Expert Validation

No	Statement	x	x_i	P (%)	The level of validity	Explanation
1	The suitability between Islamic comic and core standart	3	5	60	Enough valid	Less revision
2	The suitability between Islamic comic and core competencies	4	5	80	Valid	Not revision
3	Islamic comic is accuracy with the thematic learning objectives	4	5	80	Valid	Not revision
4	The techniq quality of thematic Islamic	5	5	100	Very valid	Not revision

	comic					
5	The suitability between Islamic comic and student's condition	3	5	60	Enough valid	Less revision
6	The accuracy of the language used in Islamic comic	4	5	80	Valid	Not revision
7	The suitability between kinds of types and pictures of Thematic Islamic comic	5	5	100	Very valid	Not revision
8	The consistence story in the thematic Islamic comic	3	5	60	Enough valid	Less revision
9	The suitability of Islamic comic content	5	5	100	Very valid	Not revision
10	The breadth of the content of Islamic comic	4	5	80	Valid	Not revision
Analysis		40	50	80%	Very valid	Not revision

Explanation:

P : Percentage sought

$\sum x$: The total number of scores answer validator (real score)

$\sum x_1$: The highest total number of scores answer validator (real score)

100 : Constant number

$$P = \frac{\sum x}{\sum x_1} \times 100$$

$$P = \frac{40}{50} \times 100 = 80\%$$

Based on the above calculation, the observations made by the whole thematic teacher reach 80%, if matched with the eligibility criteria table, then the score is included in the valid criteria.

b. Qualitative Data

Qualitative data on the results of thematic teacher can be seen in table 4.13


Table 4.13 Criticism and Suggestions of Thematic Teacher

Name	Criticism and suggestions
CH. Ina Rahayu SH, S.Pd. M.MPd	<ul style="list-style-type: none"> You should divide comic into a theme to make the story be clear Chose the simple paragraph and use more bigger font size Actually this comic already good but its important to make a flexible picture for your next comic

c. Product revision

Based on the analysis performed, the revisions of the development of teaching material are as follows.

Table 4.14 Revision of Supporting Book Based on Thematic teacher Expert

No	Point	Before revision	After revision
1	You should divide comic into a theme to make the story be clear		 <p>"HARI RAYA IDUL FITRI"</p> <p>Hari raya Idul Fitri adalah hari raya umat Islam. Hari raya ini dilaksanakan pada 1 Syawal. Sholat ini di lakukan setelah sholat subuh sekitar pukul 6 pagi. Seluruh umat Islam berkumpul di lapangan atau masjid. Setelah menungkus sholat, seluruh umat Islam bertakbir. Sholat Idul Fitri 2 rakaat. Niat Sholat Idul Fitri adalah</p> <p>أَسْأَلُ اللَّهَ بِحَدِّ الْعَلَمِ وَالْقَلَمِ مَا مَوْلَايَ دَعَايَ</p> <p>Rakaat pertama terdiri dari 7 takbiratul ihrom dan rakaat kedua ada 5 takbiratul ihrom. Pada sela-sela takbir membaca tasbeeh</p> <p>سُبْحَانَ اللَّهِ وَالْحَمْدُ لِلَّهِ وَلَا إِلَهَ إِلَّا اللَّهُ وَآلُ اللَّهِ أَكْبَرُ</p>
2	Chose the simple paragraph and use more bigger font size		

D. Student's Learning Achievement

The student's learning achievement before and after using this thematic supporting book based on Islamic comic developed can be seen from the acquisition score of pre-test and post-test. Pre-test and post-test data presentation obtained from first grade students in MI Nurul Hikmah Malang, presented in the table below:

1. Small Scale test

The data of this small scale test got from the test which is done to six students that consist of two students which is the highest value, two students which is in the middle value and two students which is the Lowest value.

Table 4.15 Results Assessment of Small Scale Field Test Pre-test and Post-test

No	Name	Score		Min criteria	Description	
		Pre-test	Post-test		Passed	Not passed
1	Maghfirotnunisa	68	100	75	√	
2	Muhammad Syaiban	76	100	75	√	
3	Habbil Nadhif Ibrahim	34	80	75	√	
4	Muhammad Rafi Nur Ardiansyah	34	100	75	√	
5	Andrian Maulana	42	40	75		√
6	Muhamat nur Pattah	34	100	75	√	
7	Moch. Jamrud Sugiarto	51	40	75		√
8	Mahendra Dwi Andriansyah	0	40	75		√
9	Ahmad Junaidi	0	80	75	√	

Jumlah	339	680			
Rata-rata	38	75			

The students who are not passed in learning:

$$P = \frac{\sum x}{\sum xi} \times 100$$

$$P = \frac{3}{9} \times 100 = 33\%$$

The students who are passed in learning:

$$P = \frac{\sum x}{\sum xi} \times 100$$

$$P = \frac{6}{9} \times 100 = 67\%$$

So according to the standardize of learning at that school, the students should be reach the value in 75 so that the learning is effective. From the table above, there is only one student can reach the standardize in pretest. In other said, all the students still in under of the standardize. But in the post-test six from the nine students have reached the standardize of learning. So the level of achievement that passed is reached in 67%, it means that the learning by using the developing Islamic comic based-thematic teaching material on togetherness in the family able to impove student's learning achievement at the first grade.

Based on the explanation data above, it can be seen the average score of each test, the average score for the pre-test is 38, while the average score of post-test is 75. The average post-test score obtained by the students is higher than pre-test score by a margin of 37. This shows

that the students have increased the score or the learning outcomes after using the developing Islamic comic. Based on these data it can be said that this product is effective to improve students learning outcomes.

Pre-test and post-test data were analyzed using two-sample t-test (Paired T Test) with significance level of 0.05. Technical analysis is used to determine whether there is a treatment that is imposed on the object. The steps for analyzing the t-test is as follows:

Step 1 : Make H_a and H_o in the form of sentences

H_a – There are differences in student's learning achievement before and after using developing Islamic comic based- thematic teaching material on “Togetherness in the Family” at the first grade.

H_o – There are not differences in student's learning achievement before and after using developing Islamic comic based- thematic teaching material on “Togetherness in the Family” at the first grade.

Step 2 : Looking for T_{count} with the following formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Explanation:

T : t-test

D : Different ($X_2 - X_1$)

d^2 : Variance

N : Total sample

Step 3 : Determining the t-test criteria

- a. If T_{count} smaller than the T_{table} significantly, H_0 accepted and H_a rejected
- b. If T_{count} greater than the T_{table} significantly, H_0 is rejected and H_a accepted.

Step 4 : Determining the statistical results on the pre-test and post-test with the t-test formula.

Tabel 4.16 Results Assessment of Small Scale Field Test *Pretest* and *Posttest* with T-Test Formula

No	Name	Value		d= ($x_2 - x_1$)	d^2
		<i>Pre-test</i>	<i>Post-test</i>		
1	Maghfirotnnisa	68	100	32	1024
2	Muhammad Syaiban	76	100	24	576
3	Habbil Nadhif Ibrahim	34	80	46	2116
4	Muhammad Rafi Nur Ardiansyah	34	100	66	4356
5	Andrian Maulana	42	40	-2	4
6	Muhamat nur Pattah	34	100	66	4356
7	Moch. Jamrud Sugiarto	51	40	-11	121
8	Mahendra Dwi Andriansyah	0	40	40	1600
9	Ahmad Junaidi	0	80	80	6400
Jumlah		339	680	341	20553

Here are the results of pretest and posttest formula with the t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{20553}{9(9-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{20553}{72}}}$$

$$t = \frac{42}{\sqrt{285}}$$

$$t = \frac{42}{17}$$

$$= 2,5$$

Step 5 : Comparing t_{count} with t_{table}

By measuring the level of specification (α) of 0.05 and the number of respondents is 9 it can be seen t_{table} is 1,8

$$T_{\text{count}} = 2,5 \quad T_{\text{table}} = 1,8 \quad T_{\text{count}} > T_{\text{table}} \text{ is } 2,5 > 1,8$$

Step 6 : Conclusion

From the above calculation shows that $t_{\text{count}} > t_{\text{table}}$ is $2,5 > 1,8$

Then the conclusion H_0 rejected and H_a accepted, because this developing product increase student's learning achievement after using the product developed.

2. Big Scale Test

Table 4.17 Results Assessment of Big scale Field Test Pre-test and Post-test

No	Name	Score		Min criteria	Description	
		Pre- test	Post- test		Passed	Not passed
1	Ahmat Kurniawan	34	40	75		√
2	Lailiyah Nasifa Ananda P.	79	75	75	√	
3	Abdul Malik	38	44	75		√
4	Ach. Muzaiyad A.	55	62	75		√
5	Achmad Fudhori	40	83	75	√	
6	Ahmad Junaidi	56	63	75		√
7	Aldi Renaldi	74	93	75	√	
8	Andrian Maulana	95	96	75	√	
9	Eka Ramdani Afandi	95	99	75	√	
10	Eka Wahyu Pratama	90	95	75	√	
11	Habbil Nadhif Ibrahim	89	85	75	√	
12	Hammy Mayla S.	90	94	75	√	
13	Ibnu Irham Ja'alhaq	55	35	75		√
14	Ica Anggun Naysila	45	50	75		√
15	Khoiriatussa'adah	45	88	75	√	
16	Kholilah Romadhoni	63	89	75	√	
17	Lydia Lista Saputri	79	89	75	√	
18	Maghfirotul Jannah	54	72	75		√
19	Maghfirotunnisa	100	100	75	√	
20	Mahendra Dwi Andriansyah	79	91	75	√	
21	Moch. Jamrud Sugiarto	84	96	75	√	

22	Muchammad Nur Latif	74	97	75	√	
23	Muhamat nur Pattah	78	94	75	√	
24	Muhammad Abi Syahputra	56	46	75		√
25	Muhammad Nabil Syaifullah.	56	74	75		√
26	Muhammad Rafi Nur Ardiansyah	56	86	75	√	
27	Muhammad Syaiban	85	100	75	√	
28	Nayla Nur Fadilah	100	100	75	√	
29	Nikmatul Aulis	73	94	75	√	
30	Nikmatus Salimah	90	91	75	√	
31	Rahmat Solehuddin	69	85	75	√	
32	Raka Hidayat	69	85	75	√	
33	Shohwah Fahrani Izzatul Ilmi.	94	94	75	√	
34	Sofiatul Muawannah	90	70	75		√
35	Surya Aditiya Wardana	85	96	75	√	
36	Zainal Arifin	75	95	75	√	
Total		2589	2946			
Average		72	82			

The students who are not
passed in learning:

$$P = \frac{\sum x}{\sum xi} \times 100$$

$$P = \frac{10}{36} \times 100$$

$$P = 28\%$$

The students who are passed in
learning:

$$P = \frac{\sum x}{\sum xi} \times 100$$

$$P = \frac{26}{36} \times 100$$

$$P = 72\%$$

So, according to the standardize of learning at that school, the students should be reach the value in 75 so that the learning is effective. From the table above, all of the students are no reach the standardize yet in pretest. In other said, all the students still in under of the standardize. But in the post-test 26 from the 10 students have reached the standardize of learning. So the level of achievement that passed is reached in 72%, it means that the learning by using the developing Islamic comic based-thematic teaching material on togetherness in the family able to increase first grade student's learning achievement in MI Nurul Hikmah Malang.

Based on the explanation data above, it can be seen the average score of each test, the average score for the pre-test is 72, while the average score of post-test is 82. The average post-test score obtained by the students is higher than pre-test score by a margin of 10. This shows that the students have increased the score or the learning outcomes after using Islamic comic.

Pre-test and post-test data were analyzed using two-sample t-test (Paired T Test) with significance level of 0.05. Technical analysis is used to determine whether there is a treatment that is imposed on the object. The steps for analyzing the t-test is as follows:

Step 1 : Make H_a and H_o in the form of sentences

Ha – There are differences in student’s learning achievement before and after using developing Islamic comic based- thematic teaching material on “Togetherness in the Family” at the first grade.

Ho – There are not differences in student’s learning achievement before and after using developing Islamic comic based- thematic teaching material on “Togetherness in the Family” at the first grade.

Step 2 : Looking for T_{count} with the following formula::

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Explanation:

T : t-test

D : Different ($X_2 - X_1$)

d^2 : Variance

N : Total sample

Step 3 : Determining the t-test criteria

- a. If T_{count} smaller than the T_{table} significantly, H_0 accepted and H_a rejected
- b. If T_{count} greater than the T_{table} significantly, H_0 is rejected and H_a accepted.

Step 4 : Determining the statistical results on the pre-test and post-test with the t-test formula.

Tabel 4.18 Results Assessment of Big Scale Field Test *Pretest* and *Posttest* with t-test Formula

No	Name	Value		d= ($x_2 - x_1$)	d ²
		<i>Pre-test</i>	<i>Post-test</i>		
1	Ahmat Kurniawan	34	40	6	36
2	Lailiyah Nasifa Ananda P.	79	75	-4	16
3	Abdul Malik	38	44	6	36
4	Ach. Muzaiyad A.	55	62	7	49
5	Achmad Fudhori	40	83	43	1849
6	Ahmad Junaidi	56	63	7	49
7	Aldi Renaldi	74	93	19	361
8	Andrian Maulana	95	96	1	1
9	Eka Ramdani Afandi	95	99	4	16
10	Eka Wahyu Pratama	90	95	5	25
11	Habbil Nadhif Ibrahim	89	85	-4	16
12	Hammy Mayla S.	90	94	4	16
13	Ibnu Irham Ja'alhaq	55	35	-20	400
14	Ica Anggun Naysila	45	50	5	25
15	Khoiriatussa'adah	45	88	43	1849
16	Kholilah Romadhoni	63	89	26	676
17	Lydy List Saputri	79	89	10	100
18	Maghfirotul Jannah	54	72	18	324
19	Maghfirotunnisa	100	100	0	0
20	Mahendra Dwi Andriansyah	79	91	12	144
21	Moch. Jamrud Sugiarto	84	96	12	144
22	Muchammad Nur Latif	74	97	23	529

23	Muhamat nur Pattah	78	94	16	256
24	Muhammad Abi Syahputra	56	46	-10	100
25	Muhammad Nabil Syaifullah.	56	74	18	324
26	Muhammad Rafi Nur Ardiansyah	56	86	30	900
27	Muhammad Syaiban	85	100	15	225
28	Nayla Nur Fadilah	100	100	0	0
29	Nikmatul Aulis	73	94	21	441
30	Nikmatus Salimah	90	91	1	1
31	Rahmat Solehuddin	69	85	16	256
32	Raka Hidayat	69	85	16	256
33	Shohwah Fahrani Izzatul Ilmi.	94	94	0	0
34	Sofiatul Muawannah	90	70	-20	400
35	Surya Aditiya Wardana	85	96	11	121
36	Zainal Arifin	75	95	20	400
Jumlah		2589	2946	357	10341

Here are the results of pretest and posttest formula with the t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{10}{\sqrt{8,2}}$$

$$t = \frac{10}{\sqrt{\frac{10341}{36(36-1)}}}$$

$$t = \frac{10}{2,86}$$

$$= 3,5$$

$$t = \frac{10}{\sqrt{\frac{10341}{1260}}}$$

Step 5 : Comparing t_{count} with t_{table}

By measuring the level of specification (α) of 0.05 and the number of respondents is 36 it can be seen t_{table} is 2,028

$$T_{\text{count}} = 3,5$$

$$T_{\text{table}} = 2,028$$

$$T_{\text{count}} > T_{\text{table}} \text{ is } 3,5 > 2,028$$

Step 6 : Conclusion

From the above calculation shows that $t_{\text{count}} > t_{\text{table}}$ is $3,5 > 2,028$

Then the conclusion H_0 rejected and H_a accepted, because the developing Islamic comic based- thematic teaching material able to increase student's learning achievement at the first grade of Nurul Hikmah Malang Islamic elementary school.

CHAPTER V

ANALYSIS AND DISCUSSION

In this chapter will be explain about the analysis and discussion. The analysis and discussion divided into three main ideas include of : (a) Specification of the Islamic Comic based- Thematic Teaching Material , (b) Analysis of the Validity Expert, and (c) Student's Learning Achievement.

A. Specification of the Islamic Comic based- Thematic Teaching Material.

The developing product develop based on the fact that there is unavailability of the thematic teaching material such as this product. The developer chose comic as the basic to develop this thematic teaching material because the developer want to reach two aspect thus are Knowledge and Islamic characteristic. The Procedure of this developing product according to Borg and Gall¹ with ten step, but the researcher just explains four (4) development steps including:

1. Step of pre - development by conducting a needs assessment and curriculum analysis.

¹ Borg, walter R, *Educational Research an Introduction*, (Longman: The Book Press, 1979), Page. 624

2. Step of development by conducting the preparation of teaching materials.
3. Step of testing by conducting validation expert and thematic teachers.
4. Step of revision products to enhance teaching materials. If a valid teaching materials already said the researchers do not need to do a revision and the product is ready to be implemented.

This developing product has been carried out by an assessment of content expert, design experts, thematic teacher experts and first grade student of Nurul Hikmah Malang Islamic elementary school as users of this developing product. The researcher chose Islamic comic based- thematic supporting book based on the observation result while doing a learning activity. Through this thematic teaching material, the researcher hope the students will be easier in understanding the material and increase student's learning achievement. This Islamic comic also improve student's Islamic characteristic through good behavior which is built in comic story. With regard to the problems faced by the unavailability of Islamic comic based- thematic teaching material, so that this product can be utilized as an alternative teaching materials.

B. Analysis of the Validity Expert

Results of the validation from some subjects has been conserved on a percentage scale based on the level of validity as well as guidelines for revising the teaching materials developed with the level of achievement as follows:

Tabel 5.1 Persentase Qualification Level Eligibility Based on Percentage

Percentage (%)	Level of Validity	Remarks
85-100	Very valid	Not revised
69-84	Valid	Not revised
53-68	enough valid	Partially revised
37-52	Less valid	Revision
21-36	Very less valid	Revision total

1. The Result Analysis of Content Expert Validation

The result of exposure data validation of content expert validation of Islamic comic based- thematic teaching material is :

- a. The suitability between Islamic comic and core standart applicable to the assessment obtained percentage 60% and 100%. It indicate that the relevance of teaching materials and core standart is relevance
- b. The suitability between Islamic comic and core competencies applicable to the assessment obtained percentage 80% and 100%. It indicate that the relevance of teaching materials and core competencies is relevance
- c. Islamic comic is accuracy with the thematic learning objectives applicable to the assessment obtained percentage 80% and 100%. It indicate that the teaching materials is accuracy with the thematic learning objectives

- d. The technique quality of thematic Islamic comic applicable to the assessment obtained percentage 60% and 80%. It indicate that the technique quality of thematic teaching material is good
- e. The suitability between Islamic comic and student's condition applicable to the assessment obtained percentage 100% and 100%. It indicate that Islamic comic is suitable to student's condition
- f. The accuracy of the language used in Islamic comic applicable to the assessment obtained percentage 80% and 100%. It indicate that the language used in this Islamic comic is relevant
- g. The suitability between kinds of types and pictures of Thematic Islamic comic applicable to the assessment obtained percentage 60% and 60%. It indicate that the kinds of types and picture of this thematic teaching material is enough relevant
- h. The consistence story in the thematic Islamic comic applicable to the assessment obtained percentage 60% and 100%. It indicate that the story in this thematic teaching material is relevant
- i. The suitability of Islamic comic content applicable to the assessment obtained percentage 100% and 100%. It indicate that the content of material in this thematic teaching material is relevant
- j. The breadth of the content of Islamic comic applicable to the assessment obtained percentage 100% and 80%. It indicate that the breadth of the content of this thematic teaching material is relevant

From the expert content assessment can be calculated percentage of the level of validity of the thematic teaching materials as follows:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{39}{50} \times 100 \\
 &= 78\%
 \end{aligned}
 \qquad
 \text{And}
 \qquad
 \begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{46}{50} \times 100 \\
 &= 92\%
 \end{aligned}$$

2. The Result Analysis of Design Expert Validation

The result of exposure data validation of design expert validation of Islamic comic based- thematic teaching material is :

- a. The suitability of the chosen color in this Islamic comic assessment obtained with a percentage 60%. This indicates that the chosen color in this thematic teaching material is enough relevan.
- b. The suitability of the chosen character in this Islamic comic assessment obtained with a percentage 80%. This indicates that the chosen character in this thematic teaching material is relevan.
- c. The font used in this comic is suitable for first grade student of elementary school and the assessment obtained with a percentage 100%. This indicates that the chosen font in this thematic teaching material is relevan.
- d. The design of the cover in this Islamic cover assessment obtained with a percentage 60%. This indicates that the cover in this thematic teaching material is Enough relevan.

- e. The suitability between character and material assessment obtained with a percentage 80%. This indicates that the character used in this thematic teaching material is relevant.
- f. The layout in this Islamic comic assessment obtained with a percentage 80%. This indicates that the layout used in this thematic teaching material is relevant.
- g. The chosen character in this comic nearest to student's environment assessment obtained with a percentage 100%. This indicates that the character in this comic nearest to student's environment
- h. The font used in this comic suitable for student assessment obtained with a percentage 100%. This indicates that the font used in this comic is suitable for students
- i. The size of paper in this comic is right and obtained with a percentage 100%. This indicates that the size of paper used in this comic is relevant
- j. The layout obtained with a percentage 100%. This indicates that the layout used in this comic is interesting

$$P = \frac{\sum x}{\sum xi} \times 100$$

$$= \frac{43}{50} \times 100$$

$$= 86\%$$

- a. The theme of this comic suitable to the core competencies on “Togetherness in the Family” with a percentage 100%. This indicates that the chosen color in this thematic teaching material is enough relevan.
- b. The plot of this comic suitable to the theme of comic with a percentage 80%. This indicates that the chosen character in this thematic teaching material is relevan.
- c. The action line of this comic relevant and the assessment obtained with a percentage 60%. This indicates that the chosen font in this thematic teaching material is relevan.
- d. The chosen character in this comic relevant to student’s environmt and the assessment obtained with a percentage 80%. This indicates that the cover in this thematic teaching material is Enough relevan.
- e. The chosen name for the character based on Islamic characteristic assessment obtained with a percentage 80%. This indicates that the character used in this thematic teaching material is relevan.
- f. The chosen tone of this comic suitable to the student’s environment assessment obtained with a percentage 80%. This indicates that the layout used in this thematic teaching material is relevan.
- g. The backround of this comic suitable to the story assessment obtained with a percentage 60%. This indicates that the character in this comic nearest to student’s environment

- h. The cartoon's ekspreion of this comic had been appear assessment obtained with a percentage 80%. This indicates that the font used in this comic is suitable for students
- i. The chosen panel of this comic relevant and obtained with a percentage 80%. This indicates that the size of paper used in this comic is relevan
- j. The chosen font aand size of this comic suitable to the student's environment with a percentage 60%. This indicates that the layout used in this comic is interesting

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{39}{50} \times 100 \\
 &= 78\%
 \end{aligned}$$

3. The Result Analysis of Thematic Teacher Expert Validation

The result of exposure data validation of thematic teacher expert validation of Islamic comic based- thematic teaching material is :

- a. The suitability between Islamic comic and core standart applicable to the assessment obtained percentage 60%. It indicate that the relevance of teaching materials and core standart is relevance
- b. The suitability between Islamic comic and core competencies applicable to the assessment obtained percentage 80%. It indicate that the relevance of teaching materials and core competencies is relevance

- c. Islamic comic is accuracy with the thematic learning objectives applicable to the assessment obtained percentage 80%. It indicate that the teaching materials is accuracy with the thematic learning objectives
- d. The techniq quality of thematic Islamic comic applicable to the assessment obtained percentage 100%. It indicate that the technique quality of thematic teaching material is good
- e. The suitability between Islamic comic and student's condition applicable to the assessment obtained percentage 60%. It indicate that Islamic comic is suitable to student's condition
- f. The accuracy of the language used in Islamic comic applicable to the assessment obtained percentage 80%. It indicate that the language used in this Islamic comic is relevan
- g. The suitability between kinds of types and pictures of Thematic Islamic comic applicable to the assessment obtained percentage 100%. It indicate that the kinds of types and picture of this thematic teaching material is enough relevan
- h. The consistence story in the thematic Islamic comic applicable to the assessment obtained percentage 60%. It indicate that the story in this thematic teaching material is relevan
- i. The suitability of Islamic comic content applicable to the assessment obtained percentage 100%. It indicate that the content of material in this thematic teaching material is relevan

- j. The breadth of the content of Islamic comic applicable to the assessment obtained percentage 80%. It indicate that the breadth of the content of this thematic teaching material is relevan

From the thematic teacher expert assessment can be calculated percentage of the level of validity of the thematic teaching materials as follows:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{40}{50} \times 100 \\
 &= 80\%
 \end{aligned}$$

C. The Student's Learning Achievement

Teaching materials is a set of materials arranged systematically and effective which is used as a study guide as a reference for students or teachers to teach the material to students.² The effectiveness of teaching materials that have been developed can be seen from the acquisition score of pretest and posttest. The testing will be presented in the following table.

This developing product produce to improve the student's achievement. The field testing done twice. The first field testing done to nine students of first grade students that consist of three lowest students, three middlest students and three highest student. Then the second field testing done to all of the students in

² Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT. Remaja Rosdakarya, 2007), Page. 173-174

the first grade level of elementary school. The result of the field testing as follows:

1. Small Scale Testing

Table 5.2 Results Assessment of Small Scale Field Testing on the *Pre-test* and *Post-test*

No	Name	Score		Min criteria	Description	
		Pre-test	Post-test		Passed	Not passed
1	Maghfirotnnisa	68	100	75	√	
2	Muhammad Syaiban	76	100	75	√	
3	Habbil Nadhif Ibrahim	34	80	75	√	
4	Muhammad Rafi Nur Ardiansyah	34	100	75	√	
5	Andrian Maulana	42	40	75		√
6	Muhamat nur Pattah	34	100	75	√	
7	Moch. Jamrud Sugiarto	51	40	75		√
8	Mahendra Dwi Andriansyah	0	40	75		√
9	Ahmad Junaidi	0	80	75	√	
Jumlah		339	680			
Rata-rata		38	75			

According to the standardize of learning at school that the students should be reach the value in 75 so that the learning is effective. From the table above, one of nine students are no reach the standardize yet in pretest. But in the post-test, six of nine students have been reach the standardize of learning. So the level of students achievement who not passed is 33% and in passed is 67%, it means that the learning by using Islamic comic based-thematic supporting book able to increase student's learning achievement.

Stating that the results of the pre-test total is 339 with an average 38 and post-test total is 680 with an average 75. From these results it can be proven that greater post-test than pre-test with the differences 37, states that the thematic supporting book is suitable for learning.

Tabel 5.3 Results Assessment of Small Scale Field Test *Pre-test* and *Post-test* with T-Test Formula

No	Name	Value		d= (x ₂ -x ₁)	d ²
		<i>Pre-test</i>	<i>Post-test</i>		
1	Maghfirotunnisa	68	100	32	1024
2	Muhammad Syaiban	76	100	24	576
3	Habbil Nadhif Ibrahim	34	80	46	2116
4	Muhammad Rafi Nur Ardiansyah	34	100	66	4356
5	Andrian Maulana	42	40	-2	4
6	Muhamat nur Pattah	34	100	66	4356
7	Moch. Jamrud Sugiarto	51	40	-11	121
8	Mahendra Dwi Andriansyah	0	40	40	1600
9	Ahmad Junaidi	0	80	80	6400
Jumlah		339	680	381	20553

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{20553}{9(9-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{20553}{72}}}$$

$$t = \frac{42}{\sqrt{285}}$$

$$t = \frac{42}{17} = 2,5$$

By measuring the level of specification (α) of 0.05 and the number of respondents is 9 it can be seen t_{table} is 1,8. From the above calculation shows that $t_{count} > t_{table}$ is $2,5 > 1,8$. The result point that $T_{count} = 2,5$ and $T_{table} = 1,8$, it means that T_{count} is greater than T_{table} , then H_a accepted and H_o rejected, so that this product able to increase student's learning achievement and suitable for learning

2. Big scale testing

Table 5.4 Results Assessment of Big Scale Field Test Pre-test and Post-Test

No	Name	Score		Minimum criteria	Description	
		Pre-test	Post-test		Passed	Not passed
1	Ahmat Kurniawan	34	40	75		√
2	Lailiyah Nasifa Ananda P.	79	75	75	√	
3	Abdul Malik	38	44	75		√
4	Ach. Muzaiyad A.	55	62	75		√
5	Achmad Fudhori	40	83	75	√	
6	Ahmad Junaidi	56	63	75		√
7	Aldi Renaldi	74	93	75	√	

8	Andrian Maulana	95	96	75	√	
9	Eka Ramdani Afandi	95	99	75	√	
10	Eka Wahyu Pratama	90	95	75	√	
11	Habbil Nadhif Ibrahim	89	85	75	√	
12	Hammy Mayla S.	90	94	75	√	
13	Ibnu Irham Ja'alhaq	55	35	75		√
14	Ica Anggun Naysila	45	50	75		√
15	Khoiriatussa'adah	45	88	75	√	
16	Kholilah Romadhoni	63	89	75	√	
17	Lydy Listia Saputri	79	89	75	√	
18	Maghfirotul Jannah	54	72	75		√
19	Maghfirotunnisa	100	100	75	√	
20	Mahendra Dwi Andriansyah	79	91	75	√	
21	Moch. Jamrud Sugiarto	84	96	75	√	
22	Muchammad Nur Latif	74	97	75	√	
23	Muhamat nur Pattah	78	94	75	√	
24	Muhammad Abi Syahputra	56	46	75		√
25	Muhammad Nabil Syaifullah.	56	74	75		√
26	Muhammad Rafi Nur Ardiansyah	56	86	75	√	
27	Muhammad Syaiban	85	100	75	√	
28	Nayla Nur Fadilah	100	100	75	√	
29	Nikmatul Aulis	73	94	75	√	
30	Nikmatus Salimah	90	91	75	√	
31	Rahmat Solehuddin	69	85	75	√	
32	Raka Hidayat	69	85	75	√	
33	Shohwah Fahrani Izzatul Ilmi.	94	94	75	√	

34	Sofiatul Muawannah	90	70	75		√
35	Surya Aditiya Wardana	85	96	75	√	
36	Zainal Arifin	75	95	75	√	
Total		2589	2946			
Average		72	82			

According to the standardize of learning at school that the students should be reach the value in 75 so that the learning is success increase student's learning achievement. From the table above, ten of thirty six students are no reach the standardize yet in pretest. So the level of students achievement who not passed is 28% and in passed is 72%,

Stating that the results of the pre-test total is 2589 with an average 72 and post-test total is 2946 with an average 82. From these results it can be proven that greater post-test than pre-test with the differences 10, states that the thematic supporting book is suitable for learning and able to increase student's learning achievement.

Tabel 5.5 Results Assessment of Big Scale Field Test *Pre-test* and *Post-test* with t-test Formula

No	Name	Value		d= (x ₂ -x ₁)	d ²
		<i>Pre-test</i>	<i>Post-test</i>		
1	Ahmat Kurniawan	34	40	6	36
2	Lailiyah Nasifa Ananda P.	79	75	-4	16
3	Abdul Malik	38	44	6	36
4	Ach. Muzaiyad A.	55	62	7	49

5	Achmad Fudhori	40	83	43	1849
6	Ahmad Junaidi	56	63	7	49
7	Aldi Renaldi	74	93	19	361
8	Andrian Maulana	95	96	1	1
9	Eka Ramdani Afandi	95	99	4	16
10	Eka Wahyu Pratama	90	95	5	25
11	Habbil Nadhif Ibrahim	89	85	-4	16
12	Hammy Mayla S.	90	94	4	16
13	Ibnu Irham Ja'alhaq	55	35	-20	400
14	Ica Anggun Naysila	45	50	5	25
15	Khoiriatussa'adah	45	88	43	1849
16	Kholilah Romadhoni	63	89	26	676
17	Lydia Lista Saputri	79	89	10	100
18	Maghfirotul Jannah	54	72	18	324
19	Maghfirotunnisa	100	100	0	0
20	Mahendra Dwi Andriansyah	79	91	12	144
21	Moch. Jamrud Sugiarto	84	96	12	144
22	Muchammad Nur Latif	74	97	23	529
23	Muhamat nur Pattah	78	94	16	256
24	Muhammad Abi Syahputra	56	46	-10	100
25	Muhammad Nabil Syaifullah.	56	74	18	324
26	Muhammad Rafi Nur Ardiansyah	56	86	30	900
27	Muhammad Syaiban	85	100	15	225
28	Nayla Nur Fadilah	100	100	0	0
29	Nikmatul Aulis	73	94	21	441
30	Nikmatus Salimah	90	91	1	1

31	Rahmat Solehuddin	69	85	16	256
32	Raka Hidayat	69	85	16	256
33	Shohwah Fahrani Izzatul Ilmi.	94	94	0	0
34	Sofiatul Muawannah	90	70	-20	400
35	Surya Aditiya Wardana	85	96	11	121
36	Zainal Arifin	75	95	20	400
Total		2589	2946	357	10341

Here are the results of pretest and posttest formula with the t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{10}{\sqrt{\frac{10341}{36(36-1)}}}$$

$$t = \frac{10}{\sqrt{\frac{10341}{1260}}}$$

$$t = \frac{10}{\sqrt{8,2}}$$

$$t = \frac{10}{2,86} \\ = 3,5$$

By measuring the level of specification (α) of 0.05 and the number of respondents is 6 it can be seen t_{table} is 2,028. From the above calculation shows that $t_{count} > t_{table}$ is $3,5 > 2,028$. The result point that $T_{count} = 3,5$ and $T_{table} 2,028$, it means that T_{count} is greater than T_{table} , then H_a accepted and H_o rejected, so that there is a significant difference between the values before and after administration of product development.

CHAPTER VI

CONCLUSION

In Chapter VI will be described on two things, which are a) The Result of Islamic Comic, and b) Recommendation.

A. The Result of Islamic Comic

The result of the product development after doing a revision as follows:

1. The developing Islamic comic based- thematic supporting book based on the fact that unavailability of thematic teaching materials used Islamic comic. This developing product was produced to increase student's learning achievement at the first grade of MI Nurul Hikmah Malang.
2. The result of this developing product have a high level of validity, the results obtained are as follows:
 - a. The respons of content expert for this developing product on assessment of the validity 78% and 92% shows that this developing product is good for learning
 - b. The respons of design expert for this developing product on assessment of the validity 86% and 78% shows that this developing product is good for learning

- c. The respons of thematic teacher in learning for this developing product on assessment of the validity 80% shows that this developing product is good for learning

3. The Student's Learning Achievement

The student's learning achievement at the first grade of MI Nurul Hikmah Malang are increase. Thus are the detail definition of it :

a. Small scale testing

- 1) The average of the learning outcomes in the post-test average is 75 compared to pretest which the average is 38, so the student's learning achievement at the first grade are increase after using the product developed.
- 2) Referring to the results of the t test manual showing results that $T_{\text{count}} = 2,5$ and $T_{\text{table}} 1,8$, it means that T_{count} is greater than T_{table} , then H_a accepted and H_o rejected, so the student's learning achievement at the first grade are increase after using the product developed.

b. Big scale testing

- 1) The average of the learning outcomes in the post-test average is 82 compared to pretest which the average is 72, so the student's learning achievement at the first grade are increase after using this developed product.
- 2) Referring to the results of the t test manual showing results that $T_{\text{count}} = 3,5$ and $T_{\text{table}} 2,028$, it means that T_{count} is greater

than T_{table} , then H_a accepted and H_o rejected, so the student's learning achievement at the first grade are increase after using the product developed.

B. Recommendation

The recommendation written to the users of the developing thematic supporting book and to the next developer. The recommendation as follows:

1. The recommendation for the users of the developing Islamic comic

In order to make a clarity in using comic, it will be better if the students get a supervise by a teacher or parent. Reading comic is a difficult thing for children so if the students didn't get a supervise from their teacher or parent, they will be confuse to read the storyline of comic and difficult to understand the material inside comic.

This comic equipped by a narrative story before comic. The narrative story is some long sentences that contain of comic story in the lesson. That why the developer hope the teacher or parent can read the narrative story for their children because the first grade students will not be able yet to read a long sentences.

The teacher and parent should guide the students to imitate back reading the daily prayer which is existing in the comic. By doing this, directly the students will memorize that daily prayer. Islamic aspek in this comic only raised through addition of the daily doa so that to enrich the

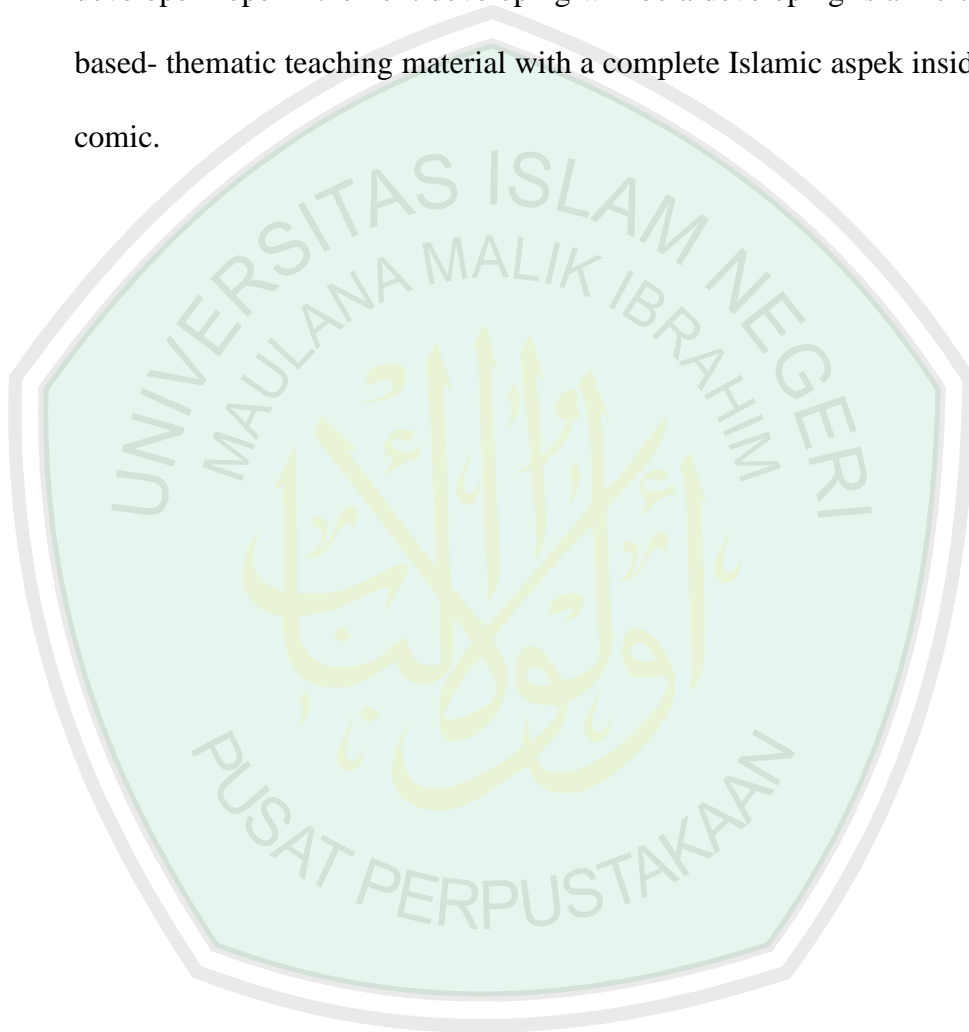
children's Islamic knowledge, the teacher and parent should explain the integrated explanation based the activity inside comic. For example, there is a doa for wudhu, then the teacher and parent should adding an explanation about the meaning of wudhu, the objectives of wudhu and how to do wudhu and ect. By adding this explanation, will enrich student's knowledge about Islam.

2. The recommendation for the next developer

This product take part of fourth theme on "My Family" especially of the fourth subtheme on "Togetherness in the family" for first grade student of Elementary School. It will be necessary to do the next development to complete the whole theme on My Family. While doing this developing thematic teaching material, the developer difficult to imagine the real picture based on student's environment. The users of this comic is first grade students of elementary school so we need a real picture to make the story become real because the first grade student still in a concrete thinking.

Besides that, this Islamic comic which is produce by Corel Draw program have a basic quality of picture. It will be better if the quality of picture is 3D pictures to make students more interest to read this comic. Based on that, the developer hope in the next developing will be a developing Islamic comic based- thematic teaching material using Corel draw program for 3D pictures.

This product has not maximal yet because the Islamic aspect only reach by the cartoon characteristic and adding a daily Islamic doa. The developer hope in the next developing will be a developing Islamic comic based- thematic teaching material with a complete Islamic aspek inside the comic.



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Appendix I : Thesis consultation



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Name : Siti Aisyah
Number of Student : 11140083
Faculty/Program : Tarbiyah and Teaching Sciences Faculty/ Islamic
Elementary Teacher Education
Advisor : H. Mokhammad Yahya, MA, PhD
Title of Thesis : Developing Islamic Comics Based- Thematic Teaching
Material on "Togetherness in the Family" for First Grade
Students of Nurul Hikmah Malang Islamic Elementary
School.

Date of Consultation	Consultation Material	Signature
December 12 th , 2014	Proposal Revision	
September 8 th , 2015	Chapter I	
September 16 th , 2015	Revision of Chapter I	
Oktober 1 th , 2015	Chapter II, III	
Oktober 9 th , 2015	Revision of Chapter II, III	
Oktober 16 th , 2015	Product, Chapter IV, V, VI	
November 2 th , 2015	Revision of Chapter IV, V, VI	
November 22 th , 2015	All Chapter (Final Proof Ready)	

Acknowledged by,
Head of PGMI Department

Dr. Muhammad Walid, MA

NIP. 197308232000031002

Appendix II. The certificate from Tarbiyah Faculty of UIN Malang

Appendix II = Certificate of Research from Faculty.



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<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/2701/2014
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

01 Desember 2014

Kepada
Yth. Kepala MI Nurul Hikmah Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Siti Aisyah
NIM : 11140083
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik : Ganjil - 2014/2015
Judul Skripsi : *Developing Islamic Comics Based Thematic Instructional Media on "Togetherness In the Family" for First Grade Students of MI Nurul Hikmah Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :
1. Yth. Ketua Jurusan PGMI
2. Arsip



**Appendix III. The certificate from Nurul Hikmah Malang Islamic
Elementary School**

Appendix III = Certificate of Research From Nurul Hikmah Malang



**YAYASAN NURUL HIKMAH
MI. NURUL HIKMAH**

TERAKREDITASI A

Jl. Muharto VII / 41 Telp. (0341) 323656 Kota Malang

SURAT KETERANGAN

Nomor : 115 / A.4 / MLNH / XII / 2014

Yang bertanda tangan di bawah ini :

Nama : **SHOLIKHIN, S.PdI**
Jabatan : Kepala Madrasah
Instansi : MI. Nurul Hikmah
Alamat : Jl. Muharto VII/41 Telp. 0341-323656 Malang

Menerangkan bahwa :

Nama : **SITI AISYAH**
Jabatan : Mahasiswa
NIM : 11140083
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah mengadakan penelitian di MI. Nurul Hikmah Malang selama 5 hari, pada tanggal
2 - 6 Desember 2014 untuk Skripsi dengan Judul *Developing Islamic Comics Based Thematic
Instructional Media on "Togetherness In the Family" for First Grade Students of MI Nurul
Hikmah Malang.*

Demikian surat keterangan ini kami buat dengan sebenarnya dan dipergunakan sebagaimana
mestinya.

Malang, 8 Desember 2014

Kepala MI. Nurul Hikmah



Sholikhin, S.PdI

Ide Cerita & Ilustrasi oleh Siti Aisyah

KOMIK

**Islami
Tematik**

Untuk kelas 1 SD/MI



**Kebersamaan
dalam Keluarga**



UIN MALIKI MALANG



Kata Pengantar

Segala Puja dan puji bagi Allah Tuhan semesta Alam. Shalawat dan salam semoga tetap keharibaan Muhammad SAW.

Komik Islami ini di rancang sebagai bahan ajar pendukung guru untuk proses belajar mengajar dikelas. Komik ini telah disesuaikan dengan Kompetensi Inti dan Kompetensi Dasar yang ada pada bahan ajar tematik kelas 1 Tema 4 "keluargaku" Subtema 4 "Kebersamaan dalam Keluarga".

Terdapat 6 pembelajaran yang telah di ringkas menjadi sebuah cerita kebersamaan oleh penulis. Setiap cerita yang ada pada komik ini mewakili satu pembelajaran yang ada pada bahan ajar tematik.

Penulis sengaja memilih basis komik untuk siswa kelas 1 dengan pedoman bahwa siswa kelas 1 dalah siswa yang masih berfikir konkret. Melalui beberapa gambar dalam komik, penulis berkehendak untuk menampilkan sisi nyata cerita sehingga siswa akan lebih mudah memahami materi melalui cerita dalam komik.

Meskipun demikian, karya ini masih banyak kekurangan. Oleh karena itu, saran dan perbaikan sangat kami harapkan demi kesempurnaan buku Ajar Komik Islami Tematik ini. Akhirnya, kepada semua pihak yang telah membantu proses pembuatan Buku Ajar berbasis Komik ini disampaikan banyak terima kasih.

Penulis,



Daftar Isi

Anggota Keluargaku

iii

1

Kegiatan Pagiku

Berlibur ke Kebun Binatang

6

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Perayaan HUT Republik Indonesia

Cerita Liburanku

16

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Ulang Tahunku

Hari Raya Idul Fitri

24

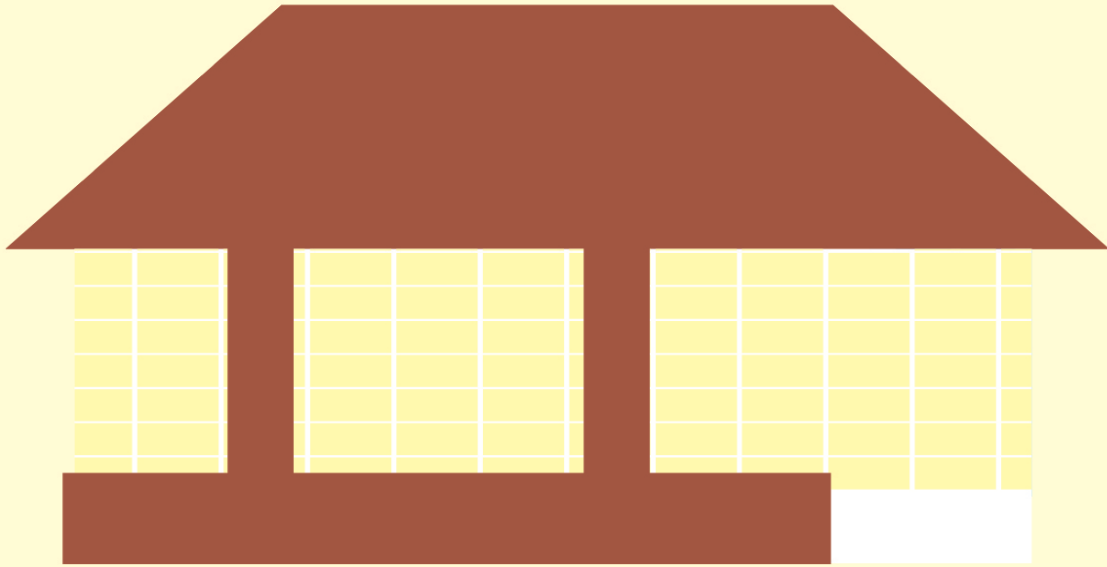
28

Tentang Penulis



Anggota keluargaku

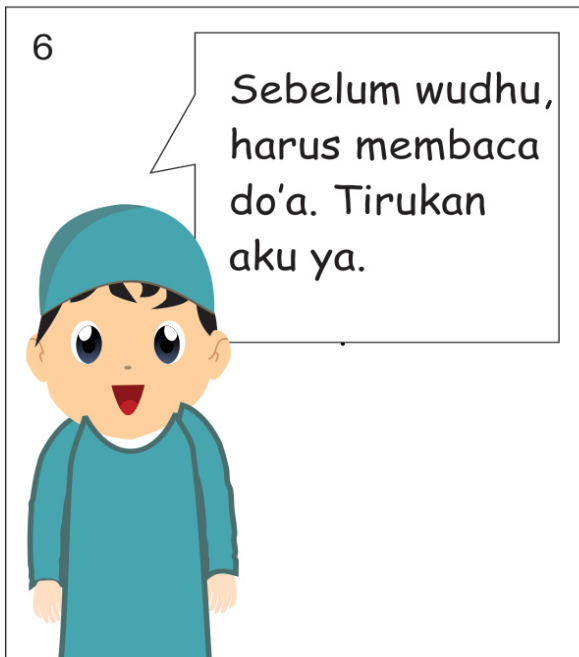




"KEGIATAN PAGIKU"

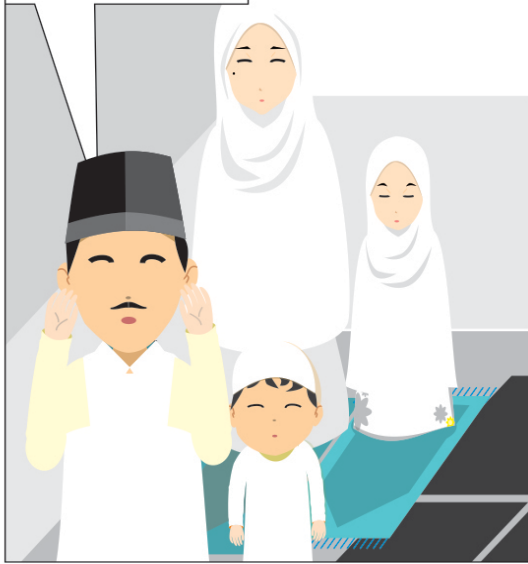
Setiap pagi, Ibu membangunkanku dan mengajak sholat subuh berjamaah. Aku tak pernah lupa berwudhu sebelum sholat. Sholat adalah perintah Allah yang harus kita patuhi.

Selepas sholat, aku mandi dan bersiap berangkat sekolah. Tak lupa aku sarapan pagi bersama keluarga. Aku sayang keluarga dan senang beraktifitas bersama keluarga.



Allahu Akbar

1



2

Anak-anak, hari ini kita akan pergi ke kebun Binatang



3

Hore, Asik



Iya, tapi sekarang kamu mandi dulu ya

5

Nah sebelum mandi juga harus membaca do'a. Ikuti aku ya.



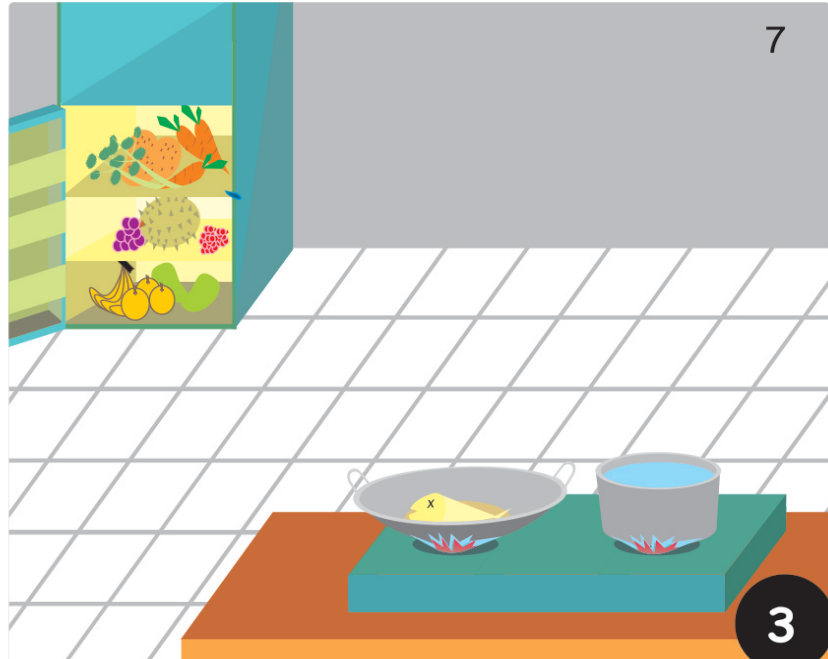
6

اَللّٰهُمَّ اغْفِرْ لِيْ وَوَسِّعْ لِيْ فِيْ دَارِيْ وَبَارِكْ لِيْ فِيْ رِزْقِيْ

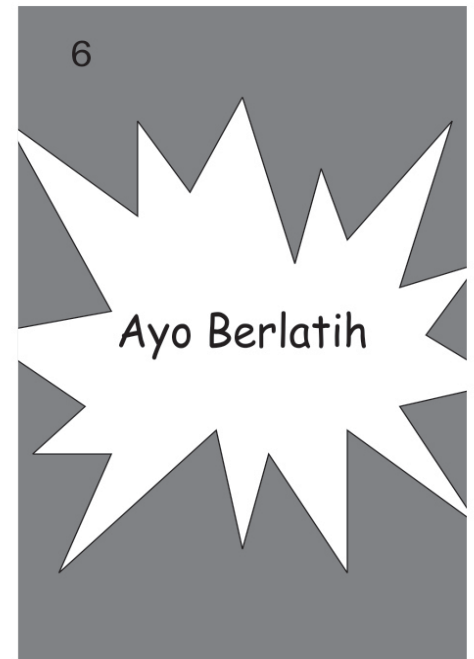
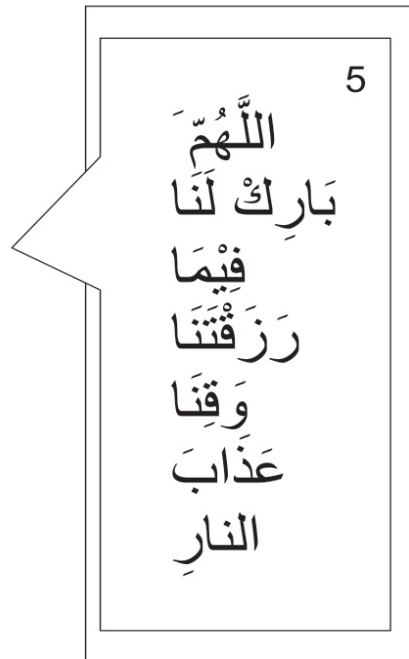
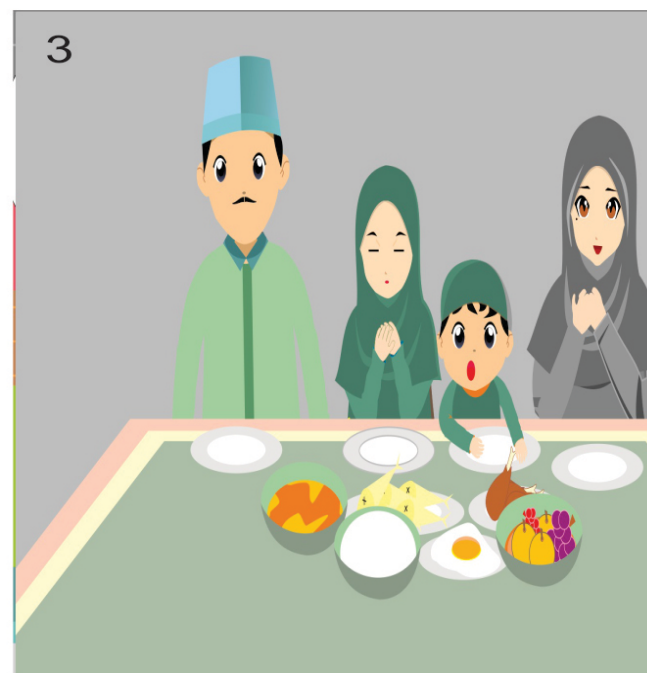
" Ya allah ampunilah dosa kesalahanku dan berilah keluasaan di rumahku pada rizqiku"



7



3



1

KEGIATAN PAGIKU

2

Tulis nama benda ini ya



A _ _ _



_ _ _ M



_ E _ _ _ H



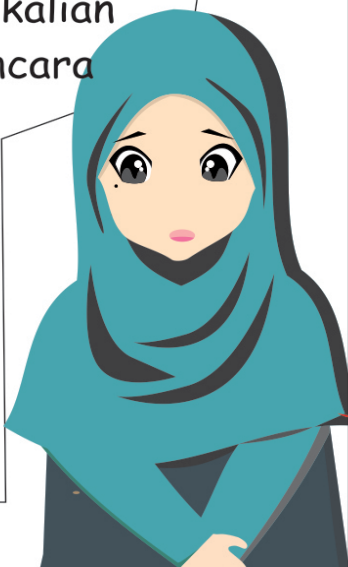
_ N _ _ _ R



T _ _ _ _

3

Sekarang giliran kalian melakukan wawancara tentang kegiatan pagi pada teman dan tulis hasil wawancaramu di kolom ya

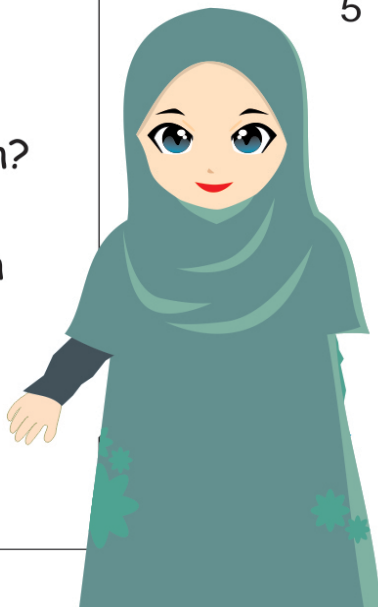


4

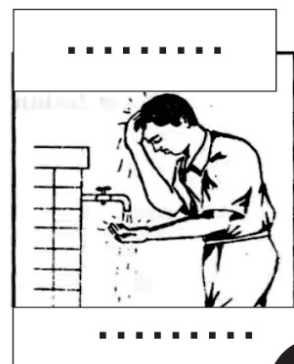
Nama teman	Mandi	Sholat	Sarapan

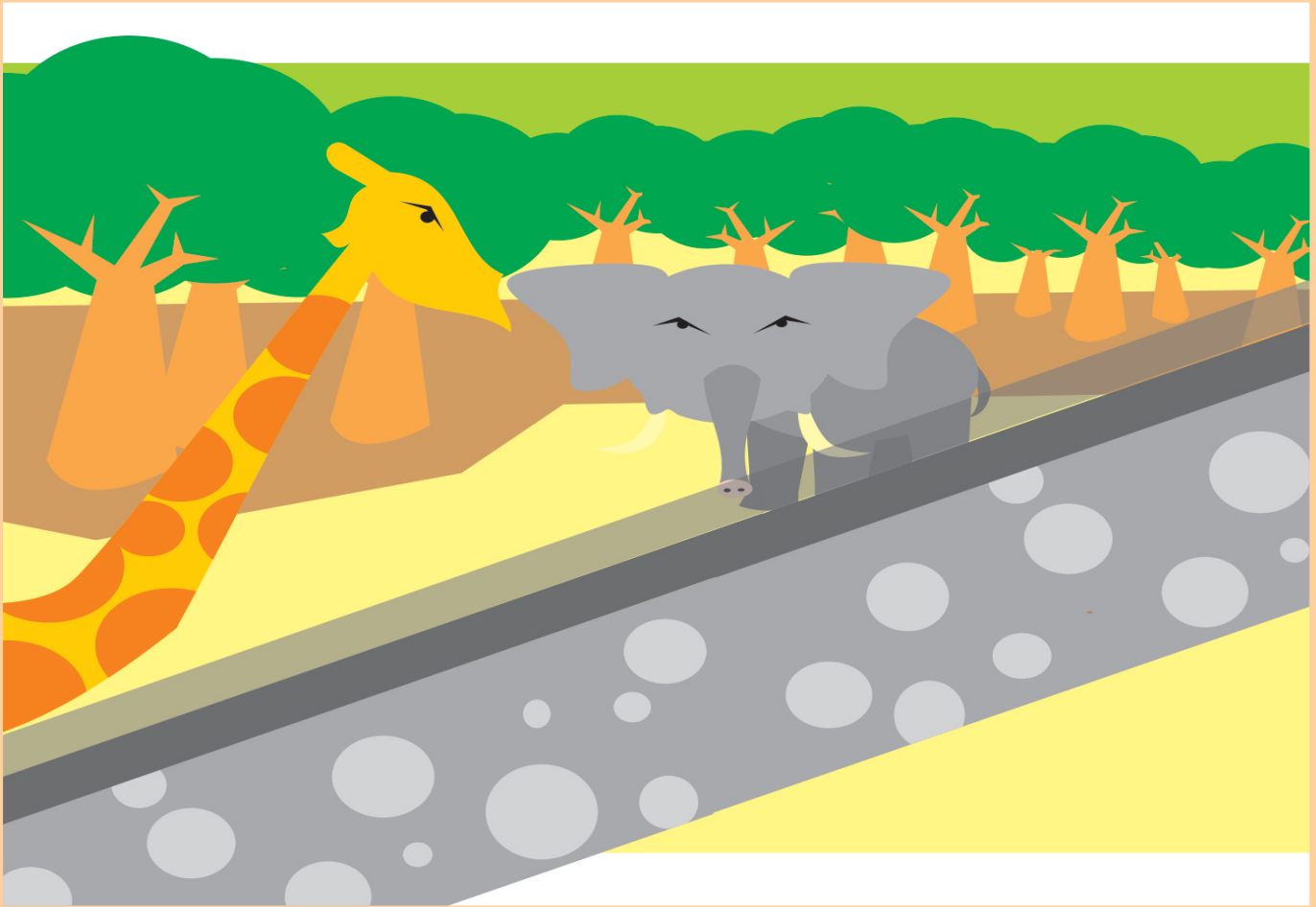
5

Kalian semua sudah bisa berwudhu kan? Sekarang coba urutkan urutan wudhu itu ya.



6





"PERGI KE KEBUN BINATANG"

Pada hari minggu, aku pergi ke kebun Binatang bersama keluargaku. Kami berangkat pagi-pagi sekali. Ibu membawa bekal makanan untuk di makan bersama di Kebun Binatang.

Aku melihat Gajah, Jerapah, Harimau, Buaya dan macam-macam Burung disana. Sepulang dari Kebun Binatang, kami mampir ke Pasar Hewan untuk membeli hewan kesukaan kami.

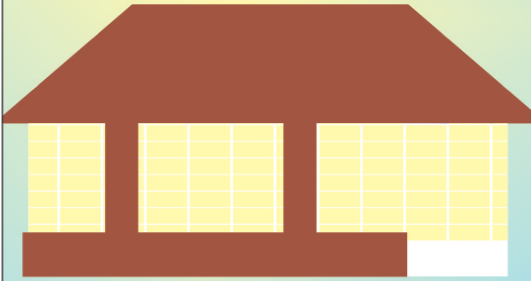


7

ARTINYA : "Tidak ada tuhan yang berhak disembah selain Allah, yang maha Esa, tiada sekutu bagi-NYA. Bagi-NYA kerajaan, segala pujian. Dia-lah yang menghidupkan dan yang mematikan. Dia-lah yang hidup tidak akan mati. Di tangan-Nya semua kebaikan. dan Dia-lah yang MahaKuasa atas segala sesuatu"



Mereka sampai dirumah
pada jam 3 sore....



1

Jangan lupa
membaca do'a
sebelum masuk
dalam rumah ya.
Nah sekarang
ikuti ayah
membaca
doa ya.



2

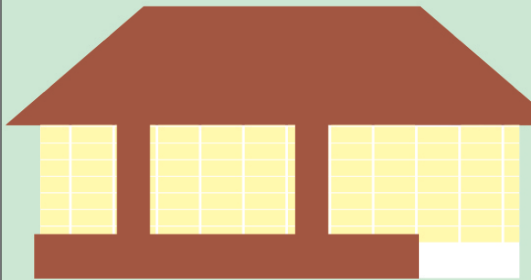
Do'a sebelum masuk rumah

بِسْمِ اللَّهِ وَلَجْنَا، وَبِسْمِ اللَّهِ خَرَجْنَا،
وَعَلَى رَبِّنا تَوَكَّلْنَا

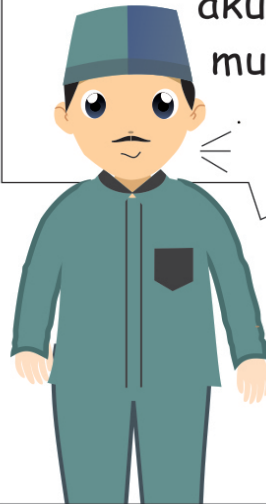
"Dengan nama Allah
kami masuk, dan dengan
nama Allah kami keluar,
dan kami serahkan
diri kami kepada
Tuhan kami"

3

4



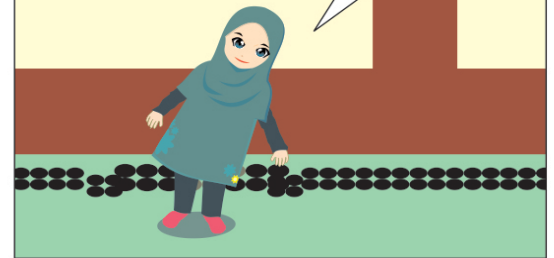
Risa, ambilkan batu-
batu dan air untuk
akuarium
mu ya



5

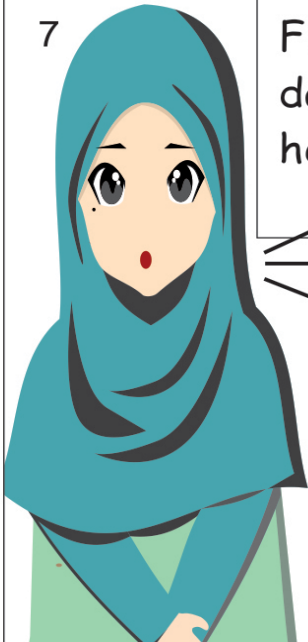
6

Iya ayah



7

Firman, ambil air
dan makanan
hewan itu ya



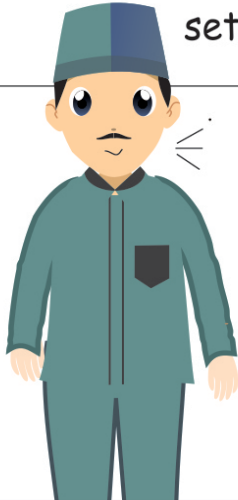
8

Iya bu



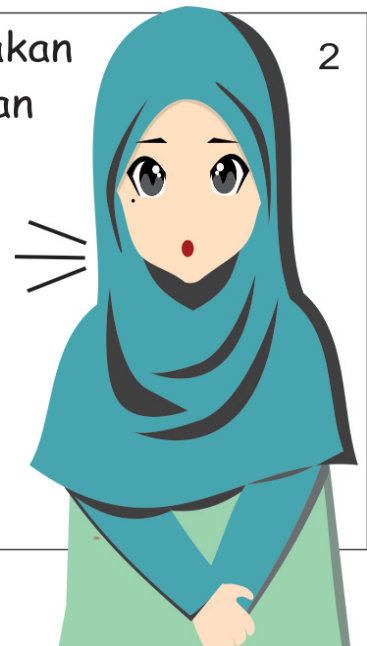
Jangan lupa memberi makan hewan peliharaan setiap hari ya

1



Hewan merupakan makhluk ciptaan Allah. Sehingga kita harus merawat dan menjaganya juga.

2

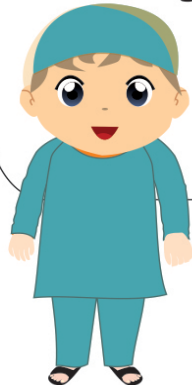


3

Ayo Berlatih

Apa kalian masih ingat hewan apa saja yang aku temui di kebun Binatang? bantu aku menulis hewan-hewan itu ya

4



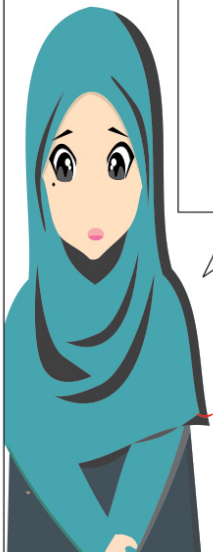
5

Binatang di Kebun Binatang

1.
2.
3.
4.
5.

6

Coba tebak hewan apa yang disukai Firman dan Risa



7



.....

.....



1

KEGIATAN PAGIKU

2



Aku mendapat tugas membandingkan benda, bantu aku ya teman-teman

3

Beri (v) untuk hewan yang lebih besar

1. Ayam

☐

Ikan

☐

2. Jerapah

☐

Kucing

☐

3. Kura-kura

☐

Ayam

☐

4. Singa

☐

Semut

☐

5. Buaya

☐

kuda

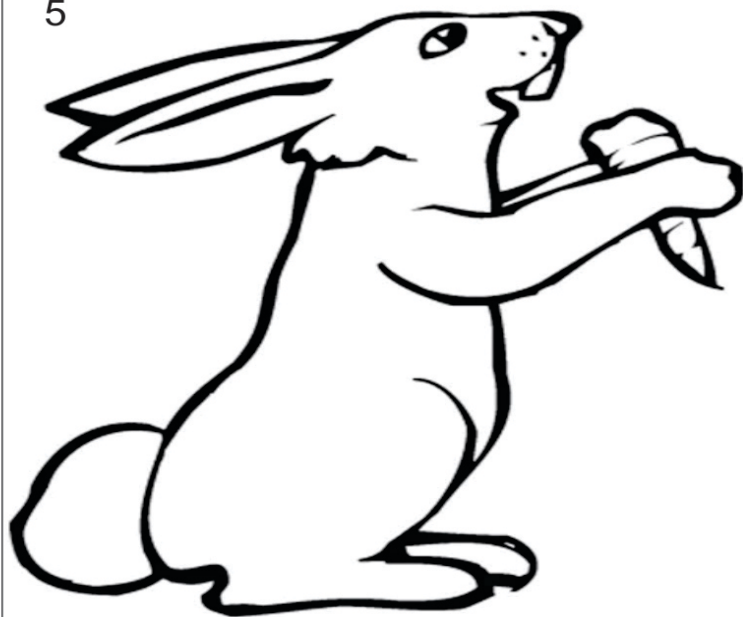
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4

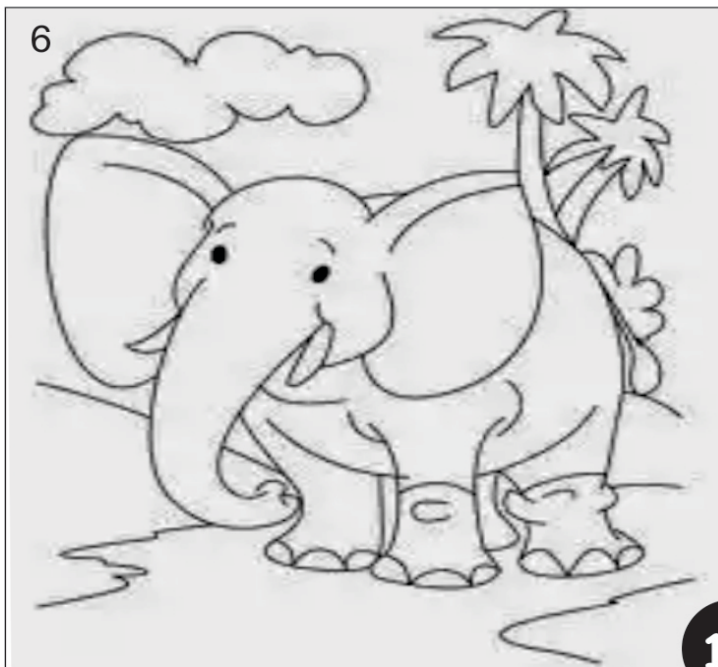


Sekarang bantu aku mewarnai gambar hewan ini ya

5



6





"PERINGATAN HUT REPUBLIK INDONESIA"

17 Agustus adalah hari Kemerdekaan RI. Seluruh rakyat Indonesia merayakannya dengan cara upacara bendera dan berbagai macam lomba.

Firman dan keluarganya ikut serta memeriahkan perlombaan yang ada di kampungnya. Firman dan Risa mengikuti lomba estafet kertas.

1

Aku akan menyanyikan lagu teko kecil. Ikuti aku ya



2



3

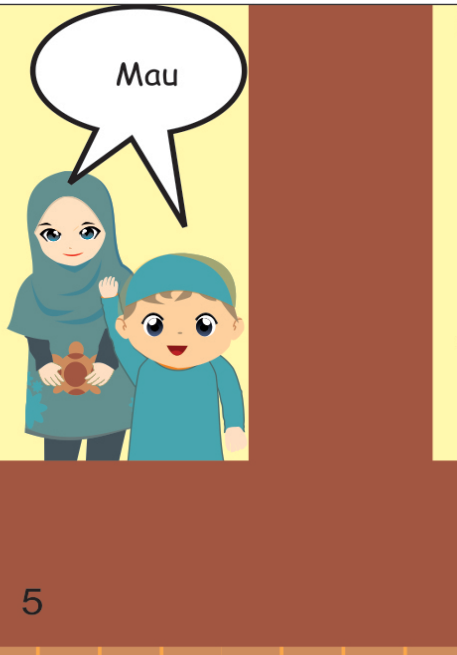
"Aku teko kecil yang lucu... Ini tangkaiku dan ini corongku,, Bila aku mendidih aku menjerit.. Auh Angkat aku, lalu tuangkan"

Hari ini ada banyak lomba di lapangan kampung, kira-kira siapa yang mau ikut?



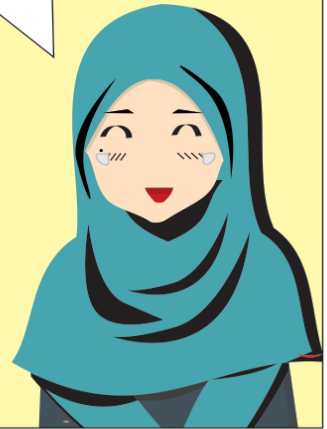
4

Mau



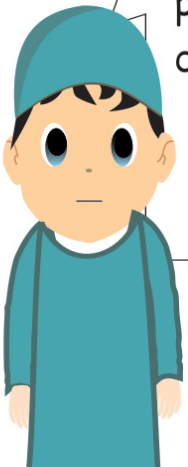
5

Yasudah, kalian ganti baju dulu ya sekarang



6

Pada saat akan memakai pakaian, ada doa yang harus kita baca. ikuti aku ya.



7

8

اَلْحَمْدُ لِلّٰهِ الَّذِيْ كَسَانِيْ
هٰذَا النِّوَابَ وَرَزَقْنِيْهِ
مِنْ غَيْرِ حَوْلٍ مِّنِيْ
وَلَا قُوَّةَ

" Segala puji bagi Allah yang memakai-kan aku pakaian ini, dan memberi rezeki kepadaku tanpa daya dan kekuatan dariku"

Pada saat akan keluar rumah, harus membaca doa. Tirukan ayah ya



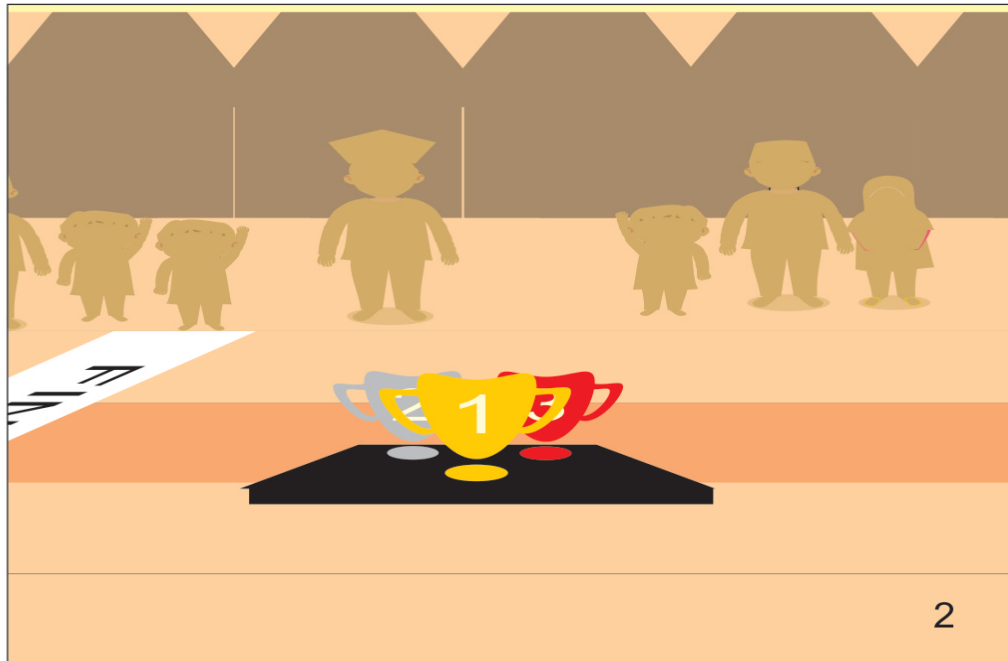
9

12

بِسْمِ اللَّهِ تَوَكَّلْتُ عَلَى اللَّهِ
وَلَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ

" Dengan nama Allah,
aku berserah kepada
Allah dan tidak ada
daya dan kekuatan
melainkan dengan
pertolongan Allah"

1



2



Ayah, aku
mau ikut lomba ya

3



Aku juga
mau

4



Yasudah, kalian
daftar dulu dan
tunggu sampai nama
kalian di panggil ya

5



Ayo semangat

6



Cepat jangan
sampai kita
tertinggal

7



Jaga kertasnya,
jangan sampai
tertiuip angin

8

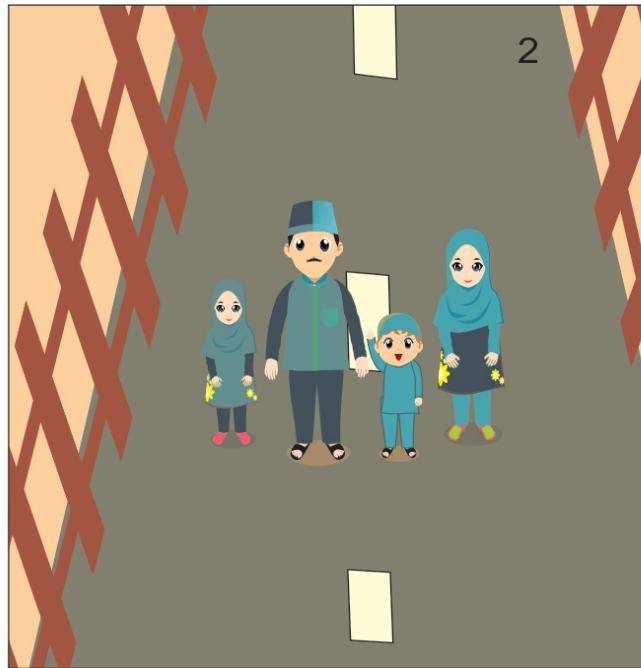
13

1

yeah, akhirnya
kita menang. Hore



2



Nah, apa kalian hari
ini sudah memberi
makan
hewan
peliharaan
kalian?



3

Aku sudah bu,
tadi pagi



4

hehe, Risa lupa bu.



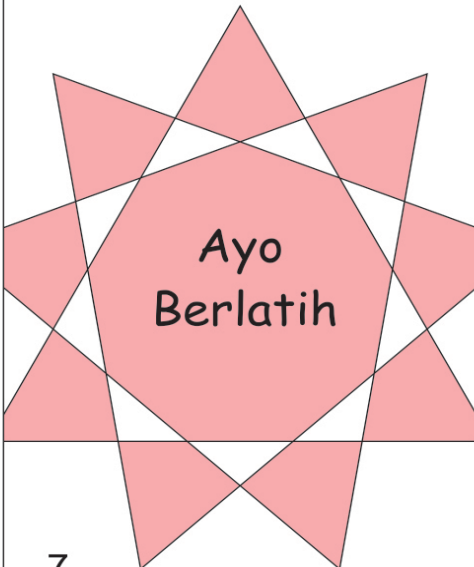
5

Yasudah sepulang
dari sini, jangan lupa
langsung memberi
makan hewan
peliharaan
mu ya



6

Ayo
Berlatih



7

Ayahku memintaku
menyanyikan lagu
"Teko Kecil" tetapi
aku lupa
beberapa
lirikanya.
Bantu
aku ya




8

"Aku _ _ _ _ kecil
yang lucu...
Ini _ _ _ _ _ _ _ _ ku
dan ini corongku,,
Bila aku mendidih
aku _ _ _ _ _ _ _ _ .
Auh _ _ _ _ _ _ _ _ aku,
lalu _ _ _ _ _ _ _ _

9

Kemarin kalian sudah membaca ceritaku saat lomba estafet kertas kan? nah sekarang giliran kalian melakukan lomba estafet kertas bersama dengan teman ya.



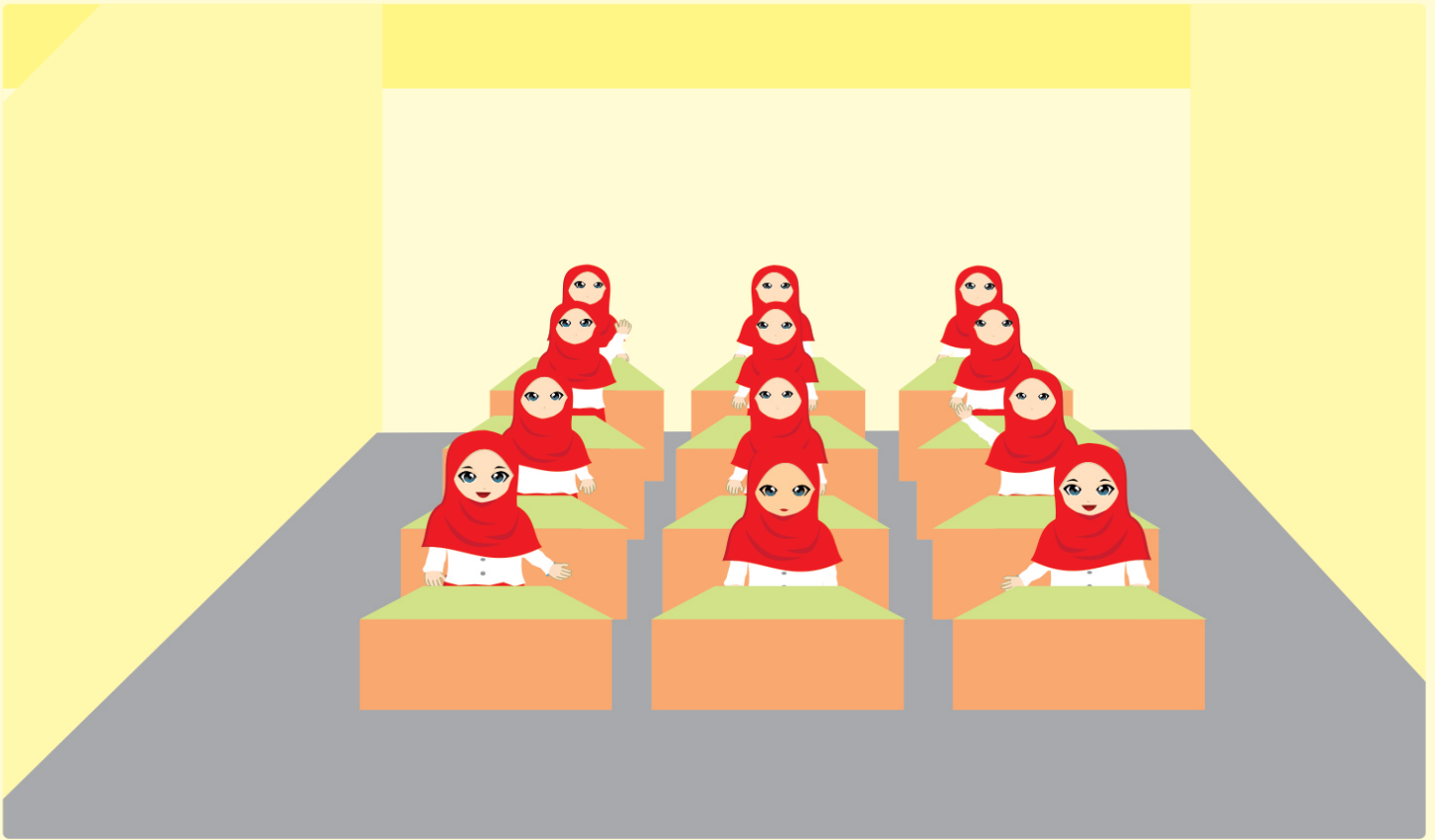
1

Setelah melakukan lomba estafet kertas, tulis perasaan kalian di kolom ini ya



2

1. Bagaimana perasaanmu saat bermain estafet kertas?
-
2. Apakah timmu berhasil memenangkan perlombaan?
3. Apa yang kamu lakukan agar timmu menang?
-
4. Bagaimana sikapmu saat timmu menang lomba?
5. Bagaimana sikapmu saat kamu kalah dalam perlombaan?
-



"CERITA LIBURANKU"

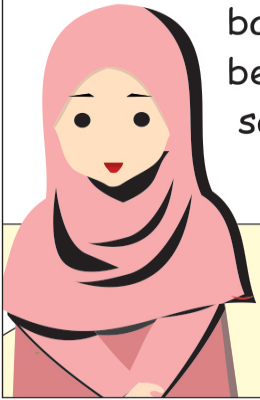
Hari ini hari pertama masuk sekolah setelah liburan kenaikan kelas. Guru meminta kami bercerita macam-macam kegiatan yang sudah kami lakukan selama masa liburan kemarin.

Bermacam-macam kegiatan telah kami lakukan. Ada yang pergi kerumah nenek di desa, Pergi ke Kebun Binatang, Pergi ke kebun, dan ada pula yang hanya membantu orang tua di rumah. Kami saling berbagi pengalaman masing-masing.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Sebelum memulai pelajaran, kita baca doa terlebih dahulu ya. Kita

baca doa bersama-sama ya



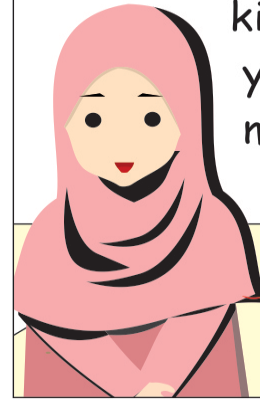
1

رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

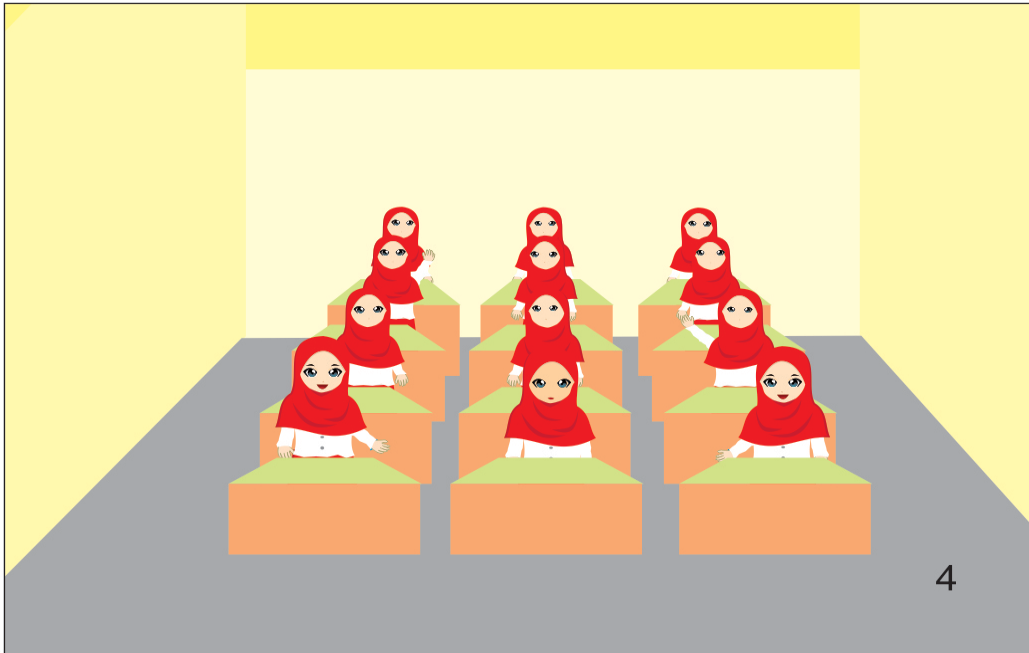
"Ya Tuhanku lapangkanlah dadaku, dan mudahkanlah untukku urusanku, dan lepaskanlah ikatan (kekuatan) lidahku, supaya mereka mengerti perkataanku"

2

Pada pelajaran kali ini ibu ingin kalian menceritakan cerita liburan kalian. Kira-kira siapa yang ingin maju ke depan?



3



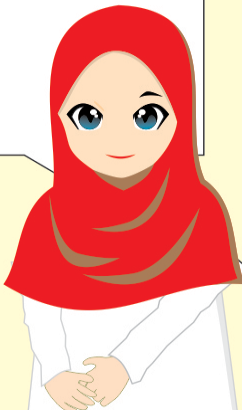
4

Pada saat liburan, aku pergi kerumah nenek di desa. Aku bermain di sawah, mandi di sungai, dan berkunjung kerumah saudara mama



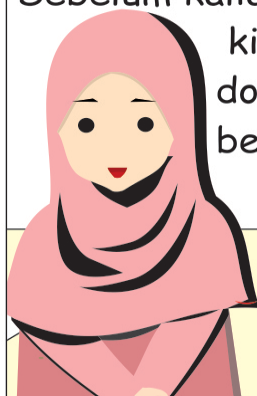
5

Pada saat liburan kemarin, aku pergi ke Pasar bersama mamaku dan kita memasak bersama



6

Baiklah, semua siswa sudah maju dan menceritakan ceritanya. Sebelum kalian pulang, kita baca doa dulu ya bersama-sama



7

اَللّٰهُمَّ اَرِنَا الْحَقَّ حَقًّا وَاَرْزُقْنَا اتِّبَاعَهُ
وَاَرِنَا الْبَاطِلَ بَاطِلًا وَاَرْزُقْنَا اجْتِنَابَهُ

"Ya Allah tempatkanlah kebenaran sebagai yang benar, beri kekuatan mengikutinya dan tempatkanlah kebatilan sebagai yang batil, beri kekuatan menjauhinya"

8

Ayo Berlatih

1

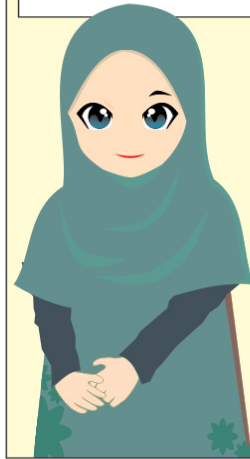
Kak aku menemukan
beberapa gambar
tempat rekreasi tapi
aku tidak tahu
nama
tempat ini.

2



Bantu firman menulis
nama tempat
rekreasi ya

3







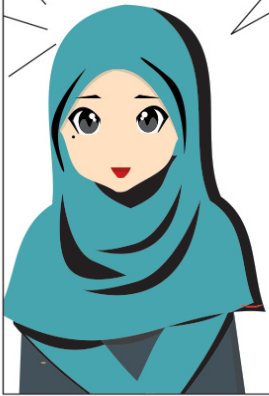




"ULANG TAHUNKU"

Alhamdulillah, hari ini aku genap berumur 7 tahun. 20 Agustus adalah tanggal kelahiranku. Setiap tanggal 20 Agustus, keluargaku memperingatinya dengan mengadakan acara tasyakuran di rumahku. Ayah dan Ibuku mengundang teman-temanku. Dirumah, kita mengadakan banyak hal mulai dari meniup lilin, makan bersama dan lomba.

Selamat ulang tahun anakku



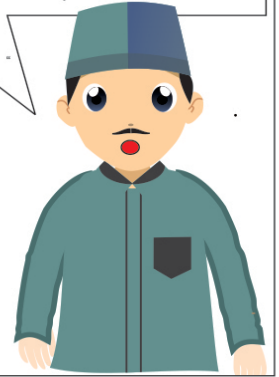
1

Alhamdulillah
terimakasih bu



2

Saat akan tidur dan bangun tidur, jangan lupa membaca do'a. Ikuti ayah ya



3

Do'a mau tidur :

بِسْمِكَ اللَّهُمَّ أَحْيَا
وَبِسْمِكَ أَمُوتُ

"Dengan nama-Mu ya Allah aku hidup dan dengan nama-Mu aku mati"

4

Do'a bangun tidur :

الْحَمْدُ لِلَّهِ الَّذِي أَحْيَانَا بَعْدَمَا
أَمَاتَنَا وَإِلَيْهِ النُّشُورُ

" Segala puji bagi Allah yang telah menghidupkan kami kembali setelah dimatikan-Nya untuk sementara waktu, dan kepada-Nyalah kami akan kembali "

5

Ayo Firman
cepat bangun,
kita buat topi
ulang tahun
bersama-sama



6

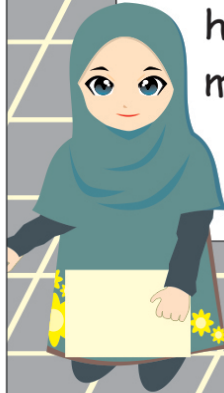
7

Sebelumnya, kita
siapkan dulu
bahan-bahannya
seperti
gunting, lem
dan kertas
karton



8

Pertama gunting
kertas karton
dan tempel
hingga
menjadi
bentuk topi



9



Kemudian....

Teman-teman Firman datang

1



Terimakasih kalian sudah datang, sekarang saatnya kita bermain lomba kelereng ya. Kelompok yang menang akan mendapat hadiah

5



Ayo Berlatih

1



= Segitiga



= Persegi



= Lingkaran

Teman-teman, ini
3 bentuk dasar
bangun datar.

2



Segitiga



Persegi



Lingkaran



Aku sudah
menjelaskan macam
bangun datar
pada kalian



Sekarang giliran kalian
melanjutkan gambar
menjadi bentuk bangun datar ya

3

4

Kata Ibu, aku lahir tanggal
18 Juli. Sehingga di tanggal itu
aku ulang tahun. Nah kamu ulang
tahun tanggal berapa?

.....

.....

Apa yang biasa
kalian lakukan
saat merayakan
ulang tahun?

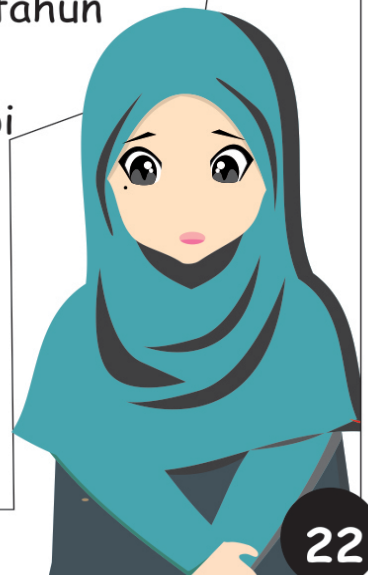
5

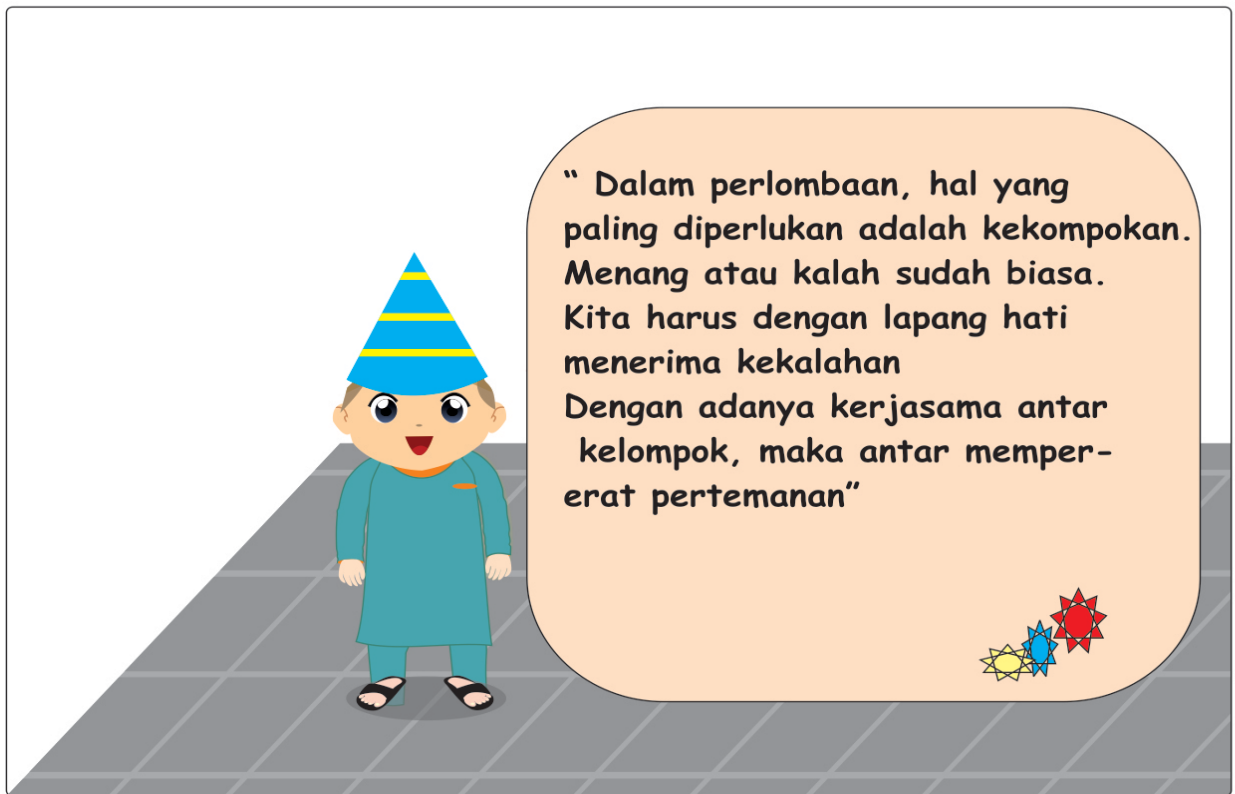
.....

.....

Pada saat ulang tahun
Firman kemarin,
dia membuat topi
dan melakukan
lomba kelereng.
Nah kalian bisa
mencobanya
dirumah ya

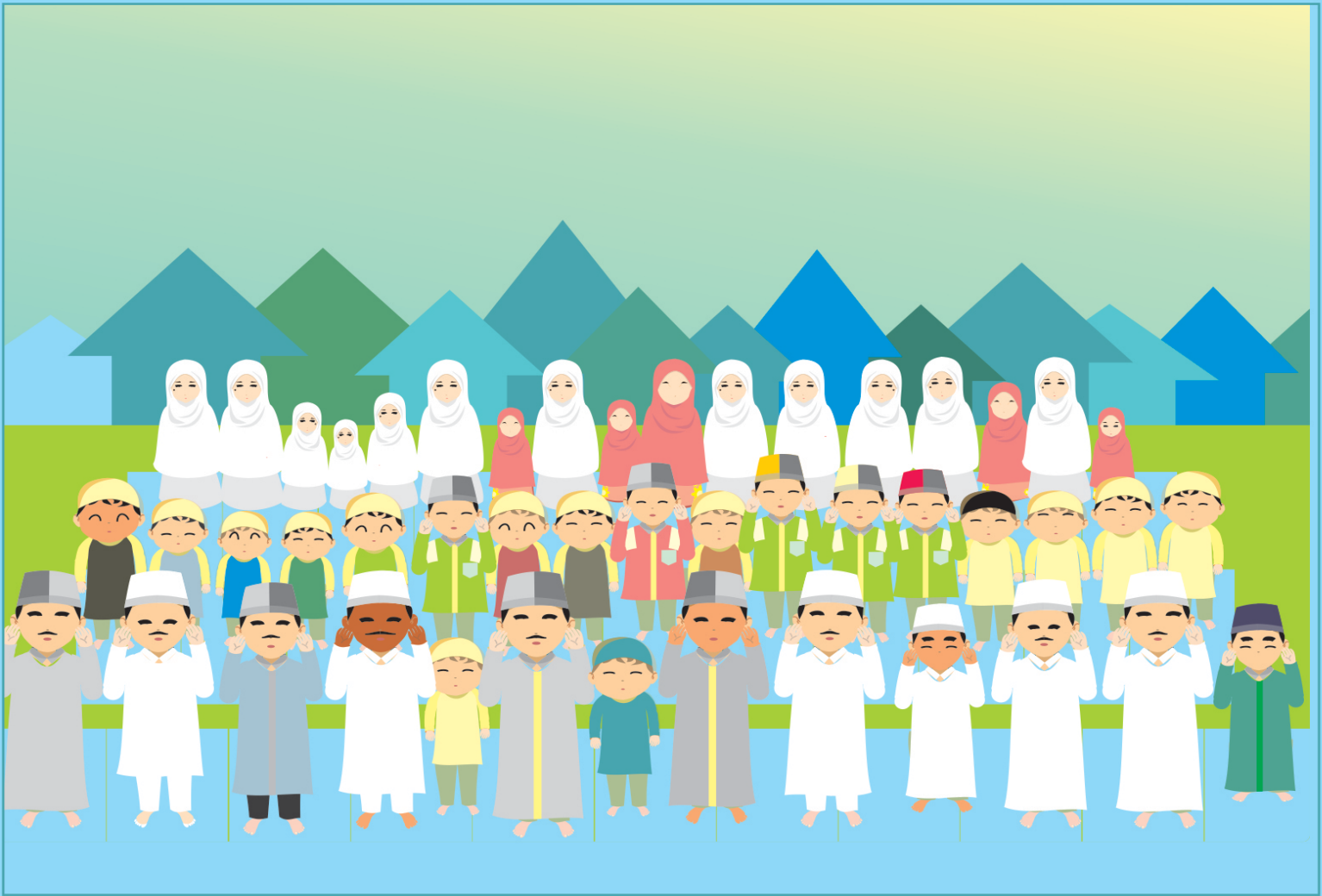
6





“ Dalam perlombaan, hal yang paling diperlukan adalah kekompakan. Menang atau kalah sudah biasa. Kita harus dengan lapang hati menerima kekalahan Dengan adanya kerjasama antar kelompok, maka antar mempererat pertemanan”

“



"HARI RAYA IDUL FITRI"

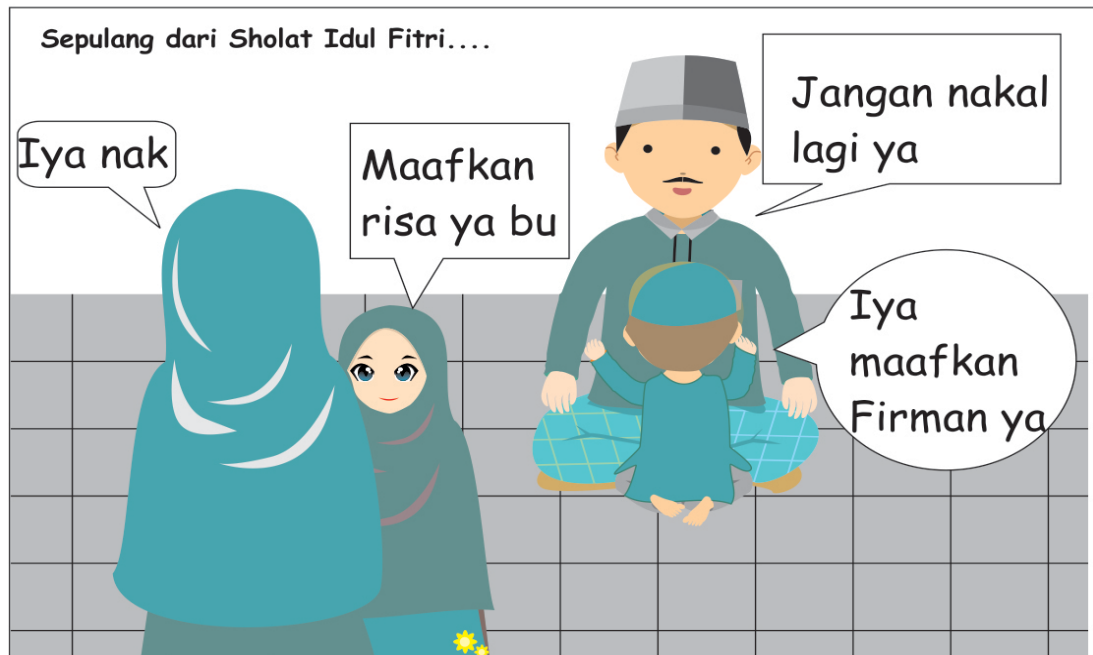
Hari raya Idul Fitri adalah hari raya umat Islam. Hari raya ini dilaksanakan pada 1 Syawal. Sholat ini dilakukan setelah sholat subuh sekitar pukul 6 pagi. Seluruh umat Islam berkumpul di lapangan atau masjid. Sembari menunggu sholat, seluruh umat Islam bertakbir.

Sholat Idul Fitri 2 rakaat. Niat Sholat Idul Fitri adalah

أُصَلِّي سُنَّةَ عِيدِ الْفِطْرِ رَكْعَتَيْنِ مَأْمُومًا بِاللهِ تَعَالَى

Rokaat pertama terdiri dari 7 takbiratul ikhram dan rakaat kedua ada 5 takbiratul ikhram. Pada sela-sela takbir membaca tasbih

سُبْحَانَ اللهِ وَالْحَمْدُ لِلَّهِ وَلَا إِلَهَ إِلَّا اللهُ وَاللهُ أَكْبَرُ



Lalu kami makan opor ayam bersama-sama...



5

Do'a sebelum makan :

اَللّٰهُمَّ بَارِكْ لَنَا فِيْمَا رَزَقْتَنَا
وَقِنَا عَذَابَ النَّارِ

"Ya Allah berkahilah
pada makanan yang
telah Engkau rizkikan
pada kami dan jagalah
kami dari api neraka"



5

Do'a setelah makan :

اَلْحَمْدُ لِلّٰهِ الَّذِيْ اَطْعَمَنَا وَسَقَانَا
وَجَعَلَنَا مُسْلِمِيْنَ

" Segala puji bagi
Allah yang telah
memberi makan dan
minum kepada kami
dan yang menjadikan
kami sebagai orang-
orang Islam"

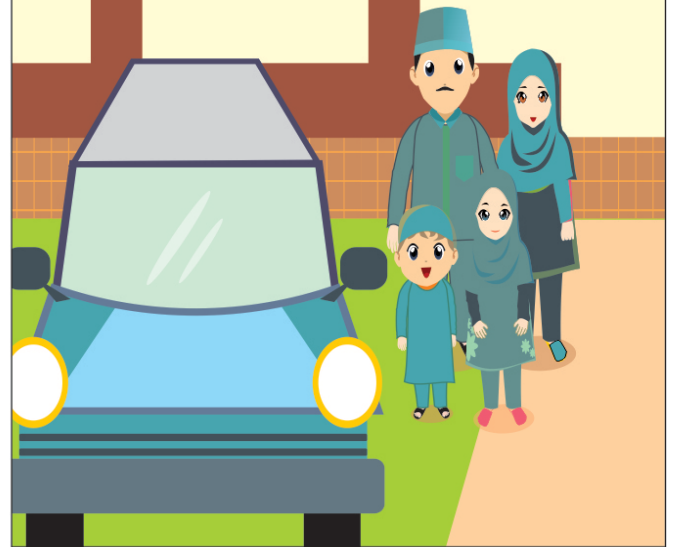


Seluruh kerabat dan tetangga datang kerumah

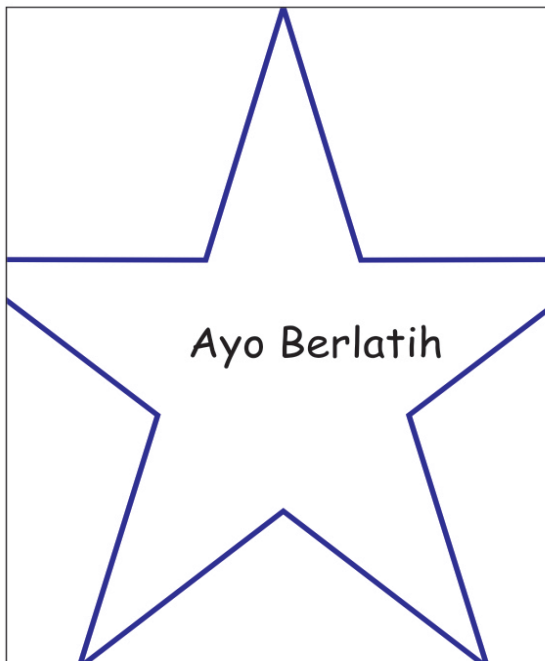


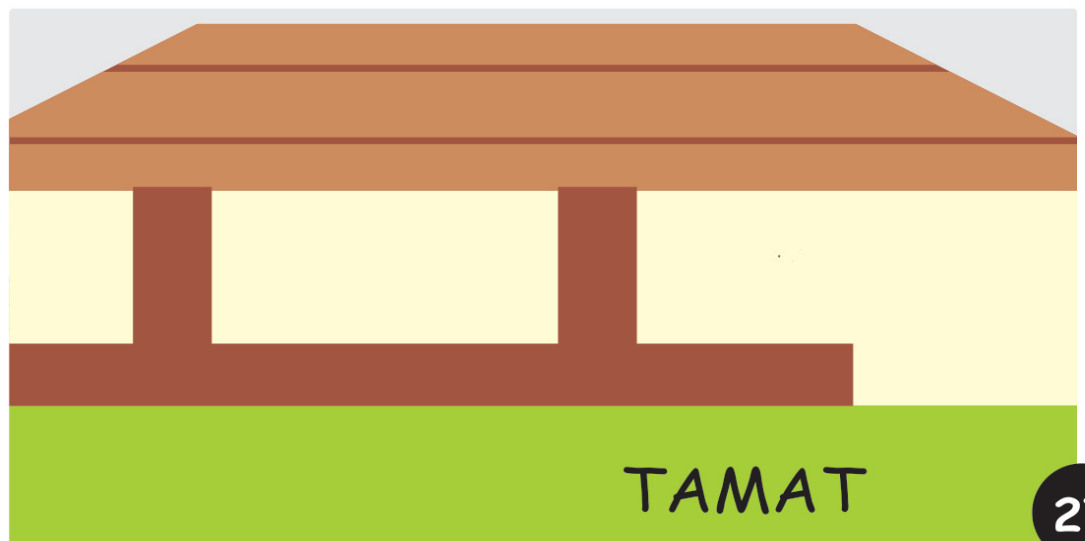
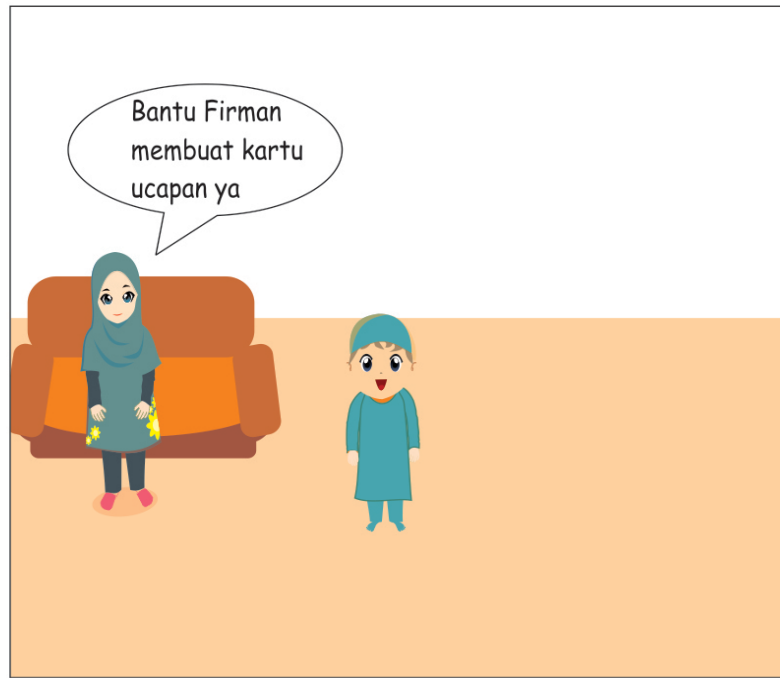
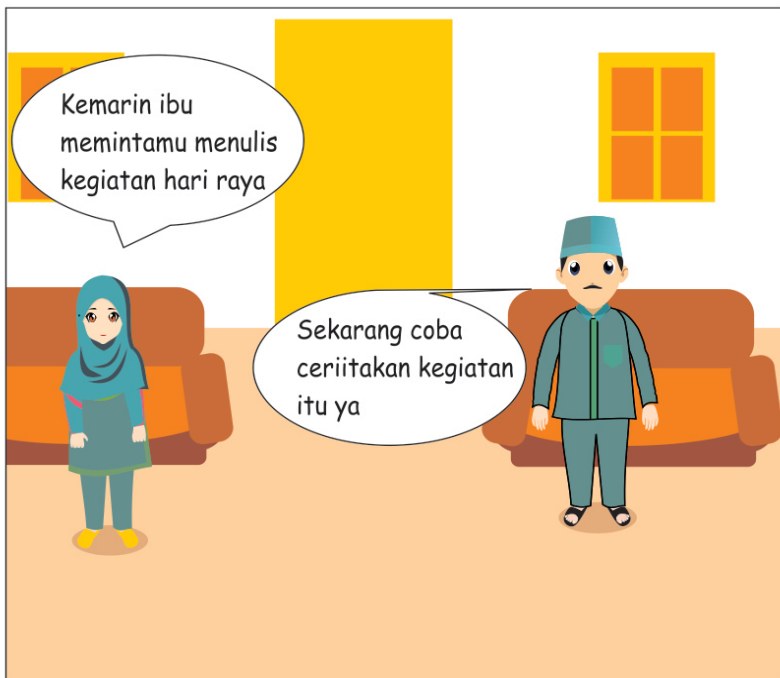


Keesokan harinya ayah mengajak kami kerumah nenek



Didalam rumah, banyak saudara ayah. Ada sepupu ayah, paman dan keponakan





Referensi Komik

Mustari, Aminah. 2015. *Doaku, Kumpulan do'a Harian Anak*.

Jakarta timur: Pustaka Al-Kautsar Grup

Salimah, Imtihani. 2015. *Kisah umar, Ayo Sholat*.

Jakarta timur: PT. Luxima Metro Media



Tentang Penulis

Nama : Siti Aisyah
Panggilan : Aisyah
TTL : Malang, 18 Juli 1992
Alamat : Jl. Muharto VII/56, Kota Malang
Hobby : Pendakian, Membaca dan Menulis
Cita-cita : Guru
Motto : Do your best for your better future

Riwayat Pendidikan:

1. MI Nurul Hikmah Malang tahun 1998-2004
2. MTS Darus Sholichin Malang tahun 2004-2007
3. SMA Negeri 2 Malang tahun 2007-2010
4. S1 Pendidikan Guru Madrasah Ibtidaiyah,
Universitas Islam Negeri Maulana Malik Ibrahim
Malang tahun 2011- 2016

Amanah yang pernah di emban :

1. Co. Bidang Intelektual HMJ PGMI UIN Malang tahun 2012
2. Bendahara AICS ICP UIN Malang tahun 2013
3. Volunteer LP2M UIN Malang tahun 2013
4. Mentri Penelitian dan pengembangan Ikatan Mahasiswa
PGMI se-Indonesia tahun 2012-2015
5. Anggota bidang Intelektual PMII Kawah "Chondrodimuko"
FITK UIN Malang tahun 2011

KOMIK

ISLAMI TEMATIK

"Kebersamaan dalam keluarga"

KEGIATAN PAGIKU

Setiap pagi, ibu selalu membangunkanku dan aku sayang keluargaku



PERGI KE KEBUN BINATANG

Hari Minggu kemarin aku dan keluargaku pergi ke kebun binatang. Aku melihat Gajah, Jerapah, burung dan macam-macam hewan lainnya



PERINGATAN HUT REPUBLIK INDONESIA

Pada 17 Agustus kematin, aku mengikuti lomba estafet kertas di kampungku. Aku senang sekali karena aku mendapat juara 1.



CERITA LIBURANKU

Bu guru meminta kami menceritakan kegiatan liburan kami. Seluruh siswa maju dengan antusias dan bersemangat bercerita



ULANG TAHUNKU

Aku bahagia sekali hari ini karena hari ini hari ulang tahunku. Ayah dan Ibuku mengundang seluruh temanku. Aku meniup kue bersama teman dan mereka mendoakanku. Lalu kami lomba kelereng bersama



HARI RAYA IDUL FITRI

Pada saat hari raya, aku pergi kerumah nenek. Disana aku bertemu saudara. Kami saling bermaafan dan bercanda bersama



Appendix V : Identity of validation Experts

IDENTITY OF VALIDATION EXPERTS FOR DEVELOPING ISLAMIC COMIC BASED- THEMATIC TEACHING MATERIAL ON “TOGETHERNESS IN THE FAMILY”.

No	Nama	NIP	Jabatan	Ket
1	Bintoro Widodo, M.kes	1976040570080110104	Dosen Olahraga UIN Malang	Ahli Materi
2	Nur Laeli fitriyah	197410162009012003	Dosen FITK dan Ketua jurusan PGRA UIN malang	Ahli Materi dan statistika soal
3	Fahrul Kurniawan	1977102012009121001	Dosen TI UIN Malang	Ahli design komik
4	Nurul Yaqien, M.Pd	192811192006041001	Dosen MPI UIN Malang	Ahli design komik
5	CH. Ina, SH. S.Pd, M. Mpd	-	Guru MI Nurul Hikmah Malang	Guru pembelajaran tematik

Appendix VI. Questionnaire of Content Expert I and II

Angket Tanggapan/Penilaian Ahli Materi untuk Komik Islami Tematik

Petunjuk pengisian :

1. Sangat tidak tepat, sangat tidak serasi, sangat tidak jelas, sangat tidak menarik
2. Kurang tepat, kurang serasi, kurang jelas, kurang menarik
3. Cukup tepat, cukup serasi, cukup jelas, cukup menarik
4. Tepat, serasi, jelas, menarik
5. Sangat tepat, sangat serasi, sangat jelas, sangat menarik

A. Berilah tanda silang (√) pada alternative jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Kesesuaian Komik Islami tematik dengan standart inti			√		
2.	Kesesuaian Komik Islami Tematik dengan kompetensi dasar				√	
3.	Ketepatan tujuan pembelajaran Komik Islami Tematik				√	
4.	Kualitas teknik Komik Islami Tematik			√		
5.	Kesesuaian Komik Islami Tematik dengan keadaan siswa					√
6.	Ketepatan Bahasa yang digunakan pada Komik Islami Tematik				√	

7.	Kesesuaian jenis-jenis dan bentuk gambar Komik Islami Tematik			√		
8.	Konsistensi Komik Islami Tematik			√		
9.	Kesesuaian isi Komik Islami Tematik					√
10.	Keluasan isi Komik Islami Tematik					√

B. Komentor dan Saran :

1. Bagus
2. Soal-soal lebih baik disajikan dalam bentuk komik
3. Cerita banyak percakapannya mending dibuat 2 scene saja jangan 1 scene karena membingungkan

Malang, November 2014

Ahli Materi,

(Bintoro)

NIP. 197604057008011014

Angket Tanggapan/Penilaian Ahli Materi untuk Komik Islami Tematik

Petunjuk pengisian :

6. Sangat tidak tepat, sangat tidak serasi, sangat tidak jelas, sangat tidak menarik
7. Kurang tepat, kurang serasi, kurang jelas, kurang menarik
8. Cukup tepat, cukup serasi, cukup jelas, cukup menarik
9. Tepat, serasi, jelas, menarik
10. Sangat tepat, sangat serasi, sangat jelas, sangat menarik

A. Berilah tanda silang (√) pada alternative jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Kesesuaian Komik Islami tematik dengan standart inti					√
2.	Kesesuaian Komik Islami Tematik dengan kompetensi dasar					√
3.	Ketepatan tujuan pembelajaran Komik Islami Tematik					√
4.	Kualitas teknik Komik Islami Tematik				√	
5.	Kesesuaian Komik Islami Tematik dengan keadaan siswa					√
6.	Ketepatan Bahasa yang digunakan pada Komik Islami Tematik					√
7.	Kesesuaian jenis-jenis dan bentuk gambar Komik Islami Tematik			√		
8.	Konsistensi Komik Islami Tematik					√

9.	Kesesuaian isi Komik Islami Tematik					√
10.	Keluasan isi Komik Islami Tematik				√	

B. Komentaran dan Saran :

Akan lebih menarik jika gambar yang digunakan adalah gambar 3D



Malang, November 2014

Ahli Materi,

(Nurlaeli Fitriah)

NIP. 197410162009012003

Identitas Ahli

Identitas Pribadi

Nama : Nurlaeli Fitriah
NIP : 19741016200912003
Jabatan : Dosen FITK
Alamat : Villa Bukit Tidar A2/114

Riwayat Pendidikan

S1 Ekonomi Akuntansi UNISMA

S2 PEP UNY

Profesi yang di tekuni :

Pengalaman dalam bidang pendidikan

Buku/bahan ajar yang pernah di tulis :

Statistika Pendidikan

Appendix VII. Questionnaire of Design expert I and II

Angket Tanggapan/Penilaian Ahli Desain Komik Islami Tematik

Petunjuk pengisian :

1. Sangat tidak tepat, sangat tidak serasi, sangat tidak jelas, sangat tidak menarik
2. Kurang tepat, kurang serasi, kurang jelas, kurang menarik
3. Cukup tepat, cukup serasi, cukup jelas, cukup menarik
4. Tepat, serasi, jelas, menarik
5. Sangat tepat, sangat serasi, sangat jelas, sangat menarik

A. Berilah tanda silang (√) pada alternative jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Bagaimana kesesuaian warna yang dipilih pada Komik Islami Tematik ini			√		
2.	Bagaimana kesesuaian gambar pada Komik Islami Tematik				√	
3.	Ukuran tulisan pada Komik Islami Tematik sesuai dengan siswa MI kelas I					√
4.	Bagaimana desain cover pada Komik Islami Tematik			√		
5.	Bagaimana kesesuaian gambar dengan materi				√	
6.	Bagaimana tata letak gambar pada Komik Islami Tematik				√	

7.	Gambar pada Komik Islami Tematik dekat dengan kehidupan siswa					√
8.	Jenis huruf yang digunakan sesuai dengan siswa MI kelas I					√
9.	Ukuran kertas yang dipilih untuk Komik Islami Tematik tepat					√
10.	Layout pada Komik Islami Tematik menarik					√

B. Komentor dan Saran :

Perlu perbaiki pemilihan pada warna, backround dan karakter “Bapak”.

Malang, November 2014

Ahli Desain,

(Fachrul Kurniawan)

NIP. 1977102012009121001

Identitas Ahli

Identitas Pribadi

Nama : Fachrul Kurniawan

NIP : 1977102012009121001

Jabatan : Dosen TI UIN Maliki Malang

Alamat : Jurusan TI UIN Maliki Malang

Riwayat Pendidikan

S2 Teknologi Informasi

Profesi yang di tekuni :

Multimedia, game, dan GIS

Pengalaman dalam bidang pendidikan

Tenaga dosen

Buku/bahan ajar yang pernah di tulis :

Isu profesionalisme etika dalam TIK

Pemrograman android

Angket Tanggapan/Penilaian Ahli Desain Komik Islami Tematik

Nama : Nurul Yaqien, M.Pd

NIP : 192811192006041001

Jabatan : Dosen

Alamat : Jl. Raya Candi 3/454 Karangbesuki Malang

Petunjuk pengisian :

6. Sangat tidak tepat, sangat tidak serasi, sangat tidak jelas, sangat tidak menarik
7. Kurang tepat, kurang serasi, kurang jelas, kurang menarik
8. Cukup tepat, cukup serasi, cukup jelas, cukup menarik
9. Tepat, serasi, jelas, menarik
10. Sangat tepat, sangat serasi, sangat jelas, sangat menarik

A. Berilah tanda silang (√) pada alternative jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Apakah tema komik sesuai dengan Kompetensi Dasar pada subtheme “Kebersamaan dalam Keluarga”?					√
2.	Apakah plot yang ada pada Komik sesuai dengan tema yang dipilih?				√	
3.	Apakah garis aksi (tata letak gambar) yang dipilih pada Komik Islami ini sudah tepat?			√		

4.	Apakah tokoh yang ada pada Komik sesuai dengan keadaan anak?				√	
5.	Bagaimana pemilihan nama tokoh yang ada pada komik? Apakah sudah sesuai dengan aspek islami komik?					√
6.	Apakah pemilihan tone (warna dasar) pada komik ini sesuai dengan dunia anak?				√	
7.	Apakah background sesuai dengan alur cerita?			√		
8.	Apakah ekspresi wajah tokoh sudah muncul pada komik?				√	
9.	Apakah pemilihan bentuk panel sudah tepat?				√	
10.	Apakah font tulisan dan size tulisan yang dipilih pada komik sudah sesuai dengan latar belakang siswa?			√		

B. Komentar dan Saran :

- Gambar hendaknya dipilih warna yang agak kontras sehingga jika bertemu tidak menjadi kabur seperti wana celana dengan lantai.
- Warna rumah/ dalam rumah disederhanakan / 1 warna

Malang, Oktober 2015

Ahli Desain,

(Nurul Yaqien)

NIP. 192811192006041001

Appendix VIII. Questionnaire of Thematic teacher

Angket Tanggapan/Penilaian Guru Tematik Kelas I

Petunjuk pengisian :

1. Sangat tidak tepat, sangat tidak serasi, sangat tidak jelas, sangat tidak menarik
2. Kurang tepat, kurang serasi, kurang jelas, kurang menarik
3. Cukup tepat, cukup serasi, cukup jelas, cukup menarik
4. Tepat, serasi, jelas, menarik
5. Sangat tepat, sangat serasi, sangat jelas, sangat menarik

A. Berilah tanda silang (√) pada alternative jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Kesesuaian Komik Islami tematik dengan standart inti			√		
2.	Kesesuaian Komik Islami Tematik dengan kompetensi dasar				√	
3.	Ketepatan tujuan pembelajaran Komik Islami Tematik				√	
4.	Kualitas teknik Komik Islami Tematik					√
5.	Kesesuaian Komik Islami Tematik dengan keadaan siswa			√		
6.	Ketepatan Bahasa yang digunakan pada Komik Islami Tematik				√	

7.	Kesesuaian jenis-jenis dan bentuk gambar Komik Islami Tematik					√
8.	Konsistensi Komik Islami Tematik			√		
9.	Kesesuaian isi Komik Islami Tematik					√
10.	Keluasan isi Komik Islami Tematik				√	

B. Komentari dan Saran :

1. Komik perlu dibuat pertama agar siswa tidak bingung memahami isi dan jalan cerita.
2. Kata dan kalimat perlu dibuat lebih sederhana lagi dan font penulisan diperbesar.
3. Pada dasarnya Komik sudah bagus namun perlu dibuat lebih luwes lagi gambarnya (karena terlalu banyak pengulangan gambar) sehingga terkesan monoton.

Malang, November 2014

Guru Tematik kelas I,

(CH. Ina Rahayu)

NIP. -

Identitas Ahli

Identitas Pribadi

Nama : CH. Ina Rahayu SH, S.Pd. M.MPd

NIP : -

Jabatan : Guru kelas I

Alamat : JL. Ters Wisnuwardana Kedoyo Timur Rt 02 Rw 14 no.17

Riwayat Pendidikan

Profesi yang di tekuni :

Guru Madrasah Ibtidaiyah

Pengalaman dalam bidang pendidikan

Buku/bahan ajar yang pernah di tulis :

“Ayo Belajar Membaca”

Appendix IX. The form of interview to the thematic teacher

HASIL WAWANCARA I

Wawancara pertama ini dilakukan pada guru kelas I MI Nurul Hikmah yaitu ibu Ina beliau mengutarakan bahwa bahan ajar yang diterbitkan oleh pemerintah sudah bagus namun masih ada kekurangan yakni terlalu banyak tulisan dibandingkan gambar. Pembelajaran untuk kelas I sebenarnya lebih butuh bahan ajar yang menyajikan banyak gambar daripada tulisan karena siswa kelas I masih belum terlalu lancar membaca. Berdasarkan hasil wawancara tersebut maka peneliti mengembangkan bahan ajar berbasis Komik Islami untuk memudahkan siswa belajar dan memahami materi pelajaran.

Malang, November 2015

(CH. INA RAHAYU)

Appendix X. Opinion of thematic teacher

HASIL WAWANCARA II

Wawancara kedua ini dilakukan pada guru kelas I MI Nurul Hikmah yaitu ibu Ina. Dalam wawancara ini memuat opini guru kelas tentang penerapan komik dalam proses belajar mengajar di kelas. Dibawah ini opini yang diutarakan oleh guru tematik kelas sebagai berikut:

Penerapan bahan ajar Komik Islami pada PBM cukup membantu siswa kelas 1 memahami materi ajar pada KD.



Malang, November 2015


(CH. INA RAHAYU)

Appendix XI . The Value of Pre-Test in the Small-Scale test

Bacalah teks bergambar di bawah ini



Merapikan Kebun Bersama Keluarga

Pada hari Minggu  membersihkan kebun bersama .

Di  ada kebun yang sangat luas.

Di kebun ada  dan .

Setiap hari    dan .

 sangat suka berkebun bersama .

Keterangan gambar:



Dayu



Ayah dan Ibu



bunga mawar



bunga melati



rumah



menyiram

Nama : Fattah

Nilai : 34

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Membersih kebun binatang.....
2. Apa saja warna bunga yang ada di kebun Dayu? Kebun yang sangat luas
3. Apa yang dilakukan Dayu? Mawar dan melati
4. Apa yang dilakukan ayah? Dayu menyiram mawar dan melati
5. Apa yang dilakukan ibu? Ada kebun yang sangat luas
6. Bagaimanakah perasaan Dayu? Senang

Nama : Maghfiratul Nisa

Nilai : 68

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Merapikan kebun binatang.....
2. Apa saja warna bunga yang ada di kebun Dayu? Merah dan putih
3. Apa yang dilakukan Dayu? Menyiram bunga
4. Apa yang dilakukan ayah? Bekerja
5. Apa yang dilakukan ibu? Memasak makanan
6. Bagaimanakah perasaan Dayu? Suka berkebun bersama ayah dan ibu

Nama : Mahendra

Nilai : 0

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ?
2. Apa saja warna bunga yang ada di kebun Dayu?
3. Apa yang dilakukan Dayu?
4. Apa yang dilakukan ayah?
5. Apa yang dilakukan ibu?
6. Bagaimanakah perasaan Dayu?

Nama : Andrian Maulana

Nilai : 42

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? merapikan kebun bersama keluarga.....
2. Apa saja warna bunga yang ada di kebun Dayu? Hijan merah iluding
3. Apa yang dilakukan Dayu? Berzailat
4. Apa yang dilakukan ayah? Berkerja
5. Apa yang dilakukan ibu? Ada kebun yang sangat luas
6. Bagaimanakah perasaan Dayu? Senang

Nama : Jamrut

Nilai : 51

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? dikebun
2. Apa saja warna bunga yang ada di kebun Dayu? Bunga mawar dan bunga melati
3. Apa yang dilakukan Dayu? Menanam
4. Apa yang dilakukan ayah? Pergi ke kebun
5. Apa yang dilakukan ibu? Dirumah
6. Bagaimanakah perasaan Dayu? Senang

Nama : Junaidi

Nilai : 0

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Mebesikan tem kebon binatang
2. Apa saja warna bunga yang ada di kebun Dayu? Dirumah
3. Apa yang dilakukan Dayu? Membersikanum batu ora tua
4. Apa yang dilakukan ayah? Tidurui
5. Apa yang dilakukan ibu? Mebtuorangua
6. Bagaimanakah perasaan Dayu? Mebeli

Nama : Habbil

Nilai : 34

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Membersihkan kebun
2. Apa saja warna bunga yang ada di kebun Dayu? Warna warni
3. Apa yang dilakukan Dayu? Membersihkan kebun
4. Apa yang dilakukan ayah? Tanaman disiham dengan secukunyah
5. Apa yang dilakukan ibu? Ada kebun ya hewan
6. Bagaimanakah perasaan Dayu? Senang

Nama : Rafi

Nilai : 34

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Kebun
2. Apa saja warna bunga yang ada di kebun Dayu? Ijao
3. Apa yang dilakukan Dayu? Kebun
4. Apa yang dilakukan ayah? Mebesikan kebun
5. Apa yang dilakukan ibu? Meniram
6. Bagaimanakah perasaan Dayu?

Nama : Syaiban

Nilai : 76

Jawablah pertanyaan-pertanyaan dibawah ini.

1. Apa yang dilakukan Dayu dan keluarganya ? Ke kebun
2. Apa saja warna bunga yang ada di kebun Dayu? Mera
3. Apa yang dilakukan Dayu? Bersama
4. Apa yang dilakukan ayah? Membersihkan kebua
5. Apa yang dilakukan ibu? Suka berkebun
6. Bagaimanakah perasaan Dayu? Senang

Appendix XII. The value of post-test in the small-scale test

Nama : Rafi

Nilai : 100

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Pergi kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Gajah, kucing, jerapa
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Kepasar hewan

Nama : Syaiban

Nilai : 100

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Ke kesar binatang
2. Apa saja hewan yang ada di kebun binatang? Jerapa + gajah kura-kura, kerbau + harimau + singa, Kucing + burung + ayam
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Mampir untuk membeli kura-kura

Nama : Fattah

Nilai : 100

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Ke kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Jerapa dan gaja
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Mampir untuk membeli kura-kura

Nama : Jamrut

Nilai : 40

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Pergi ke kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Burong, gajah, kura kura, sapi, ayam
3. Hewan apa yang disukai oleh Firman? Gajah
4. Hewan apa yang disukai kak Risa? Burung
5. Kemana keluarga Firman sepulang dari kebun binatang? Malam hari

Nama : Junaidi

Nilai : 80

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Kebuminata
2. Apa saja hewan yang ada di kebun binatang? Gajah, burung, hrimaui
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Pulang keluma

Nama : Andrian

Nilai : 40

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Jerapa, gajah, pitik, singa, kucing
3. Hewan apa yang disukai oleh Firman? Gajah
4. Hewan apa yang disukai kak Risa? Kucing
5. Kemana keluarga Firman sepulang dari kebun binatang? Pulung keruma

Nama : Maghfirotunnisa

Nilai : 100

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Pergi ke kebun binatang

2. Apa saja hewan yang ada di kebun binatang? Jerapah, gajah, ayam, singa, kucing, banteng
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Membeli kura-kura

Nama : Mahendra

Nilai : 40

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Jerapah, gajah, ayam, singa
3. Hewan apa yang disukai oleh Firman? Gajah
4. Hewan apa yang disukai kak Risa? Kucing
5. Kemana keluarga Firman sepulang dari kebun binatang? Main

Nama : Habbil

Nilai : 80

Jawablah pertanyaan-pertanyaan di bawah ini.

1. Pergi kemana Firman dan keluarganya pada saat liburan? Pergi kebun binatang
2. Apa saja hewan yang ada di kebun binatang? Gajah, jerapah, ayam, kucing, singa
3. Hewan apa yang disukai oleh Firman? Kucing
4. Hewan apa yang disukai kak Risa? Kura-kura
5. Kemana keluarga Firman sepulang dari kebun binatang? Pulang keruma



Appendix XIII . The Value of Pre-Test in the Big-Scale test


SOAL PRE-TEST TEMATIK KELAS 1 MI NURUL HIKMAH

NAMA :







Bacalah teks bergambar di bawah ini

Merapikan Kebun Bersama Keluarga

Pada hari Minggu  membersihkan kebun bersama .

Di  ada kebun yang sangat luas.

Di kebun ada  dan .

Setiap hari    dan   sangat suka berkebun bersama .

Keterangan gambar:



Dayu



Ayah dan Ibu



bunga mawar



bunga melati



rumah



menyiram

NAMA : Nur Latif

Nilai : 74

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ? Bersama membersihkan kebun
2. Warna apa saja bunga yang dimiliki Dayu ? merah dan abu-abu
3. Apa yang dilakukan Ibu Dayu ? sangat suka berkebun bersama
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.



1



4



2



3

5. Kegiatan apa yang kamu lakukan pada saat libur? Membersihkan kamar mandi, membersihkan burung
6. Beri tanda (✓) untuk buah yang lebih berat.



7. Gambar apakah ini ?



=

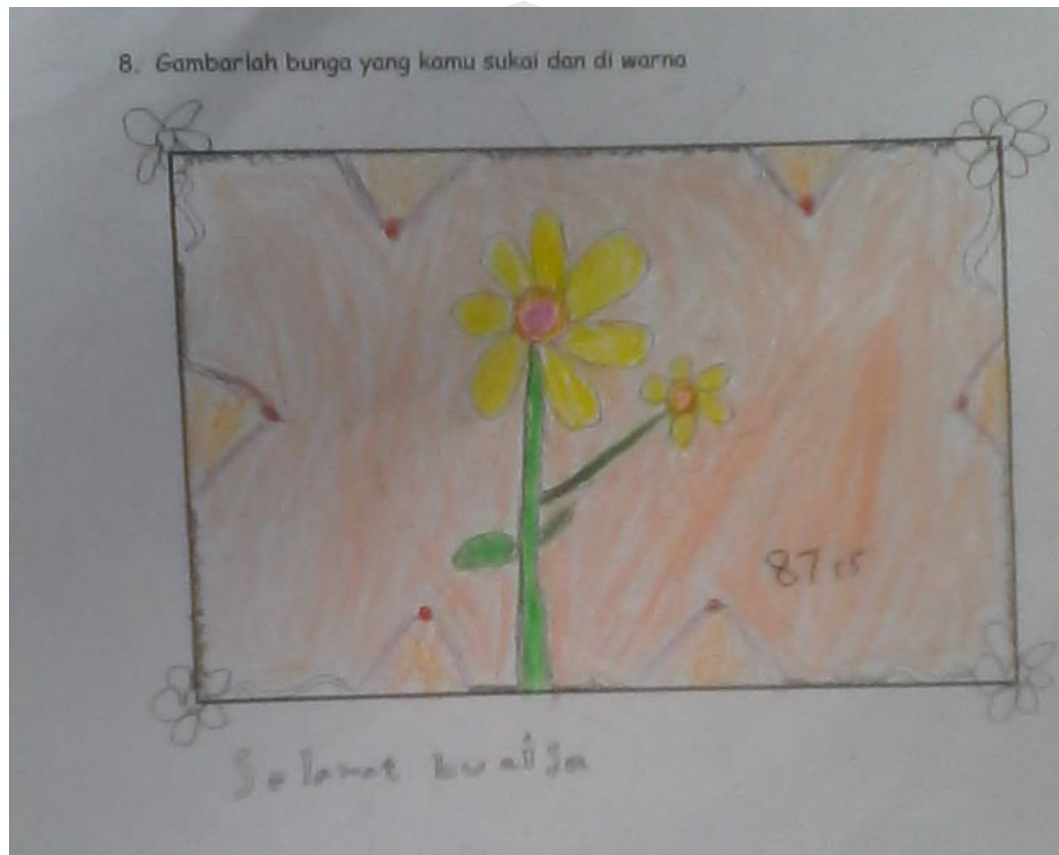
Merah



=

Hijau

8. Gambarlah bunga yang kamu sukai dan di warna



NAMA : Nayla Nur Fadila

Nilai : 100

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ?
Merapikan kebun
2. Warna apa saja bunga yang dimiliki Dayu ? Merah dan putih
3. Apa yang dilakukan Ibu Dayu ? Menyiram bunga
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.



3



4



1



2

5. Kegiatan apa yang kamu lakukan pada saat libur? Kerumah nenek, berkebun
6. Beri tanda (✓) untuk buah yang lebih berat.



7. Gambar apakah ini ?

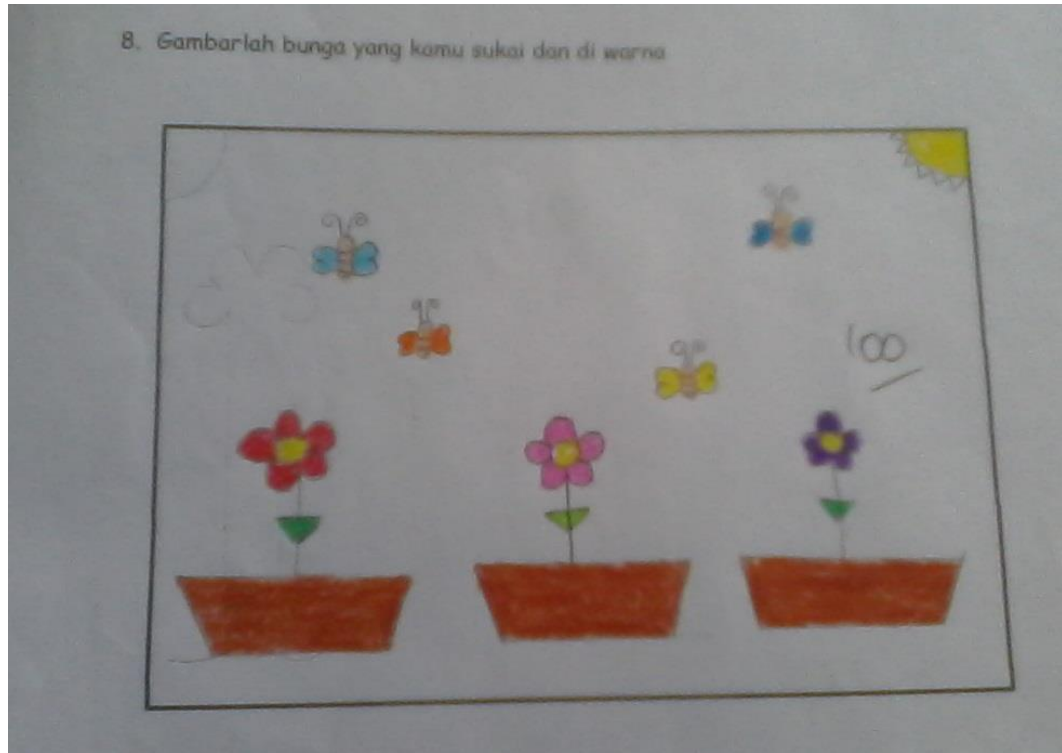


= Lingkaran



= Segitiga

8. Gambarlah bunga yang kamu sukai dan di warna



NAMA : Sofiatul Muawannah

Nilai : 90

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ? Membersihkan kebun
2. Warna apa saja bunga yang dimiliki Dayu ? Merah dan putih
3. Apa yang dilakukan Ibu Dayu ? Mengepel
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.



3



4



1



2

5. Kegiatan apa yang kamu lakukan pada saat libur? Mengepel, Menyapu
6. Beri tanda (✓) untuk buah yang lebih berat.



7. Gambar apakah ini ?



=

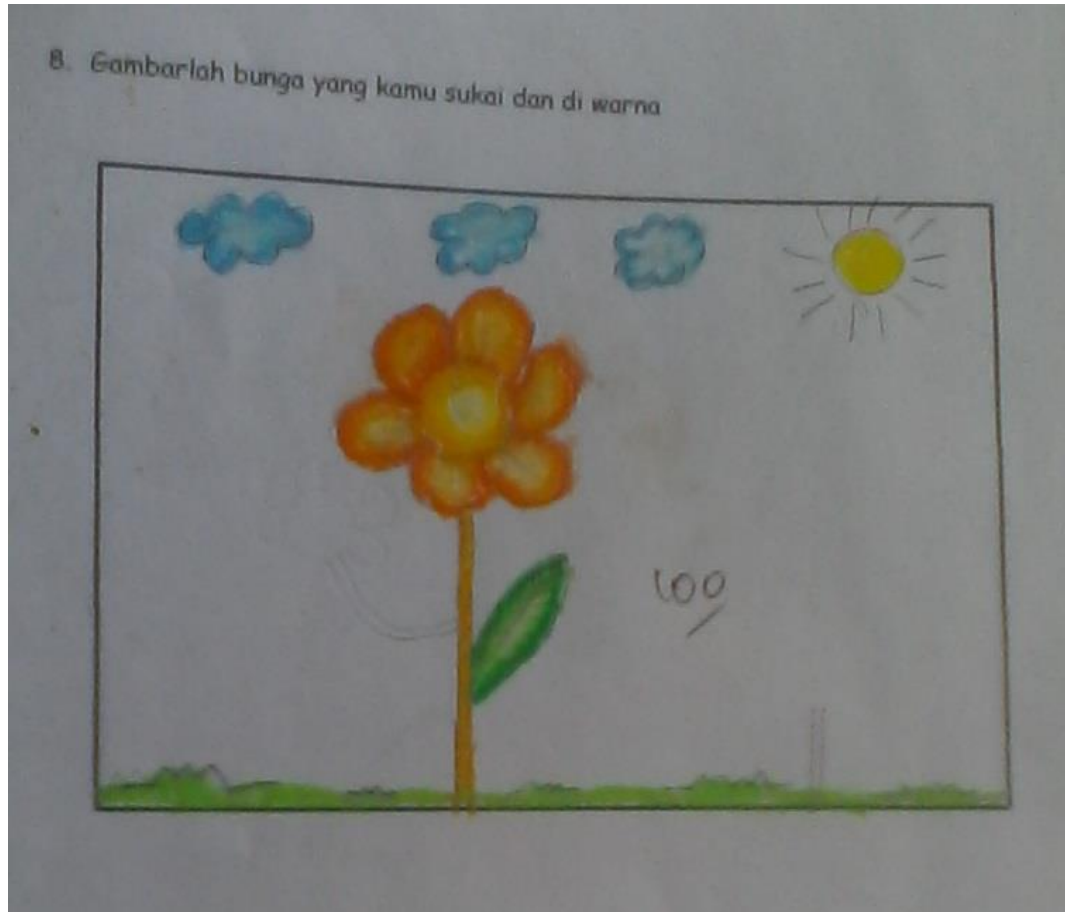
Ini gambar merah



=

Ini gambar Hijau

8. Gambarlah bunga yang kamu sukai dan di warna



NAMA : Aldi Renaldi

Nilai : 74

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ? Bunga Mawar
2. Warna apa saja bunga yang dimiliki Dayu ? Bunga melati
3. Apa yang dilakukan Ibu Dayu ? Menyiram bunga mawar
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.



1



2



3



4

5. Kegiatan apa yang kamu lakukan pada saat libur? Membeli rabutan, membantu Ibu
6. Beri tanda (✓) untuk buah yang lebih berat.



7. Gambar apakah ini ?

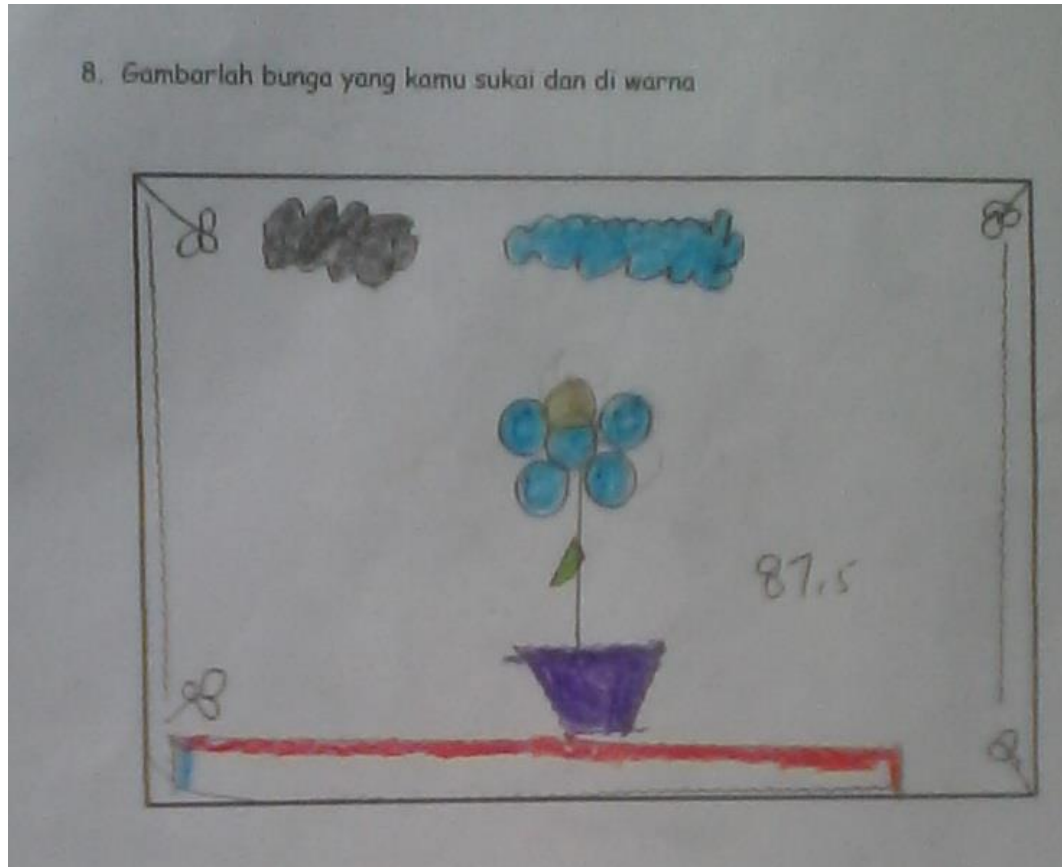


= Likaran



= Sedigtiga

8. Gambarlah bunga yang kamu sukai dan di warna



NAMA : Fudhori

Nilai : 40

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ? Ayah dan Ibu
2. Warna apa saja bunga yang dimiliki Dayu ? Rumah
3. Apa yang dilakukan Ibu Dayu ? Bunga mawar
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.



3



4



1



2

5. Kegiatan apa yang kamu lakukan pada saat libur? Satahpyi kmudasat
6. Beri tanda (✓) untuk buah yang lebih berat.



2



4

7. Gambar apakah ini ?

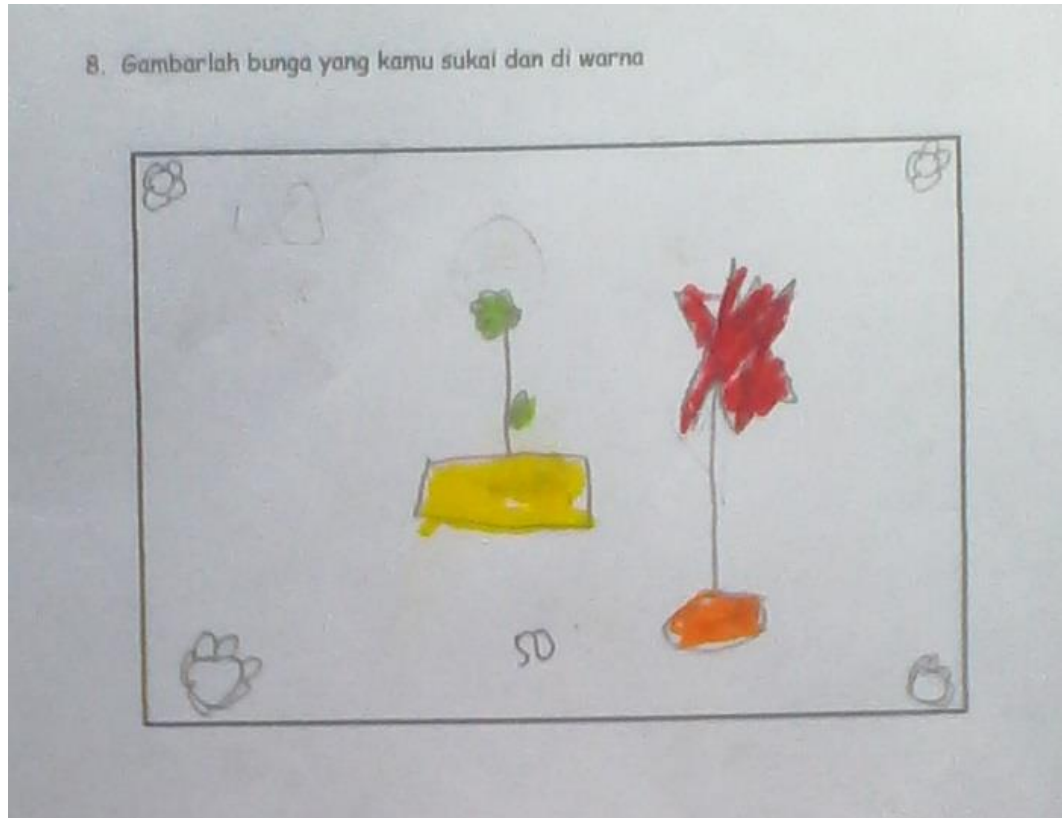


= Buda



= Sidik

8. Gambarlah bunga yang kamu sukai dan di warna



NAMA : Irham

Nilai : 55

1. Pada saat liburan apa yang dilakukan Dayu dan keluarganya ? Meramhar
2. Warna apa saja bunga yang dimiliki Dayu ? abaabi
3. Apa yang dilakukan Ibu Dayu ? ibu dan ubu
4. Urutkan gambar dibawah ini dan beri nomor pada kolom.

☐☐☐☐

5. Kegiatan apa yang kamu lakukan pada saat libur? dada
6. Beri tanda (✓) untuk buah yang lebih berat.

☒☐

7. Gambar apakah ini ?



=

Ilil



=

Sisi

8. Gambarlah bunga yang kamu sukai dan di warna



Appendix XIV . The Value of Post-Test in the Big-Scale test

SOAL POST-TEST TEMATIK KELAS 1 MI NURUL HIKMAH

Nama : Lidiya

Nilai : 89

PERGI KE KEBUN BINATANG

Pada hari libur, Firman dan keluarganya pergi ke kebun bintang. Mereka berangkat pagi-pagi sekali. Di kebun binatang Firman dapat melihat Gajah, jerapah, Burung dan banyak hewan lainnya. Sepulang dari kebun Binatang mereka pergi ke Pasar untuk membeli Kura-kura untuk Kak Risa dan Kucing untuk Firman. Firman dan Kak Risa senang sekali.

1. Pada saat liburan Firman pergi kemana ? Kebun Binatang
2. Sepulang dari kebun binatang, Firman pergi kemana? Kerumah tetangga
3. Apa yang dilakukan Firman pada Pagi hari ?



Udu



Sholat



Mandi



Makan

4. Sebutkan 2 tempat yang pernah kamu datangi bersama keluarga pada saat liburan ! Kerumah nenek dan kakek
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.



6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Nama : Irham

Nilai : 35

1. Pada saat liburan Firman pergi kemana ? Kebkalh
2. Sepulang dari kebun binatang, Firman pergi kemana ? Ararh
3. Apa yang dilakukan Firman pada Pagi hari ? ramr



4. Sebutkan 2 tempat yang pernah kamu datangi bersama keluarga pada saat liburan ! Amarh, mamrrr
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.



6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Nama : Muhammad Nabil Syaifullah

Nilai : 74

1. Pada saat liburan Firman pergi kemana ? Kebun binatang
2. Sepulang dari kebun binatang, Firman pergi kemana? **Kura-kura**
3. Apa yang dilakukan Firman pada Pagi hari ? Mandi



Mandi



Sholat



Sabunan

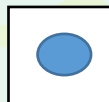
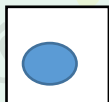


berdoa

4. Sebutkan 2 tempat yang pernah kamu datang bersama keluarga pada saat liburan ! **Ulangtaun**, kealonalon
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.



6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Nama : Abdul Malik

Nilai : 44

1. Pada saat liburan Firman pergi kemana ? Kebun Binatang
2. Sepulang dari kebun binatang, Firman pergi kemana? Kuda-kuda
3. Apa yang dilakukan Firman pada Pagi hari ? Mandi



Mandi



Solat



Sabunan

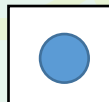
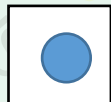


Berdoa

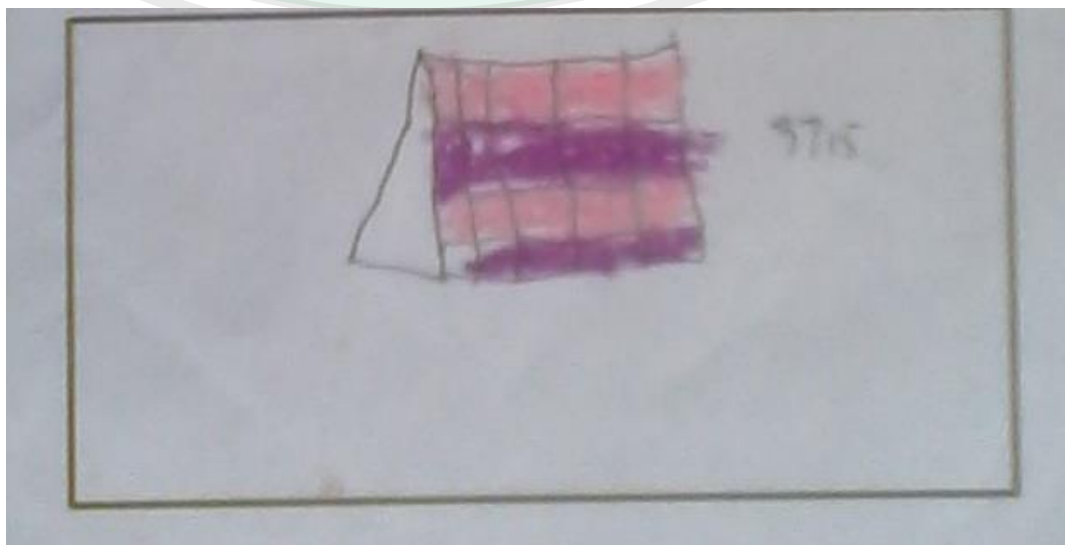
4. Sebutkan 2 tempat yang pernah kamu datang bersama keluarga pada saat liburan ! Ulan taun, kealonalon
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.

☐☐

6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Nama : Maghfirotnunnisa

Nilai : 100

1. Pada saat liburan Firman pergi kemana ? Kebun Binatang
2. Sepulang dari kebun binatang, Firman pergi kemana? Pasar untu beli kura-kura
3. Apa yang dilakukan Firman pada Pagi hari ? berangkat ke kebun binatang



Berwudu



solat



mandi



makan

4. Sebutkan 2 tempat yang pernah kamu datangi bersama keluarga pada saat liburan ! Kerumah nenek dan kakek, kerumah bibi dan paman
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.

☐☒

6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Nama : Nimatul Aulia

Nilai : 94

1. Pada saat liburan Firman pergi kemana ? Kebun binatang
2. Sepulang dari kebun binatang, Firman pergi kemana? Pasar
3. Apa yang dilakukan Firman pada Pagi hari ? Sekolah



Berwudhu



Shalat



Mandi



makan bersama

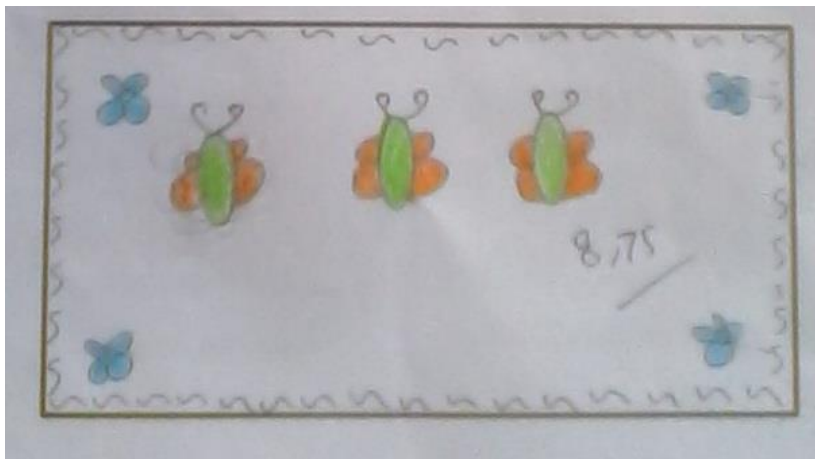
4. Sebutkan 2 tempat yang pernah kamu datangi bersama keluarga pada saat liburan ! Madura, alon alon
5. Beri tanda (✓) untuk hewan yang lebih besar bentuknya.

☐☒

6. Lanjutkan menggambar bentuk dan warnai sesuai warna yang ada.



7. Gambarlah hewan yang mempunyai bulu dan suaranya "meong-meong" dan di warna.



Appendix XV. Documentation

1. Student doing outdoor class activity based on the activity on lesson 6.



2. Students when doing the Pre-test and Post-test in the Small-scale test



Appendix XVI

CURRICULUM VITAE



Name : Siti Aisyah
Date of Birth : 18 April 1992
Adress : Jl. Muharto VII/56 Rt 13 Rw 07, Kedungkandang, Malang.
Email : Queenecha21@gmail.com
Motto : Do your best for your better future

FORMAL EDUCATION

MI Nurul Hikmah Malang (1998 – 2004)

MTS Darus Sholichin Malang (2004 – 2007)

SMA Negeri 2 Malang (2007 – 2010)

S1 Pendidikan Guru Madrasah Ibtidaiyah UIN Maliki Malang (2011 – 2016)

NON FORMAL EDUCATION

Privat English Lesson at Bhineka (2004-2006)

Privat English Speech at English First (2006)

Privat English Grammar and Pronoun (2013)

ORGANIZATION

Coordinator of Intellectual department of HMJ PGMI UIN Malang (2012)

Treasurer of AICS ICP UIN Malang (2013)

Volunteer of LP2M UIN Malang (2013)

Minister of Research and Development “Ikatan Mahasiswa PGMI se-Indonesia”
(2012-2015)

Member of Intellectual department of PMII kawah “Chondrodimuko” FITK UIN
Maliki Malang (2011)