

**THE DEVELOPMENT OF COMIC BOOK BASED ON ISLAMIC
CHARACTER EDUCATION AS INSTRUCTIONAL MEDIA OF
POPULATION DYNAMIC TOPIC FOR 8TH GRADE OF MTs SURYA
BUANA MALANG**

THESIS

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**INTERNATIONAL CLASS PROGRAM (ICP)
SOCIAL EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
MALANG**

May, 2017

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To Present Thesis of Undergraduate Program (S-1)
Of Social Education Program
Tarbiyah and Teaching Training Faculty
Maulana Malik Ibrahim State Islamic University, Malang

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GRADE OF MTs SURYA BUANA MALANG**

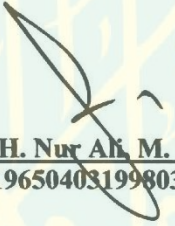
THESIS

By

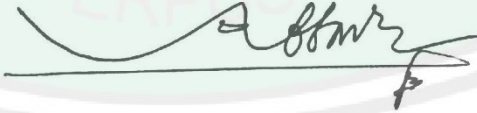
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LEGITIMATION SHEET

THE DEVELOPMENT OF COMIC BOOK BASE ON ISLAMIC CHARACTER
EDUCATION AS INSTRUCTIONAL MEDIA O POPULATION DYNAMIC
TOPIC FOR 8TH GRADE OF MTs SURYA BUANA MALANG

THESIS

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DEDICATION

Bismillahirrahmaanirrahiim...

Praise to God Almighty for giving everything in my live. This thesis is a great effort in the realization of my aspiration. Shalawat and Salam always bless to our Prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, **Mr. Munawar Kolil and Mrs. Martimah**, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to my young sister, **Andini Oktavia Nitasari** and my big family, who has been encouragement in my life. Intended for friend and nearby person, big family of ICP PIPS '13, my family in DKD XV "Banni Guntara" and Simfoni FM radio, and friends in muslimah boarding house who already help, support, pray, and give motivation.

MOTTO

يُوْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا

كَثِيرًا وَمَا يَذْكُرُهُ إِلَّا أُولُو الْأَلْبَابِ ﴿٣٦١﴾

He giveth wisdom unto whom He will, and he unto whom wisdom is given, he truly hath received abundant good. But none remember except men of understanding.¹

¹ Department of Religion Indonesia, *Al-Qur'an dan terjemahnya*, (Semarang: CV Al Waah, 1993), pg. 67.

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Appendixes : 4 (four) Exemplar

Dear,

Dean of Tarbiyah and Teaching Training Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

At Malang

Assalamualaikum Wr. Wb

After carrying out several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

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Title of Thesis : The Development of Comic Book Based on Islamic Character Education as Instructional Media of Population Dynamic Topic for 8th Grade of MTs Surya Buana Malang

As the advisor, we argue that this thesis has been proposed and tested decent. Thus please tolerate presence.

Wassalamu'alaikum Wr. Wb

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CERTIFICATE OF THESIS AUTHORSHIP

Hereby state that on this thesis is no work that ever submitted to obtain a bachelor of education on one university, and as far as I know there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, May 30th 2017



Laila
Laila Citra Mawarsari

PREFACE

Praise to Allah the All Merciful and the All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer is able to finish the arrangement of Research and Development “Comic Book Based on Islamic Character Building” as the final instruction activities on The State Islamic University of Maulana Malik Ibrahim Malang. Shalawat and Salam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Moslem.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronounceable word that can be extended except the great gratitude to the excellency:

1. Prof. Dr. Mudjia Raharjo, M.Si as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.
2. Dr. H. Nur Ali, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
3. Dr. H. Abdul Basith, M.Si as the Head of Social Science Department who always support the students.
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5. Ahmad Makki Hasan, M.Pd as media design validator who give suggestion to my instructional media development.
6. Saiful Amin, M.Pd as material validator who give suggestion to my instructional media development.
7. Lusi Hendarwati, S.Pd as teacher validator who give me suggestion to my instructional media development.

8. All of my lectures in Social Education Department and also all of the lecture in the state Islamic University of Malang who have given the valuable knowledge and experience.
9. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
10. All the big family of ICP PIPS 2013 who always support me to writing this thesis.
11. My beloved family of DKD IV “Banni Guntara” and Simfoni FM who always give me chance to improve my experience to support this thesis.
12. Head Master of MTs Surya Buana Malang, who give me permission to do the research.
13. Teacher and Students in MTs Surya Buana Malang who help me during this research.

Finally the researcher hopes that this thesis will be useful for them and for the readers. This constructive criticism and suggestion are expected from the readers.

Malang, 30th of May 2017

Author

TRANSLITERATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this Thesis utilize in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

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. Long Vocal

Vocal (a) long	= ā
Vocal (i) long	= ī
Vocal (u) long	= ū

C. Diphthong Vocal

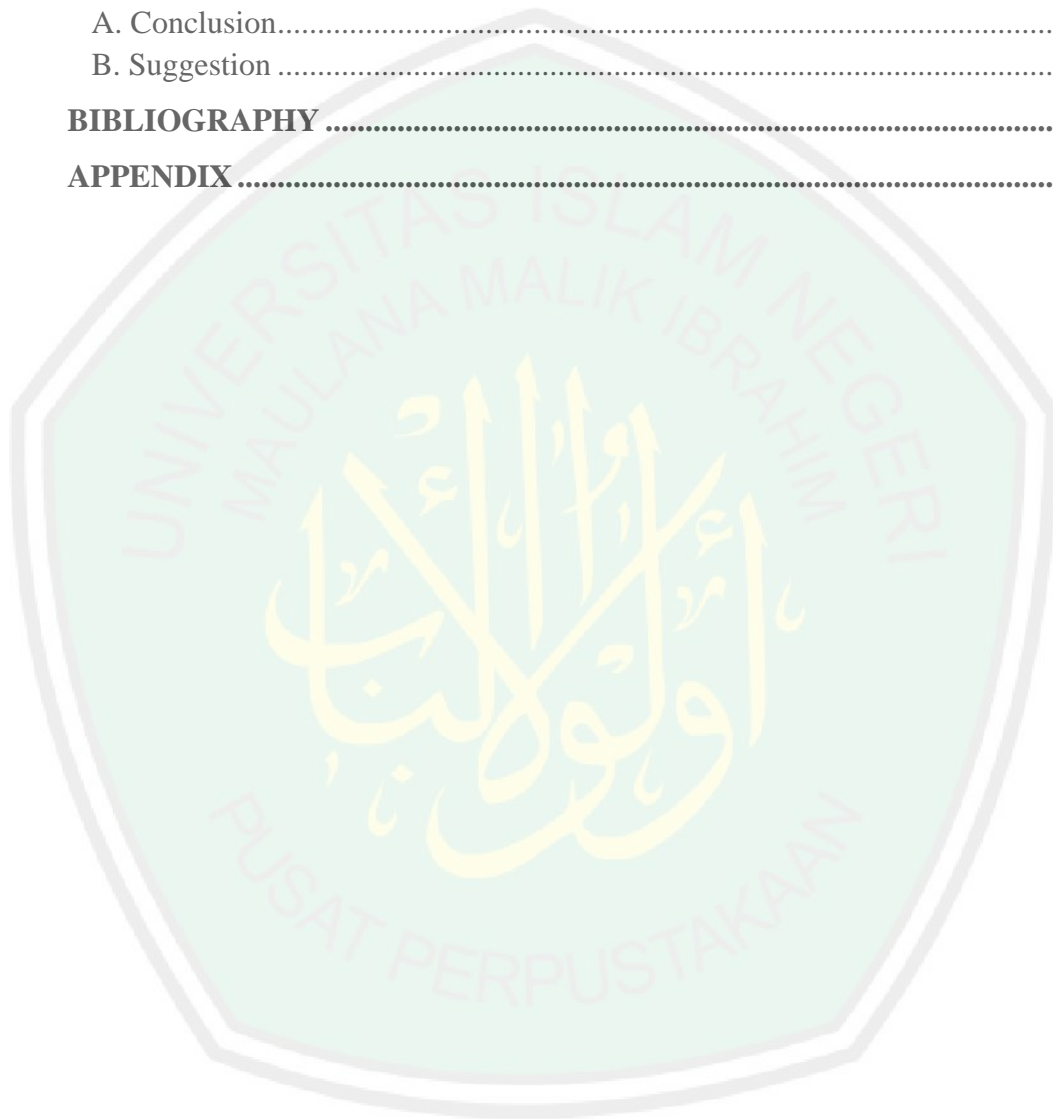
أَوْ	= aw
أَيَّ	= ay
أُؤ	= ū
أِي	= i

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ABSTRAK

Mawarsari, Laila Citra. 2017. *Pengembangan Komik Berbasis Pendidikan Karakter Islam Sebagai Media Pembelajaran Topik Dinamika Kependudukan untuk Kelas 8 MTs Surya Buana Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Social, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H, Nur Ali, M.Pd

Kata Kunci: Komik, Pendidikan Karakter Islam, Dinamika Kependudukan

Pengembangan komik berbasis pendidikan karakter islam pada materi dinamika penduduk didasarkan pada perkembangan kurikulum yang menerapkan system *Full Day School*. Peserta didik membutuhkan pembelajaran yg bersifat “*edutainment*” (*education* dan *entertainment*) untuk menghindari rasa bosan dalam belajar. Maka dari itu dengan komik sebagai media pembelajaran berbasis pendidikan karakter islam ini diharapkan siswa dapat memberikan pemahaman materi lebih mudah dan menyenangkan, serta meningkatkan karakter islam dalam diri siswa.

Tujuan penelitian ini adalah untuk: 1) Mendeskripsikan desain pengembangan komik berbasis pendidikan karakter islam sebagai media pembelajaran IPS kelas 8 di MTs Surya Buana Malang 2) Mendeskripsikan efektifitas komik berbasis pendidikan karakter islam sebagai media pembelajaran IPS kelas 8 di MTs Surya Buana Malang.

Metode penelitian yang digunakan dalam penelitian ini adalah metode *Research and Development* (R&D), dengan model pengembangan ADDIE yang terdiri dari; 1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*, dan 5) *Evaluation*. Subyek penilaian produk untuk kelayakan komik pada 3 ahli yaitu ahli materi, ahli desain, dan ahli pembelajaran, sasaran uji coba produk yaitu seluruh siswa kelas VIII-C MTs Surya Buana Malang yang berjumlah 19 siswa.

Hasil penelitian pengembangan komik berbasis pendidikan karakter islam memenuhi kriteria valid dengan hasil uji coba ahli materi mencapai tingkat kevalidan 96%, ahli desain mencapai 97%, ahli pembelajaran mencapai 92,5%. Hasil uji coba menunjukkan peningkatan dari nilai rata-rata kelas dari 68 sebelum menggunakan media komik berbasis pendidikan karakter islam, kemudian meningkat menjadi 81 setelah menggunakan media komik berbasis pendidikan karakter islam. Pada uji-t diperoleh terhitung sebesar 3,571 dengan tingkat kemaknaan 0,05 (5%) dengan derajat kebebasan (db=18) adalah 1,734, jadi terhitung $(3,571) > \text{tabel } (1,734)$. Hasil hipotesis menunjukkan bahwa H_a diterima, karena t_{hitung} lebih besar dari tabel.

ABSTRACT

Mawarsari, Laila Citra. 2017. *The Development of Comic Book Based on Islamic Character Education as Instructional Media of Population Dynamic Topic for 8th grade of MTs Surya Buana Malang*. Thesis, Social Education Department, Tarbiyah and Teaching Training Faculty. The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. H, Nur Ali, M.Pd

Key Word: Comic, Islamic Character, Population Dynamic

Development of comic book based on Islamic character education on population dynamic according to curriculum development which is applied full day school system. The student necessary in learning activity are tools that contain *edutainment (education and entertainment)* to destroy the stodginess of student. Hopefully comic book based on Islamic character education can help student to understand the material easily and fun, and also increase the Islamic character of student-self.

This research goals are: 1) Describing the development of comic book based on Islamic character education as instructional media of population dynamic topic for 8th grade 2) Describing the effectivity of comic book based on Islamic character education as instructional media of population dynamic topic for 8th grade of MTS Surya Buana Malang.

Methods of this research is Research and Development (RnD) by models ADDIE that consist of: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. Subject of product validation for feasibility of comic on 3 validators are content materials validation are content material validator, design media validator, and teacher subject validator. The target of this product trial are students in class E of 8th grade in MTs Surya Buana Malang which mount 19 students.

The result of developing comic book based on Islamic character education have very valid criteria by trial product of 3 validators are 96% from content materials validator, 97% and from media design validator and 92.5% teaching subject validator. The result of classroom trial product indicate that there are increasing average value of student from 68 to 81 after using this media. At T_{test} the result is T_{count} 3.571 by one tail 0.05 (5%) and “db” 18. The result of significant difference as $T_{count} > T_{table}$ is $3.571 > 1.734$, so on H_a accepted and H_o rejected and mean that media will be effective for uses.

المخلص

ماورساري، ليلة جيترا. 2017. تهنية رسوم هزلية تستند تربية الشخصية الإسلام لوسائل التعليمية لدرس تعليم ديناميات السكان لفصل 8 مدرسة السنوية سريرا بوانامالانج. بحث جامعي، قسم تربية علوم الإجتماعية، كلية علوم التربية والتعليم، جامعة مولان مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور الحج نورعلي، M.Pd.

الكلمة الرئيسية: رسوم هزلية، تربية الشخصية الإسلام، ديناميات السكان

تطوير التعليم الطابع الهزلي الإسلامي على أساس ديناميات السكان من المسألة استنادا على تطوير المناهج الدراسية نفذت نظام مدرسة يوم كامل. المتعلمين بحاجة للتعلم وهذا هو "التعليم الترفيهي" (التعليم والترفيه) لتجنب الملل في التعلم. لذلك مع الكوميديا كوسيلة من التعليم القائم على التعلم الطابع الإسلامي من هؤلاء الطلاب من المتوقع أن السيطرة على المواد أسهل وأكثر متعة، وكذلك زيادة الطابع الإسلامي لدى الطلاب.

وكان الغرض من هذه الدراسة إلى (1: صف تصميم وتطوير الطابع القائم على التعليم الهزلي للإسلام على أنه الرتب المتوسطة لدرس تعليم العلوم الإجتماعية لفصل 8 مدرسة السنوية سريرا بوانامالانج (2وصف فعالية الهزلي التربية الإسلامية تستند إلى الأحرف لدرس تعليم العلوم الإجتماعية لفصل 8 مدرسة السنوية سريرا بوانامالانج.

لطريقة المستخدمة في هذا البحث هو البحث والتطوير (R & D)، مع نموذج التنمية ADDIE التي تتألف من: (1تحليل، (2تصميم و (3تطوير و (4التنفيذ، و (5التقييم. موضوع تقييم الجدوى الاقتصادية للمنتج ثلاثة خبير: خبراء تخضع المسألة، خبراء التصميم والخبراء والتعلم، والتجارب المنتج المستهدف هي جميع الطلاب من الصف الثامن C-النظام التجاري المتعدد الأطراف مدرسة السنوية سريرا بوانامالانج، عدده 19 طالبا.

نتائج تنمية الشخصية الهزلية التعليمية الإسلام المعايير الصحيحة القائمة على البحوث مع نتائج الاختبار المسألة وتوصل خبراء على مستوى صلاحية 96٪ لتصل إلى 97٪ من خبراء التصميم والتعلم وتوصل خبراء 92.5٪. أظهرت نتائج التجارب زيادة في متوسط قيمة فئة من 68 قبل استخدام الطابع الإسلامي التعليم كاريكاتير وسائل الاعلام أساس، في وقت لاحق ارتفع إلى 81 بعد استخدام التعليم كاريكاتير وسائل الاعلام الطابع الإسلامي على أساس. شكلت في يتم الحصول على اختبار t ل 3571 مع مستوى الدلالة 0.05 (5٪) مع درجات الحرية (ديسيل = 18) كان 1734، وذلك من (3،571) < الجدول رقم (1734). وأظهرت النتائج أن ها تقبل الفرضية، لأن ر أكبر من لائحة.

CHAPTER I

INTRODUCTION

A. Background

Communication is the process of delivering a message from the called party sources of information and the recipient information. This process is done intentionally to affect the recipients, it is implied in one of the communication concept that "communication is a process, ie activities to achieve the goal of communication itself".² In the communication process there are three important components of the source of the message, the message and the recipient. The third component is the basic component in communication activities, if the third component is not complete it will eliminate the meaning of communication.

Activity learning is essentially a process of communication between the teacher as the source of the message, the students as recipients of the message and teaching materials as the message. Communication is done when learning activities can be implemented verbal (spoken) and nonverbal. But in the context of learning occurs at the situation face to face, here the dominant teacher using verbal language (oral) in explaining the learning material to students. Such a communication system has some disadvantages, namely;³ (1) learning to use verbal language can resulted in misperceptions message delivered, (2) learning can only rely on verbal language will not be able to activate all the senses that owned the message, (3) learning only

² Wina Sanjaya, *Media Komunikasi Pembelajaran* (Jakarta: Kencana Prenadamedia, 2014), pg. 79.

³ *Ibid.*, pg. 90

rely on verbal language tend to be boring receiver message. Thus the required learning media as a tool in communicating the message, so the communication process runs well and avoid mistakes.⁴

At this time types of various communication media has evolved equal with technological development. Selection of the appropriate media to the needs is good solution to face this phenomenon. One type of them is visual communication. Visual communication is communication using visual language, where elements of the basic visual language (became a major force in the message) is anything that can be viewed and can be used to convey the sense, meaning or message⁵

In the 21st century era visual communication has improved significantly, it comes from changes in the term graphic design that was limited to print media, now named be visual communication design are venturing into the world of multimedia (audio and video).⁶ In the phenomenon of visual communications is growing, the teacher can utilize visual communication media to facilitate the process of delivering a message in the form of the material of subject to the students.

Development of visual communication aspect equal with learners' sensitivity to the visual display, but the ability to communicate visually less attention in schools at Indonesia. For example, subjects of drawing lesson in schools in Indonesia is only granted for one semester only. Even then entered in the subjects of art, where included the art of music and sound art. In developed countries draw lessons seen

⁴ *Ibid.*.. pg. 92

⁵ Adi Kusrianto, *Pengantar Desain Komunikasi Visual* (Yogyakarta: Andi Offset, 2009), pg. 11

⁶ *Ibid.*..pg. 12

as identical with the lesson how to think visually.⁷ This is understandable because in reality visual language skills indispensable in digital era.

One of the visual communication media is becoming a trend today is comics. Comics re-emerged in Indonesia after the crash in the 1990s ago, and now the existence of comics return to its golden era. This is evident from the existence of a comic strip in social media. It was equal by the rise of communities comic artists in Indonesian, from there the new ideas created to develop the comic by interesting comic characters that liked by the people, especially the age of students. So, the authors think that visual communication media of comics can modified be comic book as instructional media for successful communication between teacher and student learning.

Comics has unique characteristics to be used as a media of learning, the advantages of comics by Riska Dwi and Syaichudin among others⁸ : a) The primary role of the comic book in the instructional is the ability to create interest of learners, b) guiding interest in reading attractive to students, c) through the guidance of teachers, comics can serve as a bridge to foster interest in reading, d) comics add to his words readers, e), enables students to catch things or abstract formulation, f) can develop children's interest and one of the fields another study, g) all the way comics toward on the kindness thing or another study.

⁷ Heru Dwi Waluyanto, "Komik Sebagai Media Komunikasi Visual Pembelajaran", Nirmana. Vol 7, No. 1 (2005), pg. 48

⁸ Takari Chandra Pramana, "Pengembangan Media Komik Sebagai Bahan Ajar Ipa Materi Hubungan Sumber Daya Alam Dengan Lingkungan Pada Siswa Kelas Iv Sd Negeri Pendowoharjo Sleman", *Skripsi*, PGSD FKIP Universitas PGRI Yogyakarta, 2015, pg. 1.

From various social media, the comic has become a trend that spread throughout Indonesia. As an example of comic strips that was released by Nurfadli Murshid on Instagram with ID “tahilalats” has more than 1.7 million followers spread throughout Indonesia. Indonesia is an archipelagic nation which has approximately 1,700 islands that stretch as far as 5428 km. The population of Indonesia is not small scattered throughout the regions in Indonesia led to cultural diversity, character, habits and customs. It affects government services in the welfare of its citizens in terms of education, health, social and political.

Especially in terms of education, the government created educational programs that vary in order to improve the quality of education of Indonesian citizens. Meaning of quality human, according to Law No. 20 of 2003 on National Education System, the man educated faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.⁹ Therefore education is a process to promote a nation that must be done optimally.

Optimization of the educational process is influenced by several factors, one of which the determination of the government curriculum. Indonesia is known as a dynamic country in terms of the determination of the curriculum, in the last 60 years this country has been tasted 10 different curricula. Starting from 1947 to curriculum 2013 curriculum is being applied today.

This time the character development of children rated decline as the development time, this statement was obtained from national survey data conducted

⁹ Dokumen Kurikulum 2013, Kementrian Pendidikan dan Kebudayaan, Desember 2012, pg. 2

by the *Ethics of America youth*, of the *Josephson institute of ethics* (2006).¹⁰ Therefore in the implementation of the education system is currently using the 2013 curriculum centered on the character formation of students. It is included in the curriculum document 2013 "Education must also provide a basis for the sustainability of the nation with all aspects of national life that reflects the national character of the present"¹¹

Character education is more directed at the moral aspect as well as the attitude of the learner, the aspect which will be the basis for improving other aspects. According Fauzil adhim in Zubaedi, based on the study, Dr. Marvin Berkowitz of the University of Missouri - St. Louis, showed increased motivation school students in achieving academic achievement in schools implementing character education.¹² Therefore, an important character education applied in Indonesia because in addition to repair the moral degradation that is happening, character education is also beneficial to support the student's academic terms.

Character education should be involved in every process of learning to optimize the learning process and improve the quality of students in terms of academic. It can be a balancing in the formation of a quality output. Planting character on the student in the learning process cannot be separated from the example of the teacher, how teachers behave, speak delivering materials and other measures. In addition, the communication will be run with the maximum learning if learning message is delivered in a clear, coherent, and engaging.

¹⁰ Jarc Rich, "Part One – Integrity", *Josephson Institute Report Card*, 15 oktober 2006,

¹¹ Dokumen Kurikulum 2013, *op.cit.*, pg 3

¹² Zubaedi, 2012, *Desain Pendidikan Karakter* (Jakarta: Kencana), pg. 41

Comics can be used as a media of learning as a tool that serves to convey a message of learning. To meet the criteria of learning combined with educational character, comic can be developed into a comic book character education based learning. This media can apply on student in MTs Surya Buana Malang, because the sample explain that most of student like read comic book as entertainment media. More than half student ever read comic like doraemon, detective Conan, and other. Its mean that student have been familiar with comic book display. So, this media will be easy to develop on student cluster.

MTs Surya Buana Malang have applied full day school system, so time operational of learning activity start from 7 a.m. till 3.30 p.m. Based on process interviewing some students, they said that learning activity in the school sometime make bored. Based on survey in E class of 8th grade of MTs Surya Buana Malang, more than 60% students have hobby to read comic and has known comic since elementary school. According to teacher subject of social studies at that school, “Instructional media like comic book, suitable to try because this book not only as learning media but also media to entertaint the student”¹³

Comic as entertainment media could modified as instructional media that combine the learning material and entertainment element. So, by this media student can get the point of materials and feeling funny anjoy to do it. Media comic recommended to be developed in Indonesia because media comic has gained recognition as a learning tool in schools in the country South Korea (Chung Ah

¹³ Interview result with Mrs. Lusi Hendarwati as subject teacher at MTs Surya Buana Malang, March 20 2017, at school at 09.00 am.

Young, 2010), and the kind of comics are also widely used as a media of learning in the United States (Cary, 2004).¹⁴

The themes in the media to be converted into a comic about sub theme A of topic “population dynamic” in class VIII. The theme fits packaged in the form of comic-based character education media for this theme directly related to everyday life in the modern era like now. In this theme there are some materials that can be understood students more easily with a dish in the form of images. While in Indonesia, according to research conducted by Dian Rohaeni through the states as much as 91.5% of the study respondents (100 children) can be categorized as a group of comic-mania or a big fan of reading comics.¹⁵ The interest of children to a learning media will make it easier to accept the lesson for the students to enjoy what he is doing.

This research will discuss about the type of comic book comic development by combining learning with educational materials, especially characters Islamic character. This development was made to optimize learning activity on students at MTs Surya Buana Malang. therefore this research compiled in the title **"THE DEVELOPMENT OF COMIC BOOK CHARACTER BASED ON ISLAMIC EDUCATION AS LEARNING MEDIA OF POPULATION DYNAMIC TOPIC FOR 8TH GRADE OF MTS SURYA BUANA MALANG"**

¹⁴ Sariatul Ilyana & Ratna Candra Sari, “Pengembangan Komik Edukasi Sebagai Media Pembelajaran Literasi Keuangan Untuk Siswa Sekolah Dasar”, *Skripsi*, Fakultas Ekonomi Universitas Negeri Yogyakarta, 2016, pg 5

¹⁵ Dian Rohaeni, “Bacaan Anak-anak Bercorak Komik: Analisis Deskriptif atas Minat Baca Anak-anak pada Komik Elex Media Komputindo”, *skripsi*, FSUI, 1995.

B. Problem Formulation

Based on the above introduction, formulation of the problems of this research and development are:

1. How is the development of comic book based on Islamic character education as instructional media of population dynamic topic for 8 th grader?
2. How is the effectivity comic book based on Islamic character education as instructional media of population dynamic topic for 8 th grader of MTs Surya Buana?

C. Development Goals

Based on the formulation of the problems, the objective of developing are:

1. Describe the development of comic book based on Islamic character education as instructional media of population dynamic topic for 8th grade.
2. Describe the effectivity comic book based on Islamic character education as instructional media of population dynamic topic for 8th grade of MTs Surya Buana.

D. Development Benefits

The significances of developing comic as teaching media are:

1. On the theoretical

In a theoretical expected to developing science for the social studies for 8th grade.

2. On the Practical

- a. For next researcher

This research and development expected to improve knowledge about the concept of developing comic as teaching media.

b. For teacher

Motivate to the teacher in order to be creative in developing media as a tool that can help students in the learning process.

c. For students

Giving media to have good respond by student and to easy understanding the materials, therefore can encourage of creative and the result of student study.

E. Assumptions Development

The assuming of research and developing media are:

1. This media can help the teacher to learning activity, especially for Population Dynamics and National Development material.
2. The media is simple and easy to access, so the students can understand faster and clearly.
3. The content of media converted from result of material analysis, so the media have appropriated by students need.

F. The scope of research

This research has some limitations. Those limitations are developing comic as instructional media for sub theme A of topic "Population Dynamics and National Development" and this research will be done for 8th grade.

G. Product Specifications

This media form of comic based Islamic character education by sub theme A of topic "population dynamics and national development" in class VIII Islamic Junior High School. Making this media using Corel Draw, and then printed in book form with soft file PDF on the CD. This comic book composed learning material and character values of Islam, was also given some comments field and aphorisms. At the end of the comic, written a few questions material as the evaluation stage. This media can used by student by their self or group.

H. Originality of Product

Related this research to develop the instructional media, studies conducted on several previous thesis and the thesis contained in some colleges.

Thesis written by Uji Siti Barokah by title "*Pengembangan Komik Digital Berbasis Nilai Karakter Sebagai Media Pembelajaran Akuntansi Pada Kompetensi Dasar Menyusun Laporan Keuangan Perusahaan Jasa Untuk SMA Kelas XI*" that produce instructional media of comic by digital form and concern to basic competence of financial report for accounting subject of 9th grade.¹⁶

Thesis by title "*Pengembangan Media Pembelajaran Matematika Berupa Comic Book Untuk Meningkatkan Hasil Belajar Tematik Materi Jaring-Jaring Bangun Ruang Pada Siswa Kelas IV SD NU Bahrul Ulum Malang*".¹⁷ This thesis

¹⁶ Uji Siti Barokah, *Pengembangan Komik Digital Berbasis Nilai Karakter Sebagai Media Pembelajaran Akuntansi Pada Kompetensi Dasar Menyusun Laporan Keuangan Perusahaan Jasa Untuk SMA Kelas XI*, 2014 (Yogyakarta: Skripsi Pendidikan Akuntansi, UNY, 2014)

¹⁷ Milkhatul Hasanah, *Pengembangan Media Pembelajaran Matematika Berupa Comic Book Untuk Meningkatkan Hasil Belajar Tematik Materi Jaring-Jaring Bangun Ruang Pada Siswa Kelas IV SD NU Bahrul Ulum Malang*, 2016. (Malang: Skripsi PGMI, UIN Malang, 2016)

was written by Milkhatul Hasanah in 2016 teacher science of Islamic primary school UIN Malang. This thesis more emphasis on the learning outcomes, whereas the aim of this research in aspects of student understanding.

Thesis by tittle “*Pengembangan Media Komik Untuk Mata Pelajaran Ilmu Pengetahuan Social Tentang Sejarah Persiapan Kemerdekaan Indonesia Pada Kelas V SD Muhammadiyah Mutihan Wates Kulon Progo*”. This thesis was written by Eko Yuli Supriyanta in 2015 teaching faculty of university of Yogyakarta.¹⁸ This thesis more emphasis on validation of the product of media.

Thesis written by Wisnu Nanda Saputra by tittle “*Pengembangan Media Pembelajaran Video Ilustrasi pada Mata Pelajaran Sosiologi Materi Interaksi Sosial*” that produce instructional media type audio visual by video, this media especially applied to sociology subject in social interaction material.¹⁹

Thesis by tittle “*Peningkatan Kualitas Pembelajaran IPA melalui Pendekatan Inkuiri dengan Media Komik Sains pada Siswa Kelas V SDN Tugurejo 03 Semarang*”. This thesis was written by Rohmat Kharis Affandi in 2013. This thesis have purpose to know the effect from implementation media comic at Science subject. It more emphasis on inquiry approach at SDN Tugurejo 03 Semarang.²⁰

¹⁸ Eko Yuli Supriyanta, *Pengembangan Media Komik Untuk Mata Pelajaran Ilmu Pengetahuan Social Tentang Sejarah Persiapan Kemerdekaan Indonesia Pada Kelas V SD Muhammadiyah Mutihan Wates Kulon Progo*, 2015. (Yogyakarta: Skripsi Fakultas Ilmu pendidikan, Universitas Negeri Yogyakarta, 2015)

¹⁹ Wisnu Nanda Saputra, *Pengembangan Media Pembelajaran Video Ilustrasi pada Mata Pelajaran Sosiologi Materi Interaksi Sosial*, 2015. (Malang: Skripsi PIPS, UIN Malang, 2015)

²⁰ Rohmah Kharis Affandi, *Peningkatan Kualitas Pembelajaran IPA melalui Pendekatan Inkuiri dengan Media Komik Sains pada Siswa Kelas V SDN Tugurejo 03 Semarang*, 2013. (Semarang: Skripsi Fakultas Ilmu pendidikan, Universitas Negeri Semarang, 2013)

Previous of the study is used to compare between the teaching media researcher that has developed with the teaching of media that has developed before researcher provide on table bellow;

Table 1.1 Originality of research

NO	TITTLE	SIMILARITIES	DIFFERENCES	ORIGINALITY
1	Pengembangan Komik Digital Berbasis Nilai Karakter Sebagai Media Pembelajaran Akuntansi Pada Kompetensi Dasar Menyusun Laporan Keuangan Perusahaan Jasa Untuk Smp Kelas XI 2014	Development of media comic based on character building.	Study classes studied different, the material covered is different	This study uses a comic character education-based non-digital, materials ips is performed is the dynamics of population and national development, the goal is an understanding of their students
2	Pengembangan Media Pembelajaran Matematika Berupa Comic Book Untuk Meningkatkan Hasil Belajar Tematik Materi Jaring-Jaring Bangun Ruang Pada Siswa Kelas IV SD NU Bahrul Ulum Malang 2016	Media developed is same, comic book	The material being taught differently, overarching goal is achieved is to increase learning outcomes, whereas the aim of this research in aspects of student understanding	
3	Pengembangan Media Komik Untuk Mata Pelajaran Ilmu Pengetahuan Social Tentang Sejarah Persiapan Kemerdekaan Indonesia Pada Kelas V SD Muhammadiyah Mutihan Wates Kulon Progo 2015	Using the media of comics in the learning process	The aim of the research is to know the validation of the product of media	

NO	TITTLE	SIMILARITIES	DIFFERENCES	ORIGINALITY
4	Pengembangan Media Pembelajaran Video Ilustrasi pada Mata Pelajaran Sosiologi Materi Interaksi Sosial. 2015	This research produce visual media	The product of research in form video illustration that concern on sociology subject	
5	Peningkatan Kualitas Pembelajaran IPA melalui Pendekatan Inkuiri dengan Media Komik Sains pada Siswa Kelas V SDN Tugurejo 03 Semarang 2013	This thesis having research about comic as media of learning.	This research just concern on implementation of media comic and applied at elementary school grade.	

I. Operational definition

1. Media development is an attempt penyusunan media program that is more focused on media planning.²¹
2. Media is a tool that convey or deliver the messages of instruction.²²
3. Media comics are picture lined in a deliberate sequence, intended to convey information or to produce an aesthetic response from readers.²³
4. Islamic character is belief in Allah and His Messenger, and submission to and compliance with the rulings, principles and etiquette of Islam.²⁴

²¹ Asnawir dan Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputa Pers, 2002) pg. 135

²² Azhar Arsyad, *Media Pembelajaran* (Jakarta: Gaja Grafindo Persada, 2002), pg. 4.

²³ M.S Gumelar, *Comic Making* (Jakarta: PT Indeks, 2011), pg. 6.

²⁴ Shaykh Muhammad Saalih al-Munajjid, *Definition of the Islamic character and its main features, and a warning against spoiling or distorting it* (<https://Islamqa.info/en/181665>, accessed 30 Maret 2017 jam 23.00 wib)

5. Social studies formulated on the basis of reality and social phenomenon that embodies the pendekatan interdisipliner of aspects and branches of social studies (sociology, history, geography, economics, politics, law and culture).²⁵

J. Systematic of the Writing

Systematics of the writing in this proposal will be planning into the first chapter until chapter III. Chapter I addresses introduction focuses on the background, problem formulation, development goals, the benefits of development, assuming the development, the scope of development, product specifications, originality of research, operational definitions, systematic discussion. On chapter II literature offer section of the study focuses on the literature of the theorem and research framework.

Chapter III addresses the method of the research focus on the type of the development, a model of the development, procedures of the development, and product validation. Chapter IV addresses the result of research focus on the product description, analysis of data and revision. The last chapter V addresses the conclusion, this chapter focus on the description of the product that have revised and suggestion.

²⁵ Trianto, Model Pembelajaran Terpadu dalam Teori dan Praktek. (Jakarta: Prestasi Pustaka Publisher, 2007). Pg. 124

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Instructional media

a. Definition instructional media

According to Bovee in Hujair, media is a tool that has the function of conveying the message. The message conveyed in the media is a learning message. Learning is a process of communication between learners, teachers and teaching materials. Communication between them is cannot walk without assistance means to convey the message.²⁶ The forms of stimulus may be used as a media, such as relationships or human interaction, reality, moving images or not, written or recorded voice.²⁷ So with five forms of this stimulus, will help the learning process to learn the study materials. Outline that can be taken in the form of stimulus of learning are hearing, vision, and motion.

According to the *Association of education and communication technology* (AECT) in the United States, limiting the media as all forms and channels that people use to distribute a message or information. While the *National Education Association* (NEA), said that the media is a form of communication both in print and audio-visual equipment and

²⁶ Sanaky Hujair, *Media Pembelajaran* (Yogyakarta: Safiria Insania. 2009) pg 3

²⁷ *Ibid.*.

crochery. Schramm said the media is the carrier of information technology or instructional messages. According to Y. Miarso media is anything that is used to stimulate the mind, feelings, concerns and progress of learning so as to encourage the process of learning on the learners themselves.²⁸ From some sense it, we can conclude that the media is a tool that is used to facilitate the delivery of information in the learning process.

In a broader sense of instructional media are tools, methods, and techniques used in order to further streamline the communication and interaction between teachers and learners in the learning process in the classroom.²⁹ From all the above understanding, in general it can be said that the substance of instructional media is as follows ³⁰; (1) form a channel, which is used to distribute messages, information or teaching materials to the message recipient or learner, (2) various types of components within the learner can stimulate learners to learn, (3) the physical tools that present the message and stimulating learning to learn, and (4) the forms of communication that can stimulate learners to learn, both print and audio, visual, and audio-visual equipment. Instructional media very recommended So, the substance bellow must be complete to create perfect media.

²⁸ *Ibid.*, pg. 4

²⁹ *Ibid.*.

³⁰ *Ibid.*.

b. Aim and Benefit of Instructional media.

Instructional media very recommended to use when learning process. Instructional media can be facilitate teacher to explain the materials. Objectives Instructional media as a learning tool is as follows; ³¹

- 1) Facilitate the learning process in class.
- 2) Improving the efficiency of the learning process.
- 3) Maintain the relevance of the subject matter with the purpose of learning.
- 4) Helps concentration learners in the learning process.

The benefits of instructional media as a tool in the learning process is as follows; ³²

- 1) Teachers learning so that more attention can foster motivation to learn.
- 2) Teaching materials will be quite vague, so that learners can be better understood, and enable learners to master teaching purposes well.
- 3) Learning methods vary, not merely verbal communication through the spoken word narrative of teaching, learning does not get bored and teachers do not run out of steam.
- 4) Learning more learning activities, because not only listen to the explanation of the teacher alone, but also other activities that do such as: observe, perform, demonstrate, and others.

³¹ *Ibid..*

³² *Ibid..*

c. Classification of Instructional media

In this modern era, development of technology run faster than before. That's why instructional media also have development and produce many kind of media. The various media make teacher must be selective to choose the media for learning activity.

Instructional media is not limited to audio equipment, visual or audio-visual course. However instructional media covering the personal condition of learner and teacher behavior. Therefore, instructional media is classified as below³³;

- 1) Material that promotes reading or using symbols and visual words (printed materials and reading)
- 2) The tools of audio-visual is a tool that is classified in the following categories;
 - a) Media projections (*overhead projector*, slides, films, and LCD)
 - b) Media non-projected (whiteboard, poster, temple board, cartoon, flannel boards, comic, charts, diagrams, pictures, graphics, etc.)
 - c) Three-dimensional objects include mock objects, dioramas, dolls, masks, turning sheets, maps, globes, exhibits, and the museum school.

³³ *Ibid.*, pg 38

- 3) Media using techniques or masinal, namely *slides*, films strif, movie recordings, radio, television, video, VCD, electronic laboratory, tooling otoinstruktif, classrooms automatically, intercommunication system, computer, internet.
- 4) A collection of objects (*material collection*), namely in the form of heritage, documentation, materials that have historical value, the kind of life, livelihood, industry, banking, trade, government, religion, culture, politics and others.
- 5) Implication of behavior, the behavior of teachers. Teachers give examples of behaviors or actions. For example, exemplifies an act by the movement of hands and feet, body movements, gestures, and others. Instructional media in the form of this very much depends on the initiative and the creation of teaching and media type.

2. Comic

a. Definition of Comic

Comics in etymology comes from the word "*comic*" more or less in the semantic means "cute", "a joke".³⁴ While the definition of some of the comic characters are very diverse, such as Scott McCloud in Gumelar stressed that comics are picture lined in a deliberate sequence, intended to convey information or produce an aesthetic response from readers.³⁵ Broadly speaking, according to Trimo, comic can be divided into two: the comic strip

³⁴ M. S. Gumelar, *op. cit.*, pg. 2.

³⁵ M. S. Gumelar, *op. cit.*, pg. 6.

and comic books. Comic strip is a comic consisting of several sheets of frames column published in a newspaper or magazine, it usually has a connected story. While the comic book is a comic sheets are put together and shaped the book.³⁶

So from the both definition above, comics is a media to convey information that is packaged in the form of images in the panels and then put on to a book. However, according to the times and technology, now comic is modified according to the creativity of creator, shouldn't be comic books. Comic can transform in the digital ways which people can access it on computer and *mobile phone*.

b. Elements of Comic

The elements of design are the materials or parts that make up the overall design of the comic in a composition, and its constituent parts can be broken into smaller parts of its own.³⁷ Elements composed as follows;³⁸

1) Space

Comic requires space (space) such as paper, canvas room, media room and other media. Blank space is necessary for reader's "relief" feeling and tutorial.

2) Image

Usually, making image in comic use scratches technique (hand image or hands-free).

³⁶ Fikrotur Rofiah, *Komik Sebagai Pembelajaran* (www.eurekapedidikan.com, accessed 22 March 2017 on 05.00 am)

³⁷ M. S. Gumelar, *op. cit.*, pg. 26.

³⁸ M. S. Gumelar, *op. cit.*, pg. 26.

3) Text

The actual text is an image from the emblem or symbol of sound and figures. Not always the same symbols between a nations with other nations.

4) Point & Dot

Point do not always have to be round, it could be small box, small triangle, and ellipse small, very small form the stars and other forms of small size. Dot is smaller and round.

5) Line

Classified or drawings, drawings was truly combined from some point or dot that overlap and connect. Should not always lane straight, straight lines are called the name in straight line, slur called with curve line.

6) Shape

Shape is the form of heart two-dimensional size, there are X and Y or Length and Width.

7) Form

Form is has three-dimensional hearts Shape size, there are X, Y and Z or Length, Width and Height.

8) Tone / Value (gradient, lighting and shading)

Tone is colors pressure to All Directions, darker or brighter. Gradation, lighting, and shading can be also be done with hatched paint (render).

9) The color (hue)

The color is a hue (color). Colors are divided into 3 group:

a) Light Color (the visible spectrum)

The color sometime in light type, it called additive color, the color of light produced from the three main color (primary colors of light), That Red (red), Green (green) and blue (blue) or RGB.

b) Transparent Color

Transparent paint colors, resulting Of Top 4 colors (primary colors) Cyan (light blue), Magenta (Pink), Yellow (Yellow) and Black (black or not Solid Dark Gray) or CMYK.

c) Opaque color

Opaque color consists of top 5 colors (primary colors) or sometimes referred to as a subtractive colors, ie white, yellow, red, blue and black.

10) Patterns

Pattern in comic used as screen tone. Creating screen tone can use digital method, so it is not needed to buy.

11) Texture

Texture in comics is mostly on paper, there are 2 kind paper, rough and smooth, and that suit by comic creator.

12) Voice, Sounds And Audio

Voice is the findings of greeting or words that come from mouth of animals, human and intelligent creatures or other than human, as alien and monster. While the Sound is a sound of any findings not from mouth, either human, animal, insect, plant friction and other objects. And Audio

is voice from an electronic device such as a computer, radio, telephone, TV and other devices.

13) Time

Time in comic occurs on slice of page. Time in comic have meaning when the incident happen. Time also have function to know how long we can finish the story on cmic.

Many kind elements of comic above must understood by comic creator. Because it will make the creator easier to draw the comic. The comic as instructional media not only compossed the picture elements but also have point of material. Usually comic show the different characters arguing the topic of material, and for the point of story student can get the point of material will be explained.

c. Benefit of comic as instructional media

Comics are beneficial to learn in the classroom and not just a fun art-enrichment activity. According to Marilee Sarlitto benefits of using comics in education are:³⁹

- 1) A great visual representation of knowledge
- 2) Presenting what is essential
- 3) Easier to remember a visual graphic containing key information
- 4) Engaging through thinking, creating and writing.
- 5) Perfect avenue for writing dialogue

³⁹ Janette Combs “*Creating Comics: Visual and Verbal Thinking in the Ultimate Show and Tell*” by, College of William and Mary, July 17, 2003.

- 6) Incites students with low interest in writing
- 7) Helps organization through storytelling and storyboarding
- 8) Using visual images convey meaning to a story or topic
- 9) Develops creative and higher level thought processes
- 10) Develops composition techniques through visual-verbal connections
- 11) Enriches reading, writing, and thinking
- 12) Service assessment and as evaluation tool
- 13) Sequencing promotes understanding

Other benefits of using comic books in the classroom setting include their low cost, ease of portability, familiarity with the format, and use of a language that can be understood by all age groups and across ethnic groups.

d. Strengths of Comics

Comic book recommended to use as instructional media when learning activity. Comic is unique because composed by picture and word. That's why comic has strength to be an instructional media. The strengths of comics to education are according to Yang Gene are many such as:⁴⁰

- 1) Motivating

Due to human's natural attraction to pictures, comics can capture and maintain the learner's interest.

⁴⁰ Vassilikopoulou Marianthi, dkk. *From Digites Comic Book to Digites Hypermedia Comic Book: Their use in Education*. Journal, University of Piraeus. Pg. 2

2) Visual

Pictures and text mutually tell a story. In this "interplay of the written and visual" comics "put a human face on a given subject" resulting in emotional connection between students and characters of a comic's story.

3) Permanent

Williams cites comics' "permanent, visual component" in contrast to film and animation, where the media dictates the pace of the viewing progresses. The text media is permanent but not "pictorial. So "visual permanence" is unique to comics, while time within a comic book progresses at the pace of a reader.

4) Intermediary

Comics can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspiration and confidence for more challenging texts

5) Popular

Hutchinson stated that "there should be harmony between the child's on-going life activities and his experiences in the school - new learning always is a continuation or expansion of learning already possessed by the learner"

In addition, comic books promote media literacy, encouraging students to "become critical consumers of media messages". Through comic books about social aspects students may examine "contemporary lifestyles, myths, and values". Analytical and critical thinking skills can be developed

through comics. Answering of deeper questions about the combination of visual and textual force students to get familiarised with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

e. Technique to create comic

There are three main technique to creating comic, traditional technique, hybrid technique, and digital technique.⁴¹

1) Traditional technique

This technique is creating comic used traditional tool and materials eg. Pencil, pen, water ink, spidol, paper, and another relevant materials. The stage to create comic:

- a) Prepare the paper matches the size that readers need. Usually comics in Indonesia size: 11.4 x 17 cm, 2 cm, 13.5 cm x 20 cm, 14 cm x 21 cm.
- b) Prepare a script, or with a simple thought of today's readers.
- c) The next step is to write the first text, it is different from other techniques.
- d) Settings panel or plaid borders on the comic page by good arranging the panel.
- e) Then make a raw sketch drawings (rough sketch). Drawing a sketch using colored pencil with colors to be easily removed after inked.

⁴¹ M.S Gumelar, *op. cit.* pg. 92

- f) After giving a sketch, sometimes it is needed to coloring. Staining comic is traditionally done by a marker or markers using a solvent.

2) Hybrid Technique

Hybrid technique is a fusion of traditional and digital techniques. Traditionally, comic made by traditional tools, then combined with technology and digital devices such as scanners, computers and other devices. These are the steps to create comics by using a hybrid technique:

- a) Prepare image / black and white comics that have been made previously.
- b) Then, scan the image on the scanner, automatically the image will be displayed digitally.
- c) Add color to the image which scanned by application such as Photoshop, coeldraw, and so on.
- d) Giving the text in the image (lettering), the form of limiting the text area can be a circle, ellipse, or any other form.

3) Digital technique

Digital technique is a technique to create comics using digital tools, without involving traditional tools. All processes are done purely digitally. The following stages make comics with digital techniques:

- a) Preparing the digital tools that are need on digital technique, and improve the skill to use that tools.
- b) Creating the layout of comic, there are many kind of layout to create comic, ie. Photoshop, Coreldraw, etc.

- c) Lettering the design. Lettering is a process to giving teks the picture.
- d) Giving screentone by digital. Screentone is a margin of the text in comic. We can apply one of the tool of the application we use.
- e) Converting the design to bitmap and the comic could be printed.

The three of techniques work optimally if we have good understanding of them. The creator must have skill to use the tool of each technique.

f. **Development comic as instructional media for population dynamics**

Comics as a visual media will be able to provide more concrete IPS material for students. In the comic presented stories with illustrations on an ongoing basis in an interesting dish. The use of straight forward and simple sentences makes comics easy for students to understand. The use of comics as a instructional media is also supported by the results of Levie and Levie's study in Lyus Firdaus that visual stimuli produce better learning outcomes for tasks such as remembering, recognizing, recalling and linking facts with concepts.⁴²

In the comic presented illustrations of the story in the form of cartoon images. Cartoon as a form of graphic communication is an interpretative image that uses symbols to convey a message quickly and concisely or an attitude toward a particular person, situation, or events. His ability is immense

⁴² Lyus Firdaus, "Komik Sebagai Media Pembelajaran Bahasa Arab" Jurnal Al'Arabiyah Vol 3, No. 1 (2006), pg. 72

to attract attention, affect attitude or behavior.⁴³ The essence of the message, in this case the learning message was delivered and poured into simple images. Cartoons without drawing detail using symbols and characters that are easily recognizable and understood quickly. According to Sadiman if the meaning of cartoons hit, big messages can be presented in a concise and the impression will last long in memory.⁴⁴

According to Nana Sudjana and Ahmad Riva'i In the learning activities of cartoons can be used as a driver of the achievement of the learning process.⁴⁵ First, for motivation. In accordance with the character of an effective cartoon will attract attention and foster interest in student learning. Second, as an illustration. Third, for student activities. The application of cartoons as a medium of learning should consider: first, its use in accordance with the level of experience of learners. Second, simplicity, the meaning of cartoons can be understood by learners. Third, a clear symbol, the clarity of symbolic notions.

In IPS learning there is a lot of material that must be remembered by students. The development of comics as visual media is the right choice. In the comics, the event of population dynamics can be described in accordance with the story that occurs in everyday life, therefore students not only memorize the theory in learning but also understand in its

⁴³ Musfiqon, *Pengembangan Media dan Sumber Pembelajaran* (Jakarta: Prestasi Pustaka Publisher, 2012). pg. 84-85

⁴⁴ Ibid.,

⁴⁵ Sukiman, *Pengembangan Media Pembelajaran* (Yogyakarta: Pedagogia. 2012) pg. 116

implementation. Through an interesting picture, students will be easier to remember the material delivered. This is in accordance with the findings research revealed that the symbol of the visual or image facilitate the achievement of goals to understand and remember the information or messages contained in the picture.⁴⁶

The use of comics is basically uncomplicated without the need for special skills, even learners can use comics to read alone. Comics that originally created as a medium of entertainment can be used as a medium of learning which is also entertain for students. But in its use, comics need to be combined with the right materials and teaching methods. In addition to comic reading activities, students need to be directed to other learning activities such as discussion process, frequently asked questions, or even role playing with comics as scenarios. Learning can be designed to occur the process of interaction between teachers and students, as well as between students.

The use of comic as a learning medium can be supported other learning resources or other media. Learning resources and varied media will provide better intellectual property for students. The role of comic that is developed basically as an alternative of IPS material learning media about population dynamics is more interesting for students.

⁴⁶ Musfiqon, *ibid.*, pg.33

3. Social Studies

a. Definition of social studies

Social Studies are an integrase from different branches of social studies such as sociology, history, geography, economics, politics, law and culture. Social Studies formulated on the basis of reality and social phenomenon that embodies the interdisciplinary approach of aspects and branches of social studies (sociology, history, geography, economics, politics, law and culture).⁴⁷

Geography, history and anthropology is a discipline that has a high coherence. Learning geography provides insight unanimity with regard to the territories, while history provides insight regarding the events from various periods. Anthropology includes comparative studies with regard to values, beliefs, social structure, economic activities, and political organization, spiritual expressions, technological and cultural objects from cultures selected. Political science and economics belong to the sciences about policy on activities relating to decision-making. Sociology and social psychology is the science of behavior such as the concept of roles, groups, institutions, social interaction and control.⁴⁸

⁴⁷ Trianto, *op. cit.* Pg. 124

⁴⁸ *Ibid.*, Pg. 125

b. Aim of Learning Social Studies

The main purpose of Social studies is to develop students' potentials to be sensitive to social problems that occur in the community, have a positive mental attitude towards the betterment of all inequality, and skillful overcoming any problems that occur every day good happens to him and has affected people. These objectives can be achieved when learning programs in schools IPS well organized. From the formulation of these objectives can be detailed as follows.⁴⁹

- 1) Have an awareness and concern for the community or the environment, through the understanding of the values of history and culture of the community.
- 2) Knowing and understanding the basic concepts, it is able to use a method adapted from the social studies which can then be used to solve many social problems.
- 3) Being able to use the models and thought processes and make a decision to resolve the issue and a growing problem in society.
- 4) Paying attention to issues and social problems, as well as being able to make a critical analysis, then being able to take the appropriate action.
- 5) Being able to develop a variety of potential so as to establish themselves in order to *survive* are then responsible for building society.

⁴⁹ *Ibid.*, Pg. 128

c. Integrated Learning in Social Studies

Integrated learning approach in social studies is often referred to an interdisciplinary approach. Integrated learning model essentially a learning system that allows learners individually or in groups to actively seek, explore, and find concepts and principles of holistic and authentic. One of them is to combine the basic competencies. Through an integrated learning for learners to gain direct experience, thus increasing the strength for receiving, storing, and producing impressions about things studied. Thus, students are trained to be able to find themselves a variety of concepts learned.⁵⁰

In an integrated learning approach, learning Program is composed of various branches of science in social studies clumps. Development of integrated learning in this case takes a topic of a particular branch of science, then fitted, discussed, expanded and deepened with the branches of other sciences. Topic / theme can be developed on the issues, events, and problems develop. Bias formed the problems that can be seen and solved from various disciplines or viewpoints, such as floods, slums, the potential of tourism, science and technology, social mobility, modernization, revolution discussed from various disciplines of social studies.⁵¹

d. The importance of demography material on social studies

Demography material include in branch of social studies at junior high school level. Demography is science that concern about statistic of population

⁵⁰ *Ibid.*, Pg. 129

⁵¹ Permendikbud no. 68 tahun 2013 tentang kerangka dasar dan struktur kurikulum SMP/MTs, Pg. 6

especially about speed of population changing and the reason of it. This branch of science also study about moral, intellectual, physic factors, physiology and economic which influence birth rate, marriage and fatality.⁵²

Study about population have some importance in daily live. Based on government aspect, study about human population used to decision maker prosperity of nation. This knowledge useful for country that have over population. For example Japan, it concern to manage the overpopulation to adjust to economics condition. This knowledge also help the individual to know social conditions and economics aspect where we live. Knowledge about total population change in a citizen cluster create new social situation that need attention cause adaption phase. Not also study about individual, population knowledge also connect human and other nature resource. This science also influence to business sector, it explain about labor and market segmentation.⁵³

e. Learning Effectivity

In the learning concept, effectivity is a learning successes that measure from the levels of goal reached after the learning process is done. If all of the learning goals are reached so the learning process is effective. In the learning process there are principles of teaching effectivity, as follow:⁵⁴

⁵² C. A. Sanchez, *Pendidikan Kependudukan*, (Jakarta: Bumi Aksara, 1982), pg. 19.

⁵³ Ibid., pg. 18

⁵⁴ Sharon. E. Smaldino dkk, *Instructional Techonology & Media for Learning* (Jakarta ; kencana, 2011) page.22

- 1) Measure the previous knowledge belonging to the student.

Before teacher gives an instruction, teacher must collect the related information about the level of knowledge and skills of students.

- 2) Consideration individual differences.

Learners have a difference in terms of ability, general talent, knowledge, and many others factors. Effective learning can be able develop the student to mastering the material, and participation in the different activities.

- 3) Stated the purpose.

Learning objective must be accordance with the result of the standard and expected.

- 4) Involved student in relevant practice.

The most effective learning experience is to encourage the learner to apply the skills that suitable with the result expected. Participation of learners will be enhance learning effectivity

4. Islamic Character Education

a. Definition of Islamic Character

Etymologically, the terms of character come from latin “character” with means moral, temperament, mental, psychological traits, personality, attitude and behavior. It also adopted from *kharakter*, *kharessian* and *xharaz* which

means tool for making, to engrave and pointed stake.⁵⁵ In the psychology dictionary, it means personality which focused into ethics or moral point, like a person's honesty. Moreover a term which same as character is personality characteristic which means talent, capability, mental, attitude, and so on that exhibited by someone consistently, including patterns of behavior, physical characteristics and personality traits.⁵⁶

In Arabic, character defined as '*khuluq, sajiyyah, tabhu'u*' (moral, mental, or temperament). Sometimes also interpreted as *syakhsiyyah* which mean closed to personality.⁵⁷

Terminologically, character defined as human nature in general which depend on their life factors. Character is psychological traits, moral or attitude which become someone's or grup's identity. Character is the moral values which has relation with the God, same human natures, environments and nationality that embodied in thoughts, attitudes, feelings, words and actions based on norms of religious, laws, manners, cultures, and customs.⁵⁸

Character more clearly refers to a set of attitudes (*attitudes*), behavioral (*behaviors*), motivation (*motivations*) and skills (*skills*). Characters include attitudes such as the desire to do the best, intellectual capacity, such as critical thinking and moral reasons, such behavior is honest and responsible,

⁵⁵ Musfah, *Pendidikan Karakter: Sebuah Tawaran Pendidikan Holistik-Integralistik*, (Jakarta: Prenada Media, 2011), pg. 127.

⁵⁶ Agus Zaenul Fitri, *Reinventing Human Character: Pendidikan Karakter Berbasis Nilai daan Etika di Sekolah*, (Jogjakarta: Ar-Ruzz Media, 2012), pg. 20.

⁵⁷ Aisyah Boang dalam Supiana, *Mozaik Pemikiran Islam: Bunga Serampai Pemikiran Pendidikan Indonesia*, (Jakarta: Ditjen Dikti, 2011), pg. 5.

⁵⁸ Agus Zaenul Fitri, *op.cit.*, pg. 20-21

maintaining moral principles in situations of injustice, interpersonal skills and emotional allows one to interact effectively in various state, and the commitment to contribute to the community and public.⁵⁹

Character education implemented by the government have relevance to the basic values of Islam which must be lived and implied in heart hope and the blessings of Allah SWT. Character education can also be called a moral education. Implementation of morality in Islam is summed up in the personal character of the Prophet. In the person of the Apostle, germinated moral values were noble and great.⁶⁰ Word of Allah in Surah Al-Azhab paragraph 21, as follows:

سَلَفًا كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: There has already been at the (self) that the Messenger of Allah a good role model for you (that) for people who expect (grace) of God and the (arrival) Day of Resurrection and He is Allah much.

Islam comes from the Arabic greeting meaning that is safe, prosperous, and peaceful. The origin of the word formed from the word aslama, yuslimu, Islaman which means maintaining the tranquil state, and thus the surrender, tto, submissive and obedient. Thus, anthropologically words of Islam have defined human nature as being submissive and obedient to God.⁶¹

⁵⁹ Ngainun Naim, *Character Building*, (Yogyakarta: Pustaka pelajar, 2012) pg. 53

⁶⁰ Abdul Majid & Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2012), pg. 59

⁶¹ Khursid Ahmad, *Islam: Meaning And Message*, (London: Islamic Council of Europe, 1976), pg. 21

By the term, means a name for the Islamic religion teachings doctrine revealed by God to man through an Apostle. Or more assertive Islam are teachings revealed by God to the Community through Nabi Muhammad SAW as the messenger. Islam intrinsically carries teachings not only on one side, but on the various facets of human life.⁶²

Values of Islam is essentially a set of life principles, teachings about how people should run their lives in this world. The one principle to another intertwined to form a coherent whole cannot be separated. So in essence Islam is a system of interrelated to one another.⁶³

Islam is a belief system and provision of God that govern all about life and human livelihood in relationships, good human relationships with God and man's relationship to man, is also human relationship with nature. Islam derived from Quran and Sunnah of the Prophet, which aims to seek the pleasure of Allah, for the sake of happiness in this world and the Hereafter, as well as a mercy to all corners of the universe. Ansari gives a systematic teachings of Islam which includes: faith, sharia and morals.⁶⁴

1) Aqidah Islamiyah

There are three ways to strengthen the aqidah namely:

- a) Reading Al-Quran by learning the meanings and commentary;
- b) Read hadith to understand its meaning;

⁶² Muhammad Alim, *Pendidikan Agama Islam Upaya Pembentukan Pemikiran dan Kepribadian Muslim* (Bandung: Remaja Rosdakarya, 2006), Pg. 92

⁶³ Fuad Amsyari, *Islam Kaffah Tantangan Sosial dan Aplikasinya di Indonesia*, (Jakarta: Gema Insan Press, 1995), pg. 22

⁶⁴ Mawardi Lubis, *Evaluasi Pendidikan Nilai Perkembangan Moral Keagamaan Mahasiswa PTAIN*, (Yogyakarta: Pustaka Pelajar, 2011), Pg. 52

c) Consequences uphold all duties of worship

Feature creed is true according to the Qur'an and the Hadith is as follows.

- a) Convinced of the oneness of God, the real God and not associate him with anything. God commands mankind to worship Him and forbids people associating him with something. Must believe that God is One (one). Confirmation such has existed since Prophet Adam to Prophet thereafter, until the final Prophet and Messenger, Muhammad SAW.
- b) There is no fear to other than Allah, as obedient to the commands and prohibitions.

2) Sharia

Shari'ah related to worship and muamalah. Worship arrange direct relationship between man and God and fellow human beings. Worship indicate the level of compliance in doing one's Muslim religious rituals instructed and encouraged, both concerning worship (ritual) in a special sense and in a broad sense is a direct and integral communication media and the means of consultation of one's attitude in life diversity.⁶⁵

3) Morals

According to Amin Abu Lawi, in the perspective of Islamic morals have divine value derived from the Koran. According to him, the character can be defined by reference to the laws and ordinances of

⁶⁵ Hamdani Hamid dan Beni Ahmad Saebani, *op.cit.* Pg. 154-157

sharia five, namely: obligatory, Sunnah, permissible, makruh and haram, because that's the reality of morals. Further explained, when the character-based to the law that is five, then the classification like this: mandatory character, such as the behavior of an honest, trustworthy, sincere, and so on; Sunnah morals such as greeting, feeding and charity; morals permissible as not to interact with society and live alone; unlawful character such as committing adultery, drinking alcohol, lying, treason, theft, and so forth.⁶⁶

Broadly speaking there are two types of morality; namely *morality al-karimah* (finer), good morals and right according to Islamic law, and *morality al-madzmumah* (despicable character), morals are not good and not right according to Islamic Shari'a. Good morals engendered by the good qualities as well, and vice versa bad character born of bad traits. While the definition of *morality al-mahmudzmumah* is unjust deeds or words which, as well as the attitudes and actions that are not in accordance with the law of God, whether it is a command or his ban, and not in accordance with reason and nature are healthy.⁶⁷

Components in Islam is a faith, sharia and morals. All three are an integral unity that can not be separated from one another. It is described by Allah in the Qur'an letter Ibrahim verse 24-25:

⁶⁶ Ulil Amri Syafri, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2012), Pg. 74

⁶⁷ *Ibid*, Pg. 74-75

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ
وَفَرْعُهَا فِي السَّمَاءِ (٢٤) تُؤْتِي أُكْلَهَا كُلَّ حِينٍ بِإِذْنِ رَبِّهَا وَيَضْرِبُ اللَّهُ
الْأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ (٢٥)

“(24) Do you not see how God has made a good sentence parable like a good tree. Firm roots and branches (towering) into the sky, (25) The tree gives its fruit in every season by the permission from the Lord. God made parables for mankind so that they always remember.”

The verse analogize the teachings of Islam with a good tree. He thrives towering and fruit is very dense. Aqidah sharia and morals are analogous to the roots, branches and fruit on a shady tree, the one with the other is not separated. The roots are the core of a tree that supports the firm and the establishment of the tree, even the roots will determine both whether or not the tree. If roots are good and solid, then the tree will flourish, the branches will be strong and shade, and of course will be issued a dense fruit anyway.

Thus the teachings of Islam, aqidah is essential, which sustains all Muslim person's behavior. Aqidah someone will determine the quality of being Muslim. If true aqidah and syariah strong will be strong, too. Aqidah and Sharia has come into being well, will be born too real action in the form of good deeds. This is called morality.⁶⁸

The main goals of Islamic character education is effort to build the habit of student to good according to Islamic rule. Especially for

⁶⁸ Mawardi Lubis, *op. cit.*, Pg. 27-28

student at Fullday School, the time dominant waste on the school. So the school have more intensive time to know so far as concern about student character.

b. Aim of Character Education

The mandate of the National Education Act of 2003 intended that education is not only establish Indonesia intelligent beings, but also personality or character, so that will be born generation of people who grow up with characters who breathe the noble values of the nation and religion.⁶⁹

Character education is touching a deep element of knowledge, feelings, and actions. Character education brings together the three elements. In Islam, these three elements is called with the element of faith, worship elements and elements muamalah. Tawhid in Arabic is called faith, Islam and Ihsan. The three elements that must be aligned and integrated in the soul of the students, so the character that is built based on faith, Islam, and sincerity.⁷⁰

With this description, it is understood that character education has a purpose:⁷¹

- 1) Forming students think rational, mature, and responsible;
- 2) Developing a mental attitude is commendable;
- 3) Fostering social sensitivity protégé;
- 4) Mental construct optimistic live a life full of challenges;
- 5) Forming emotional intelligence;

⁶⁹ Hamdani Hamid dan Beni Ahmad Saebani. *Pendidikan Karakter Perspektif Islam* (Bandung: CV. Pustaka Setia, 2013), Pg. 30

⁷⁰ *Ibid.*, Pg 37-38

⁷¹ *Ibid.*, Pg 39

- 6) Forming students with character loving, affectionate, patient, faithful, god-fearing, responsible, trustworthy, honest, fair, and independent.
- 7) Character education strategy

According to Brooks and Goole in Elmmubarak to implement character education in schools there are three key elements to be considered, namely the principles, processes, and practices. In carrying out the principles, the values that are taught to be manifested in the curriculum so that all students in a school really understand about these values and is able to translate them into real behavior. For that we need an approach that should be applied in all components of the school (school-wide approach), namely:⁷²

- a) School / madrasah should be viewed as an environment likened to the language and culture of the island itself. However, schools also must memeperluas character education is not only to teachers, staff, and students, but also to the family and community environment.
- b) In carrying out the character curriculum preferably: i) teaching about the values associated with the school system as a whole; ii) is taught as a subject that is not a stand-alone (separated stand alone subject) but is integrated into the school curriculum as a whole; iii) all components of the school / madrasah aware of and support the theme of values taught.

⁷² Abdul Majid & Dian Andayani, op.cit. 111-112

- c) Emphasis is placed on how to stimulate students to translate the principle of value in the form of pro-social behavior.

c. Character education stages

There are five stages adopted for character education;⁷³

- 1) Designing and formulating the character you want build to students.
- 2) Preparing resource and environment that can support character education program through integrase subjects with indicators characters will teach, management class atmosphere character and prepare school environment that suits the character to be covered in school.
- 3) Request a shared commitment (principals, teachers, staff, and parents) to jointly participate in implementing a character education program as well as watching.
- 4) Implement character education continuously and consistently.
- 5) To evaluate the programs that are already up and running. If in the process known to exist irregularities and violation of norms and ethics, the school and parents can ask for accountability based on initial commitments agreed.

d. Strategy of Character Building

In a later development, when the child is born, the planting of religious values should also be more intensive. In the family, planting religious values is done by creating an atmosphere that allows internalized religious values

⁷³ Agus Zaenul Fitri, *op.cit.*, pg. 52

within children. In addition, parents should be the primary role model to get their children into a religious man. It is impossible or less likely to succeed when parents expect their children be religious, while their self can not become a point of reference the orientation of their children.⁷⁴

Religion follow explanation Muslim intellectual Nurcholish Madjid, not only trust in the unseen and carry out certain rituals. Religion is the overall human behavior is commendable, which is done to gain the pleasure of Allah. Religion, in other words, covering the whole of human behavior in this life, which behavior that form the unity of his being virtuous (*moral* *karimah*) on the basis of trust or faith in God and personal responsibility in days later. In this case, religion includes the totality of human behavior in everyday life is based on faith in God, so that all behavior is based on faith and morals will form *karimah* are accustomed to in the private and everyday behavior.⁷⁵

Planting better religious values instilled in children from an early age. The process of planting religious value would be maximized if applied in the environment around the child. While in school, there are many strategies to instill religious values in children, is as follows;⁷⁶

- 1) The development of religious cultures routinely in the days of regular learning.

⁷⁴ Ngainun Naim, *op. cit.*, pg. 125

⁷⁵ *Ibid.*, pg 123

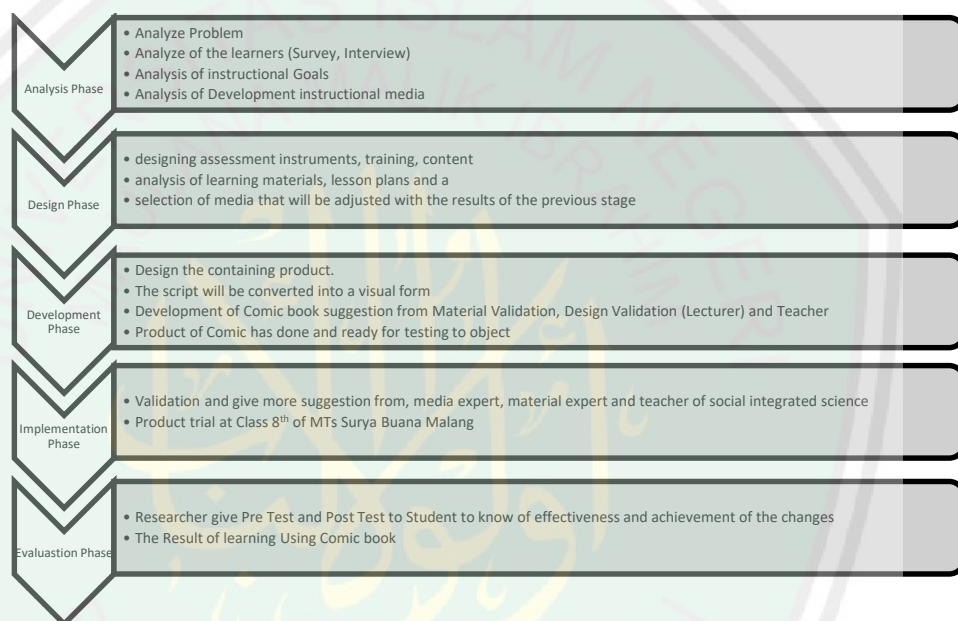
⁷⁶ *Ibid.*, pg 125

- 2) Creating an environment that supports educational institutions and can be a laboratory for the delivery of religious education.
- 3) Religious education not only be formally presented in learning the subject matter of religion. However, it can be done outside of the learning process.
- 4) Create situations or religious state with the aim to introduce to the students about the definition and implementation procedure of religion in everyday life.
- 5) Provide opportunities for learners to express themselves, developing talents, interests, and religious education in the skills of creativity and the arts, such as reading the Koran, the call to prayer, recitations.
- 6) Organizes various competitions like quiz to train and familiarize courage, speed and accuracy of imparting knowledge and practice of Islamic religious education materials.
- 7) Organizes art activities, such as sound art, the art of music, dance, art or craft. Art can give learners the opportunity to know or assess academic, social, emotional, cultural, moral and other personal abilities for spiritual development.

Within the framework of *character building*, religious aspect needs to be invested to the maximum. Planting of religious values is the responsibility of parents and schools. According to the teachings of Islam, since the unborn child should have instilled the values of religion that the child would become a religious man.

B. Research Framework

In this research this product will be develop by the researcher using ADDIE (Analysis , Design, Development, Implementation, Evaluation) model, Researcher will be develop comic book based on Islamic character education especially for Social Integrated Lesson at 8th grade at MTs Surya Buana Malang. The framework of this research showed below:



CHAPTER III

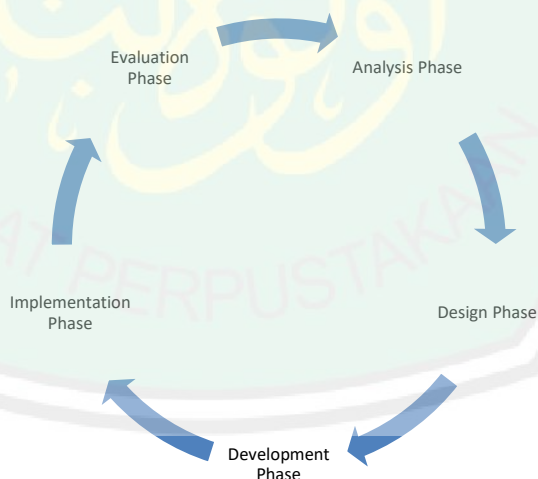
METHODS OF THE RESEARCH

A. Type of Research

This type of research used in this research is the research and development (R & D). Methods of research and development of the research methods used to produce a certain product and test the effectiveness of the product.⁷⁷

B. Development Model

This research is R & D type model ADDIE which consists of five phases in accordance with its name, (A) *Analysis*, (D) *Design*, (D) *Development*, (I) *Implementation*, and (E) *Evaluation*. The fifth phase is done in a systemic and systematic.⁷⁸ To make the step of model easier, it will show on chart below.



⁷⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2013), pg. 297.

⁷⁸ Benny A. Pribadi, *Model Desain Sistem Pembelajaran* (Jakarta: PT. Dian Rakyat, 2009), pg. 125

Is among ADDIE model of instructional design developed by Reiser and Mollenda in the 1990s that one of its functions to guide in building the device and infrastructure training programs are effective, dynamic and supports the training program itself.⁷⁹

ADDIE Model is a systematic instructional design model. Romiszowski argued that the level of learning materials design and development, systematics as procedural aspects of the system approach has been realized in many practical methodology for the design and development of text, audiovisual materials and computer-based learning materials.⁸⁰

C. Procedure of development

Stages that must be done to develop ADDIE instructional design are: *Analisis* (analysis), *Design* (design / design), *Development* (development), *Implementation* (implementation), and *Evaluation* (evaluation).

a) *Analisis* (analysis)

In this phase includes the implementation of a needs analysis and identification of problems and formulate objectives. To obtain the data researchers conducted observations to the school and interviews with teachers pengampu social studies, and students involved in the learning process. From the data obtained on March 15, 2017 in MTs Surya Buana Malang, there is difficulty in learning integrated IPS and the lack of enthusiasm of students in

⁷⁹ Baharuddin, "Pengembangan Sumber Belajar Berbasis Multimedia Interaktif Pada Mata Diklat Memasang Instalasi Penerangan Listrik", JURNAL TEKNOLOGI PENIDIDIKAN Teknik Elektro FT Universitas Negeri Medan, pg. 221

⁸⁰ I Made Tegeh dan I Made Kirna, "Pengembangan Bahan Ajar Metode Penelitian Pendidikan dengan Model ADDIE" ejournal.undiksha. Vol 11, No. 1 (2013) SSN 1829-5282, pg. 16

the following study. Based on these problems need for development of instructional media in the form of comic book IPS.

b) *Design* (design / design)

In this design phase researchers designing all things related to learning activities, such as assessment instruments, training, content, and analysis of learning materials, lesson plans and a selection of media that will be adjusted with the results of the previous stage. In this phase will produce script and a rough sketch of a comic book.

c) *Development* (development)

Stage of *development* is the realization of the design phase containing product. The script will be converted into a visual form. In this phase, researchers used the help of design applications such as *Corel Draw*.

d) *Implementation* (implementation)

At this stage the researchers tested or teach product development results to students in accordance with the lesson plan that had been developed previously.

e) *Evaluation* (evaluation).

Evaluation phase consists of two parts, namely formative and summative. Formative evaluation occurs at each stage of ADDIE process. Summative evaluation consists of tests designed for the domain associated specific criteria and provide an opportunity to feedback from

users.⁸¹ At this stage the researcher developed questionnaires for validator and questions for students to measure the achievement of objectives in making product development.

D. Field Trial

1. Design of trial product

Product trial conducted in 3 cycles before doing test the media of comic book in the class, first researcher conducted the review of validation by content material experts and second media experts, then the last is followed with review from social studies teacher subject at MTs Surya Buana Malang. The review of product trial as follow:

a. Lecture for validation of material

- 1) Lecture of Faculty of Tarbiyah and Teaching Training and competence for Social Integrated Science (IPS) Subject
- 2) Can Understand for material of Social Integrated Subject
- 3) Can understand curriculum of 2013 that using at Junior High School

b. Lecture for Validation of Media

- 1) Lecture of Faculty of Tarbiyah and Teaching Training and competence for learning media
- 2) Expert on multimedia field

⁸¹ Sukenda. Dkk, "Pengembangan Aplikasi Multimedia Pengenalan Pemanasan Global dan Solusinya Menggunakan Pendekatan ADDIE", SESINDO (Seminar Nasional Sistem Informasi Indonesia), 2-4 Desember 2013 Prodi Teknik Informatika, Fakultas Teknik, Universitas Widyatama, hl. 187

c. Teacher

- 1) Teacher expert on Social Science Integrated at Junior High School
- 2) Expert on Junior high school Curriculum
- 3) Can understand of material especially on social integrated subject material

2. Subjects of Trial Product

Subject that will be used on this research is students of Class VIII E in MTs Surya Buana. This class consist of 19 women students because this school apply homogeny class system.

3. The type of data

The data collected for this study complements a blend quantitative and qualitative data.

- 1) The qualitative data obtained from the questionnaire responses of students to use comic book media. Qualitative data in the form of assessment criteria that is Very Good, Good, Enough, Less Good and Very Poor Good.
- 2) Quantitative Data dipeoleh by calculating the average score of each criterion assessed by subject matter experts and media experts then diandingkan with the ideal score

4. Data collection instruments

Data in this research submitted by some methods.

1) Observation

The observations were made by researchers to observe the process of learning and teaching materials used to know, look at the characteristics of the students or the behavior patterns of students during the learning process.

2) Questionnaire

Questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to answer. The questionnaire used in this study to collect data on the feasibility of comic book given to media experts, subject matter experts, social subject teacher, and students as research subjects.⁸²

3) Tests

The test is used to measure students' acquisition value. The tests used in this study is a pre-test and post-test. The purpose of this test is performed to determine student learning outcomes after using IPS instructional media in the form of comic book on the matter of population dynamics and development national.

5. Data analysis technique

1) Analysis techniques of qualitative data

The qualitative data in this study were obtained from observations and interviews. Data analysis by organizing the data, describe into the

⁸² Sugiyono, *op.cit.*, pg. 199

units, synthesize, organize into a pattern, choose which is important and what is to be learned, and make inferences that can be told to others.

2) Analysis techniques of quantitative data

To analysis the data, this research used *scale of Likert* from questioners processing.⁸³

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

Notes:

P = Reasonability

$\sum x$ = Total score of response (answer)

$\sum x_i$ = Total of the highest response score

The quality of instructional media According to *Scale of Likert*.⁸⁴

Table 3.1 Scale of Likert

Criteria	Score (%)
Excellent (no revision)	90.00% -100%
Good (no need to be revised)	75.00% -89.00%
Enough (better to be revised)	65.00% -74.00%
Bad (need to be revised)	55.00% -64.00%
Very bad (total revision)	0.00% -54.00%

This research has used the experiment of one group pretest and posttest while giving action. Then, a criterion of the test was T-Test

⁸³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)* (Jakarta: Bumi Aksara, 1999), p.112

⁸⁴ Sugiyono, *op.cit.*, p.135

correlated to know influence an action toward the object of the research.

Data analysis the results of tests used to measure the level of comparison the result of learning, the learning result obtained are used to compare the result of pretest and the result of posttest.

To calculate the rate of comparison may be using t-test, as for the formula used is⁸⁵ :

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

Explanation:

t : t-test

D : Different ($x_2 - x_1$)

d^2 : Variance

n : Total sample

⁸⁵Subana, dkk. Statistika Pendidikan (Bandung: Pustaka Setia, 2005), pg. 131-132.

CHAPTER IV

RESULT RESEARCH

A. Description of the product

1. The Characteristic of Comic Book

Comic is a story book that put in a picture. Actually comic as a entertainment media which combine with humor aspect. Comic has some elements are Space, Image, Text, Point & Dot, Line, Shape, Form, Tone, Color, Patterns, Texture, Voice and Time. Many kind of the element can create as a instructional media which combine the entertainment and education aspect about population dynamic and Islamic character education. In this research media that develop as a characteristic such as:

2. Form of Media

For the form of the media is a book that consist of story which packaged in the form of images in the panels are then put on there. There are several menus in the Comic book as follow:

- a. Cover is the first slide there are tittle and specification description
- b. Introduction is part that consist of preface, table of content and introduction of figure.
- c. Theme is page for tittle the scene of the story.

- d. Material is the page that have a content about the of concept population dynamic.
- e. Note is page of term or formula which the part of the material on the scene in the story.
- f. Exploration is page for student write the understanding material per scene.
- g. Evaluation is page that provide some exercises for measures the student understood.
- h. Author identity is page that provide the information of author.

3. Content Media

For the content of comic book on population dynamic describe about the concept of population dynamic. In generally, this comic tell about daily life which related by population dynamic case likes population development, population composition, movement population, etc. The learning material include about birth, mort, migration, citizen census, etc.

But for the specific product of this comic completed with suggestion to preface the phenomenon. It causes the media develop based on the learning analyze of social studies learning at MTs Surya Buana for eighth grade students, so the student can apply the suggestion on daily life directly. Hopefully with the comic book on population dynamic students has an ability to solve the population problem. Not only knowledge about population dynamic but also related with ayat Al-Qur'an in surah Al-Hud ayat 61:

﴿وَالِى ثَمُودَ أَخَاهُمْ صَالِحًا قَالَ يَاقَوْمِ اعْبُدُوا اللَّهَ مَا لَكُم مِّنْ إِلَهِ غَيْرُهُ هُوَ أَنشَأَكُم مِّنَ الْأَرْضِ وَاسْتَعْمَرَكُمْ فِيهَا فَاسْتَغْفِرُوهُ ثُمَّ تُوبُوا إِلَيْهِ إِنَّ رَبِّي قَرِيبٌ مُّجِيبٌ﴾
 (61)

“And to Thamud We sent their brother Sali’h. He said: ‘My people! Serve Allah; you have no god other than Him. He brought you into being out of the earth, and has made you dwell in it. So ask Him to forgive you, and do turn towards Him in repentance. Indeed My Lord is near, responsive to prayers.’”

This ayah has relevant with population dynamic material at this comic.

That ayah explain that Allah command us to make prosper the earth by understanding the phenomenon of population dynamic.

4. The Process of Development Comic Book Based on Islamic Character Education

This part will be describe about the result of The Process Developing comic book on population dynamic. To Enhance the Learning Effectivity for eighth Grade Students at MTs Surya Buana for the process conducted the media, researcher used “ADDIE” model. Before made a learning media researcher do the pre observed and interview with social studies’s teacher at MTs Surya Buana. Development process followed with ADDIE steps there are:

a. Analyze

Observation conducted at MTs Surya Buana in VIII class also interview with social studies teacher Mrs. Lusi Hermawati. Researcher also share the short questionnaire about media learning interest to know about need assessment of students. This stage done to analyze the problem, learners, instructional goals, instructional media interest.

b. Design

After find out about classroom and school situation according to observe and interview before made a comic book as instructional media. The next step is plan related with core competence (KI), basic competence (KD), and indicator of learning, also content and evaluation of media. In MTs Surya Buana used curriculum 2013 and for the minimum value is 75. Then arranging the lesson plan based on the media. After that, prepared questioner as instrument for about validation of content and validation of media.

Learning objective in this research is give knowledge about population dynamic, by the case of population dynamic in daily life that described on the story in comic student can be able to solve the problem of population future. this stage will result the script of the comic as a first step design.

c. Development

From design the learning equipment, the next stages is development the design of the product includes determine of design media, learning strategy, organize material, plot of the story, what kind of task, evaluate matter, that have correlation with population dynamic material. In previous stage we have script of comic formed dialogue, and this stage the script will be converted into a visual form.

The assessments conduct with individual test, there are two kind of test pretest and post-test. This is a main stage in the appraisal series of development product. After media is done and already, the next step is validation design and validation material. Validation of is an activities process to appraisal the feasibility of media will be develop to the expert validation. Validation undertaken to design media expert, social content expert, and teacher social studies subject toward the media then evaluated and giving suggestion in product develop. From evaluate and suggestion from the validation expert used for repair and revise the media. Then Product of Comic has done and ready for testing to object.

d. Implementation

Implementation stage is trial the media to the shool, in MTs Surya Buana Malang at 8th grade. This class have 19 girls at all, because in this school the boy and girl separated. Then, from this activity we have 80 minutes meeting, 40 minutes first, classroom activity doing without

media and after this the student fill the pre-test assessment. For 40 minutes last, the instructional media comic book used to classroom activity and after finish, the students fill the post-test assessment.

e. Evaluation

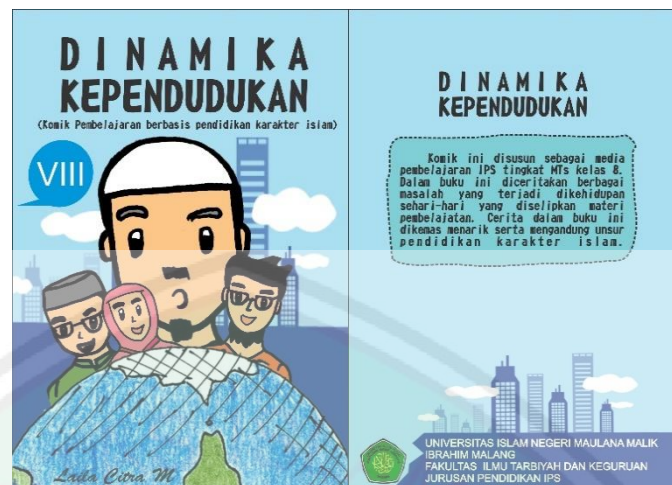
The last stages is evaluation after applying the media in the class. In previous stage, after doing activity in the class we have value from filling the pre-test and post-test. From the data of test, we can evaluate how the effectivity of the comic book outcomes of students before and after using the media.

5. The Product of Instructional Media Comic Book Based on Islamic Character Education.

This section will describe about the result product of comic book based on Islamic character education on population dynamic. This book consist of pages which include some panels of picture of the story, and each pages will describe are follows.

a. Cover

In this page there are tittle of the comic and information about the theme of comic.



Picture 4.1 Cover

b. Introduction

This part consist of preface, table of content and list of figure in this comic. In preface page author explain the instruction content of comic and explore the basic competence and indicator of materials. Table of content contain of list of title of each stories. The last is list of figures, there are nine figures in this book and this page there are picture and name of figure.



Picture 4.2 Introduction

c. Theme

This is page for tittle of each scene of the story. This page as a border from previous scene to the next scene.



Picture 4.3 Theme

d. Material

This part is the page that have a content about the of concept population dynamic. The material of content formed be some pictures which related each other.



Picture 4.4 Material

e. Note

In this part contain of term or formula which related with the material on the scene in the story.

TAHUKAH KAMU???

Pulau Jawa ditempati 60% dari total penduduk Indonesia, sedangkan luas pulau Jawa hanya 7% dari luas negara Indonesia.

Dan kamu adalah salah satu bagian dari 130 juta jiwa yang hidup di pulau ini.

TAHUKAH KAMU???

Kamu dapat menghitung pertumbuhan penduduk Indonesia dengan menerapkan rumus di bawah ini sesuai jenis pertumbuhan penduduk.

Alami	Non Alami	Total
$P = L + H$	$P = I + E$	$P = (L + H) + (I + E)$

P = Pertumbuhan penduduk
 L = Kelahiran
 H = Kematian
 I = Imigrasi
 E = Emigrasi

Contoh

Jumlah penduduk Indonesia pada tahun 2010 adalah 241,9 juta jiwa, angka kelahiran yaitu 23 per seribu penduduk, sedangkan angka kematian 9 per seribu penduduk. Berapakah angka pertumbuhan penduduk alami Indonesia?

Jawab

Diketahui: $L = 23/1000$ $H = 9/1000$
 Rumus: $P = L - H$ $\times 100\%$
 $= 23/1000 - 9/1000 \times 100\%$
 $= 14/1000 \times 100\%$
 $= 1,4\%$

Jika di raihkan dalam persen maka akan menjadi 1,72, atau terjadi pertumbuhan penduduk 17 orang setiap 1000 penduduk. Bisa juga diartikan setiap satu tahun terjadi peningkatan jumlah penduduk sebesar 1,72 x 241,9 juta jiwa = 4,18 juta jiwa.

Picture 4.5 Note

f. Exploration

Exploration is page for student write the understanding material per scene.

In this part students can write anything about the point of story.

TULISKAN IDE POKOK YANG KAMU DAPAT DARI CERITA TERSEBUT!

1. Jumlah penduduk Indonesia pada tahun 2010 adalah 241,9 juta jiwa.

2. Jumlah penduduk Indonesia pada tahun 2019 adalah 274,9 juta jiwa.

3. Jumlah penduduk Indonesia pada tahun 2029 adalah 309,9 juta jiwa.

4. Jumlah penduduk Indonesia pada tahun 2039 adalah 344,9 juta jiwa.

5. Jumlah penduduk Indonesia pada tahun 2049 adalah 379,9 juta jiwa.

6. Jumlah penduduk Indonesia pada tahun 2059 adalah 414,9 juta jiwa.

7. Jumlah penduduk Indonesia pada tahun 2069 adalah 449,9 juta jiwa.

8. Jumlah penduduk Indonesia pada tahun 2079 adalah 484,9 juta jiwa.

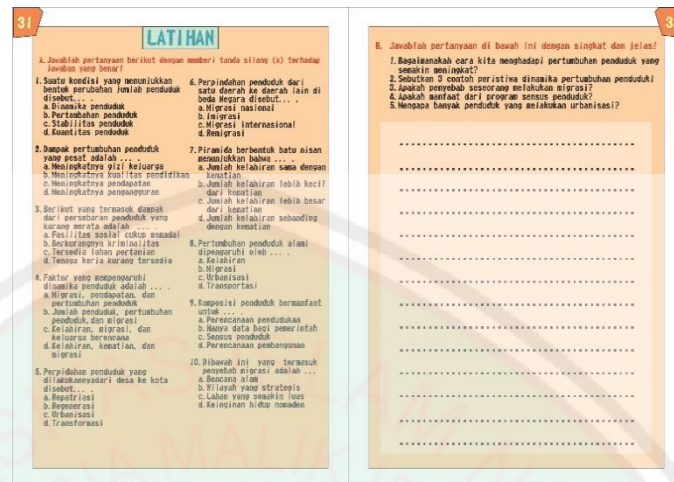
9. Jumlah penduduk Indonesia pada tahun 2089 adalah 519,9 juta jiwa.

10. Jumlah penduduk Indonesia pada tahun 2099 adalah 554,9 juta jiwa.

Picture 4.6 Exploration

g. Evaluation

This is page that provide some exercises for measures the student ability.



Picture 4.7 Evaluation

h. Author identity

This is last page of this book, this page provide the information about author.



Picture 4.8 Author Identity

6. Validation of the product

Validation of product doing by validator experts on content material and design of media and the subject teacher. Then do the revision of the product based on the assessment and suggestion from the validator by percentage are

a. Validation of Content Material

Validation of content doing by Mr. Saiful Amin as geography's lecturer. This media design for 8th grade of junior high school, but the material specific in geography. So the result of last content validation such as table follows.

1) Quantitative Data

Quantitative data gain from questionnaire of validation, it has been filled by material expert is geography lecture Mr. Saiful Amin, then will describe such as follows;

Table 4.1 Material Validation

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Format	1. Kejelasan Perintah dalam penggunaan tanda baca					✓
		2. Kesesuaian isi dengan materi					✓
		3. Kesesuaian antara warna, gambar dan format penjelasan materi					✓
2.	Konten	4. Kesesuaian materi antara Silabus dan RPP IPS Terpadu materi "Dinamika Kependudukan dan Pembangunan Nasional" dengan capaian Kompetensi.					✓
		5. Memiliki keterkaitan antara KI-KD pada materi "Dinamika Kependudukan dan Pembangunan Nasional"					✓
		6. Kesesuaian antara KD dengan Indikator Pembelajaran IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"					✓

		7. Kesesuaian antara Indikator dan Tujuan Pembelajaran IPS Terpadu “Dinamika Kependudukan dan Pembangunan Nasional”					✓
		8. Kedalaman cakupan materi IPS Terpadu dalam pembahasan “Dinamika Kependudukan dan Pembangunan Nasional”				✓	
		9. Kejelasan dalam sajian materi IPS Terpadu “Dinamika Kependudukan dan Pembangunan Nasional”					✓
		10. Kebenaran Konsep Konkrit dan Abstrak pada materi “Dinamika Kependudukan dan Pembangunan Nasional”				✓	
3.	Bahasa	11. Menggunakan kaidah bahasa sesuai dengan Bahasa komik				✓	
		12. Penggunaan Kosakata dan Tanda baca					✓
		13. Kelengkapan Kalimat/Informasi mudah dimengerti					✓
4.	Evaluasi	14. Kesesuaian isi soal sesuai dengan Materi IPS Terpadu “Dinamika Kependudukan dan Pembangunan Nasional”					✓
		15. Kesesuaian bentuk soal sesuai dengan Materi IPS Terpadu “Dinamika Kependudukan dan Pembangunan Nasional”					✓

The percentage level of the assessment of teaching materials validator of content material using scale is as follows:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{72}{75} \times 100\%
 \end{aligned}$$

= 96%

Based on the Table of Qualification level feasibility criteria, the percentage on 96% view on level 90%-100% have very valid and no revision.

2) Qualitative data

Qualitative data of this process gain from comment and suggestion of content validator. According to Mr. Saiful Amin as Geography Lecture at State Islamic University of Maulana Malik Ibrahim, he said:

Medianya sudah bagus, ini akan mempermudah siswa menghubungkan materi dalam peristiwa di kehidupan sehari-hari, tapi tolong nanti diperbaiki penulisan dialognya, nanti dirapikan lagi soal di lembar evaluasinya. Buatlah konsep materi dalam komik ini lebih jelas, hindari kata-kata ambigu didalamnya. Untuk konsep piramida penduduk, lebih baik diganti gambarnya dengan gambar yang nyata. Pada RPP, lebih baik diperbaiki kegiatan intinya lebih spesifik lagi.⁸⁶

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class.

b. Validation of Media Design

Assessment result of media expert doing by Mr. Ahmad Makki as lecture at State Islamic University of Malang on Development of comic

⁸⁶ Interview with Mr. Saiful Amin as geography's lecturer, on May 2nd 2017 at Microteaching Laboratory at 08.00 am.

book based on Islamic character education on population dynamic for students eighth Grade at MTs Surya Buana as follows:

1) Quantitative Data

Quantitative data gain from questionnaire of validation, it has been filled by design media expert is leaning media lecturer Mr. Ahmad Makki Hasan, then will describe such as follows;

Table 4.2 Design Validation

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Bentuk fisik	1. Ukuran dan bentuk media					✓
		2. Barang mudah di bawa (praktis)					✓
		3. bahan aman digunakan					✓
		4. kualitas cetak					✓
		5. Daya tahan/tingkat keawetan				✓	
2.	Prinsip visual desain sampul	6. Tata letak					✓
		7. Pilihan warna					✓
		8. Kesesuaian gambar ilustrasi					✓
		9. Ukuran dan jenis huruf					✓
3.	Prinsip visual ilustrasi isi cerita	10. Tata letak					✓
		11. Pilihan warna					✓
		12. Kesesuaian gambar ilustrasi					✓
		13. Ukuran dan jenis huruf					✓
4.	Prinsip visual ilustrasi tokoh	14. Tata letak					✓
		15. Pilihan warna					✓
		16. Kesesuaian gambar ilustrasi					✓
		17. Ukuran dan jenis huruf					✓
5.	Kualitas Teknis	18. Memotivasi Siswa				✓	
		19. Mempermudah mengingat materi					✓

		20. Penyajian media membuat materi lebih menarik				✓	
		21. Mudah digunakan					✓

The percentage level of the assessment of media design using scale is as follow:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x1} \times 100\% \\
 &= \frac{102}{105} \times 100\% \\
 &= 97\%
 \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 97% view on level 90%-100% have very valid and no revision.

2) Qualitative data

The evaluation before revise of instructional media development by lecture of Tarbiyah and training teaching faculty in comment and suggestion. According to Mr. Ahmad Makki as learning media lecturer, said:

Konsep pembuatan media komik ini tidak banyak orang memakai, karena kemampuan menggambar orang yang berbeda-beda. Saya mengapresiasi media komik ini sudah bagus, tapi akan lebih menarik lagi jika diperbaiki bagian covernya, posisi judulnya bisa diganti dan ditambahi nama pembuatnya. Kemudian sebelum masuk ke cerita ditambahi dengan kata pengantar dan daftar isi. Dan tambahkan juga identitas pembuat komiknya di bagian akhir, tambah foto kamu dengan tipe yang

lucu seperti wpap atau vector. Lalu jangan lupa untuk menyesuaikan panel perhalamannya....⁸⁷

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class.

c. Validation product by teacher of social studies at MTs Surya Buana

After validation the product by validator on State Islamic University Maulana Malik Ibrahim Malang, next validation is to teaching expert of social studies. Teacher of eighth grade in MTs Surya Buana Malang is Mrs. Lusi Hendarwati, the assessment by teacher of social subject as follows:

1) Quantitative Data

Quantitative data gain from questionnaire of validation, then will describe such as follows;

Table 4.3 Teacher Subject Validation

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Penyajian materi	1. Sistematika penyajian materi dan keruntutan materi					✓
		2. Pengembangan konsep materi					✓
		3. Kelengkapan materi					✓
		4. Kesesuaian dengan perkembangan kognitif siswa					✓
2.	Evaluasi belajar	5. Terdapat soal yang mengukur kemampuan kognitif siswa				✓	

⁸⁷ Interview with Mr. Ahmad Makki Hasan as learning media lecturer, on May 18th 2017 at C building State of Islamic university of Maulana Malik Ibrahim Malang at 02.00 pm.

		6. Terdapat soal yang mengukur kemampuan pemecahan masalah				✓	
3.	Keterlaksanaan	7. Penyajian materi dan petunjuk penampilan yang mudah dipahami bagi siswa				✓	
		8. Penyajian materi secara menarik					✓
		9. Penyajian materi dengan media ini sangat efektif					✓
4.	Kebahasaan	10. Pemilihan kata dalam penjabaran materi				✓	
		11. Bahasa yang digunakan sesuai dengan EYD				✓	
		12. Bahasa yang digunakan adalah Bahasa Indonesia yang menarik				✓	
5.	Kejelasan kalimat	13. Kalimat mudah dipahami					✓
		14. Kalimat yang digunakan tidak menimbulkan makna ganda					✓
6.	Kualitas tampilan	15. Desain menarik					✓
		16. Tulisan dan gambar jelas					✓

The percentage level of the assessment of teaching materials validator of content using scale is as follow:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x1} \times 100\% \\
 &= \frac{74}{80} \times 100\% \\
 &= 92.5 \%
 \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 92.5% view on level 90%-100% have very valid and no revision.

2) Quantitative Data

According to evaluation from teacher of social studies at MTs

Surya Buana include in the suggestion and advice, She said:

Saya memang belum pernah menggunakan media seperti ini sebelumnya, karena kemampuan menggambar saya yang menurut saya kurang berkompeten. Tapi menurut saya media ini sesuai dengan materi dinamika kependudukan. Tapi dari bacaan awal saya sedikit kurang paham dengan ceritanya, jadi dialognya bisa diperjelas lagi dan dibuat lebih urut lagi. Tapi keseluruhan sudah bagus. Anak-anak pasti akan tertarik dengan media seperti ini....⁸⁸

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class.

7. The result of the field trial

After conducting several of validation and revised the product as feasible, researcher trial test the product of comic book on field. The result of field trial explain to effectiveness and attractiveness aspect, both of them will explain such as:

1) Attractiveness

Field trial in this page is trial about attractiveness of instructional media of comic book based on Islamic character education obtained from score of

⁸⁸ Interview with Mrs. Lusi Hendarwati as teacher subject in MTs Surya Buana, on May 18th 2017 at School of MTs Surya Buana at 09.00 am.

questionnaire that has been filled by object of study amounting to 19 students.

Exposure data from the result of assessment are as follows



Table 4.6 result of student assesment

Question	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂	X ₁₃	X ₁₄	X ₁₅	X ₁₆	X ₁₇	X ₁₈	X ₁₉	Σ X	ΣX1	%	
1.	3	4	3	3	3	4	3	4	3	4	3	4	3	4	5	4	5	4	4	4	70	95	74
2.	5	4	2	3	2	5	5	2	4	4	5	5	2	5	4	4	3	5	5	5	74	95	78
3.	4	5	3	4	3	5	4	5	5	4	4	5	4	5	3	4	4	3	4	4	78	95	82
4.	4	5	5	3	5	5	3	5	3	5	3	5	4	4	4	4	5	4	4	4	80	95	84
5.	3	5	4	3	5	5	4	5	5	5	5	5	3	5	5	4	5	5	4	4	85	95	89
6.	4	4	3	3	5	5	4	4	3	4	5	5	2	5	4	4	3	5	4	4	76	95	80
7.	4	4	4	4	4	4	3	5	5	5	5	5	4	5	5	5	5	5	4	4	85	95	89
8.	4	5	4	4	4	4	5	5	5	5	4	5	3	5	4	5	5	5	4	4	85	95	89
9.	5	5	4	4	4	5	4	4	4	4	3	4	3	5	3	4	5	5	4	4	79	95	83
10.	4	5	3	4	4	5	4	5	5	5	4	5	3	5	4	4	5	5	4	4	83	95	87
11.	3	4	4	4	4	4	3	4	5	5	3	4	3	5	5	4	5	3	4	4	76	95	80
12.	4	4	3	3	5	4	3	5	4	5	3	5	2	4	3	4	4	3	5	5	73	95	77
13.	4	5	4	3	4	5	3	5	4	5	4	5	2	5	4	4	5	5	4	4	80	95	84
14.	4	4	3	3	3	5	3	3	4	3	4	4	4	5	4	4	4	4	4	4	72	95	76
15.	4	4	4	3	4	5	4	4	3	5	3	4	4	5	4	4	5	4	4	4	77	95	81
16.	4	4	4	4	3	5	5	5	5	5	3	4	4	4	5	4	5	5	5	5	83	95	87
17.	4	5	4	3	4	5	3	5	3	5	5	5	5	5	5	4	5	5	5	5	85	95	89
Total	67	76	61	58	66	80	63	75	70	78	66	79	55	81	71	70	78	75	72	72	1341	1615	83
ΣX1	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85			
%	79	89	72	68	78	94	74	88	82	92	78	93	65	95	84	82	92	88	85	85			

Explanation:

1. Illustration of the story interesting.
2. Comic book as instructional media can improve student's fascination to study.
3. Comic book based on Islamic character education on population dynamic can improve student knowledge about social materials.
4. Content of comic suitable with material on book resource.
5. Language stylish of comic easy to understand.
6. Style of comic more interest than text book.
7. Size of the book easy to bring anywhere. Media of comic easy to use.
8. This comic uses interesting colors.
9. Form and size of font can be read clearly.
10. Illustration of pictures arranged suitably and clearly.
11. Plot of story arranged clearly and easy to understand.
12. The story can be understood clearly.
13. This media of comic can increase motivation to learn.
14. This media makes students more understand about population dynamic materials in daily life.
15. Students can take wisdom from the story in this comic.
16. This comic can be used personally and in groups.

Respondents;

1. Atika Rahmah
2. Birrina Fara Adyba
3. Delinda Aminatuz Zahro
4. Desak Nyoman D. A.
5. Diva Faridhatul Jannah
6. Ersha Lumindadewi
7. Nabila Az Zahro
8. Nadia Ariba
9. Nur Haliza
10. Nur Jamilah Ramadhani
11. Rahmalia Azzahra
12. Safira Alya Ramadhani
13. Salma Quthrunnada
14. Salsabila Lailil Zhaqia
15. Shabina Durrotunnashah
16. Siti Rakraini
17. Tahliya Ilma Adiba
18. Talitha Dwi Arini
19. Yunita Asiyah Putri

Here is the percentage level of achievement of the attractiveness of the material by using questionnaire:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{1341}{1615} \times 100\% \\
 &= 83\%
 \end{aligned}$$

Based on the calculations above it can be concluded that the assessment questionnaire based on field test 8th grade of C class in MTs Surya Buana Malang total 83%. If matched with the eligibility criteria table, then the score is included in the criteria is attractive. It can conclude that the teaching material that has been developed is interesting to learn.

This media more make student enjoy study this material because this media combine the material with serial story, so the students also have entertainment by read this comic. According one of student in the class after using this media “Medianya bagus, bisa memotivasi saya untuk belajar IPS. Komik juga bisa menghibur saya, karena disini kita biasanya bosan belajar terus dengan system Fullday School”⁸⁹

This comic mixing aspect education and joke to make student entertainment and create fun learning. This section, Ersha Lumindadewi as the student at same class said:

Medianya bagus kak, sangat menginspirasi. Komik ini membuat saya berfikir kalau IPS itu mudah. Biasanya saya sulit dalam memahami materi IPS dengan kosakata yang banyak. Dengan belajar

⁸⁹ Interview with Mrs. Salsabila Lailil Zhaqia as student of MTs Surya Buana, on May 18th 2017 at School of MTs Surya Buana at 09.00 am.

menggunakan komik ini, kita jadi tidak bosan, suasananya tidak seperti belajar, karena biasanya saya dan teman-teman bosan dengan pembelajaran Fullday School.⁹⁰

So, this comic is attractive enough to use in learning activity especially for material that related with activity in daily life.

2) Effectiveness

To know the difference and the progress of student understanding, through test are conducted in the form pre-test and post-test. The both of test are conducted in 8th grade C at MTs Surya Buana Malang. The results are pretest and posttest of student Eighth Grade at MTs Surya Buana as follow:

Table 4.4 List of student values

NO	NAMA	PRETEST	POSTTEST
1	Atika Rahmah	65	85
2	Birrina Fara Adyba	75	80
3	Delinda Aminatuz Zahro	75	90
4	Desak Nyoman Devi Adelia	75	80
5	Diva Faridhatul Jannah	75	80
6	Ersha Lumindadewi	70	85
7	Nabila Az Zahro	50	70
8	Nadia Ariba	70	80
9	Nur Haliza	65	70
10	Nur Jamilah Ramadhani	70	85
11	Rahmalia Azzahra	55	80
12	Safira Alya Ramadhani	75	95
13	Salma Quthrunnada	75	80
14	Salsabila Lailil Zhaqia	65	80
15	Shabina Durrotunnashah	50	65

⁹⁰ Interview with Mrs. Salsabila Ersha Lumindadewi as student of MTs Surya Buana, on May 18th 2017 at School of MTs Surya Buana at 09.00 am.

16	Siti Rakraini	80	80
17	Tahliya Ilma Adiba	85	90
18	Talitha Dwi Arini	65	70
19	Yunita Asiyah Putri	60	85
MEAN		68	81

Pretest and posttest 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 step for analyzing the t-test is follows:

3) Making H_a and H_o

The purpose of the T-test two variables is to help compared whether both variables are the same or different. The purpose of the T-test significance of research results, the measure is in the form of comparison of the two sample average.⁹¹ Before calculate the T-test the first stage is made Hypothesis, on statistic there are 2 kind of Hypothesis that is alternative hypothesis (H_a) and zero hypothesis (H_o). So that from this sentence follows are:

- H_a : There is difference significant before using media comic book based on Islamic character education with after using media comic book based

⁹¹Drs. Ridwan, M.BA dan Drs. H. Sunarto. *Pengantar Statistika Untuk Penelitian Pendidikan Sosial, Ekonomi, Komunikasi dan Bisnis*. Bandung: Alfabeta. Page.126

on Islamic character education on eighth grade student at MTs Surya Buana.

- Ho: There is no difference significant before using media comic book based on Islamic character education with after using media comic book based on Islamic character education on eighth grade student at MTs Surya Buana.

4) Deciding the formula

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

5) Determining the t-test criteria

There are two probability criteria, such as:

- 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 rejected and H_a accepted.

- 6) Determining the statistical result on the pretest and posttest with the t-test formula.

Table 4.5 List of student values based on t-test formula

NO	NAME	SCORE		d = (x ₂ -x ₁)	d ²
		PRETEST	POSTTEST		
1	Atika Rahmah	65	85	20	400
2	Birrina Fara Adyba	75	80	5	25
3	Delinda Aminatuz Zahro	75	90	15	225
4	Desak Nyoman D. A.	75	80	5	25
5	Diva Faridhatul Jannah	75	80	5	25
6	Erscha Lumindadewi	70	85	15	225
7	Nabila Az Zahro	50	70	20	400
8	Nadia Ariba	70	80	10	100
9	Nur Haliza	65	70	5	25
10	Nur Jamilah Ramadhani	70	85	15	225
11	Rahmalia Azzahra	55	80	25	625
12	Safira Alya Ramadhani	75	95	20	400
13	Salma Quthrunnada	75	80	5	25
14	Salsabila Lailil Zhaqia	65	80	15	225
15	Shabina Durrotunnashah	50	65	15	225
16	Siti Rakraini	80	80	0	0
17	Tahliya Ilma Adiba	85	90	5	25
18	Talitha Dwi Arini	65	70	5	25
19	Yunita Asiyah Putri	60	85	25	625
Total		1300	1530	230	3850

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

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

$$t = \frac{12}{\sqrt{\frac{3850}{20(20-1)}}}$$

$$t = \frac{12}{\sqrt{\frac{3850}{380}}}$$

$$t = \frac{12}{\sqrt{10}}$$

$$t = \frac{12}{3.16}$$

$$t = 3.79$$

7) Comparing t_{count} with t_{table}

By measuring the level of specification (α) of 0.05 and the number of respondents is 19, it can be seen t_{table} is 1,729.

$$T_{\text{count}} = 3.79$$

$$T_{\text{table}} = 1.729$$

$$T_{\text{count}} > T_{\text{table}} \text{ is } 3.79 > 1.729$$

8) Conclusion

From the above calculation shows that $T_{\text{count}} > T_{\text{table}}$ is $3.79 > 1.729$. Then the conclusion is H_0 rejected and H_a accepted. There is difference significant before using media comic book based on Islamic character education with after using media comic book based on Islamic character education on eighth grade student at MTs Surya Buana. This shows the teaching material developed can effectively improve student learning.

B. Analysis of the product

The revised and result the product by validation for comic book based on Islamic character building on population dynamic analysis as follow:

1. The Data Analysis Validation of Material

This analysis will divided into some aspect, such as;

a. Format aspect

After the revision, the clarity of the concept material and the suitability the image with the material is good. The obtaining the score is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{15}{15} \times 100\% \\ &= 100\% \end{aligned}$$

Based on the format aspect score is 100%, meaning that the Comic Book is very good and deserve to be tested.

b. Content Aspect

After the revision the suitability learning material in the media with the syllabus and RPP of geography natural disaster mitigation and adaptation is good and get obtaining score is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{3}{35} \times 100\% \\ &= 94\% \end{aligned}$$

Based on the content aspect score is 94%, meaning that the Comic Book is very good and deserve to be tested.

c. Language aspect

After the revision the rule of language style of comic, and the clearly of the direction words is good and obtaining score is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{14}{15} \times 100\% \\ &= 93\% \end{aligned}$$

Based on the language aspect score is 93%, meaning that the Comic Book is very good and deserve to be tested.

d. Evaluation

After the revision the suitability of the question with the material is good, for obtaining score is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{10}{10} \times 100\% \\ &= 100\% \end{aligned}$$

Based on the language aspect score is 100%, meaning that the Comic Book is very good, don't need revision and deserve to be tested.

The overall value assessment of last validation of material is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{72}{75} \times 100\% \\ &= 96\% \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 96% view on level 90%-100% have very valid and no revision.

2. The Data analysis Validation of Media Design

a. Form aspect

After the revision from comment and suggestion the clarity of the instruction of book, the size of words in the media is unbalancing with the picture, and the form material of book is inexact, obtaining score of form aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{24}{25} \times 100\% \\ &= 96\% \end{aligned}$$

For the form aspect score is 96% is very good and no revision means that the Comic Book learning media already deserved to be tested.

b. Design cover aspect

After the revision from comment and suggestion of cover uninteresting, the color and design unpredicted as comic, but the picture of character is good, obtaining score of design cover aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{20}{20} \times 100\% \\ &= 100\% \end{aligned}$$

For this aspect score is 100% is very good no revision means that the Comic Book learning media already deserved to be tested.

c. Story illustration aspect

After the revision from comment and suggestion the illustration is good enough, the picture clear enough to explain the story but the panel of some pages imbalance and separate the story and the tittle page, obtaining score of story illustration aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{20}{20} \times 100\% \\ &= 100\% \end{aligned}$$

For this aspect score is 100% is very good no revision means that the Comic Book learning media already deserved to be tested.

d. Character illustration aspect

After the revision from comment and suggestion the illustration is good and clear enough, but set the location more balance, obtaining score of Character illustration aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{20}{20} \times 100\% \\ &= 100\% \end{aligned}$$

For this aspect score is 100% is very good no revision means that the Comic Book learning media already deserved to be tested.

e. Technic Quality aspect

After the revision from comment and suggestion the design of book good enough but the attractive aspect will be increase after revise this comic and this media can improve learning motivation of student, and obtaining score of technical quality aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{18}{20} \times 100\% \\ &= 90\% \end{aligned}$$

For this aspect score is 90% is good and no revision means that the Comic Book learning media already deserved to be tested.

The overall of assessment last validation of media design validation is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{102}{105} \times 100\% \\ &= 97\% \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 97% view on level 90%-100% have very valid and no revision.

3. The Data analysis Validation of Teacher Subject

a. Materials presentation aspect

After the revision from comment and suggestion for make clear the topic to combine with the story of comic, make the developing more specific, then the obtaining score of material presentation aspect is:

$$\begin{aligned}
 P &= \frac{\Sigma x}{\Sigma x_1} \times 100\% \\
 &= \frac{20}{20} \times 100\% \\
 &= 100\%
 \end{aligned}$$

For this aspect score is 100% means very good. So that the Comic Book learning media ready to be tested.

b. Learning evaluation aspect

After the revision from comment and suggestion for repair the exercises stylish language, then the obtaining score of learning evaluation aspect is:

$$\begin{aligned}
 P &= \frac{\Sigma x}{\Sigma x_1} \times 100\% \\
 &= \frac{8}{10} \times 100\% \\
 &= 80\%
 \end{aligned}$$

For this aspect score is 80% means good. So that the Comic Book learning media already deserved to be tested.

c. Technical proses aspect

After the revision from comment and suggestion for repair the display more attractive, then the obtaining score of technical process aspect is:

$$\begin{aligned}
 P &= \frac{\Sigma x}{\Sigma x_1} \times 100\% \\
 &= \frac{14}{15} \times 100\% \\
 &= 93\%
 \end{aligned}$$

For this aspect score is 93% means very good. So that the Comic Book learning media ready to be tested.

d. Language aspect

After the revision from comment and suggestion for repair the story stylish language and diction, then the obtaining score of language aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{12}{15} \times 100\% \\ &= 80\% \end{aligned}$$

For this aspect score is 80% means good and no need revise. So that the Comic Book learning media ready to be tested.

e. Sentence intelligibility aspect

After the revision from comment and suggestion for repair the sentence more clearly by direct sentence, then the obtaining score of sentence intelligibility aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{10}{10} \times 100\% \\ &= 100\% \end{aligned}$$

For this aspect score is 100% means very good. So that the Comic Book learning media ready to be tested.

f. Display quality aspect

After the revision from comment and suggestion for set up the picture of story serially, then the obtaining score of display quality aspect is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{10}{10} \times 100\% \\ &= 100\% \end{aligned}$$

For this aspect score is 100% means very good. So that the Comic Book learning media ready to be tested.

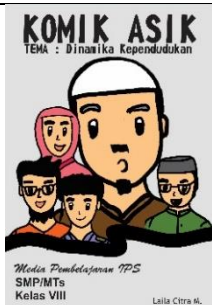
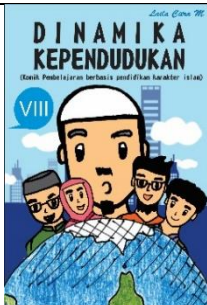
The overall of assessment last validation of media design validation is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100\% \\ &= \frac{74}{80} \times 100\% \\ &= 92.5\% \end{aligned}$$


Based on the Table of Qualification level feasibility criteria, the percentage on 92.5% view on level 90%-100% have very valid and no revision.

C. Product Revision

Table 4.7 Comparison before and after revision




The Revised Point	Before Revision	After Revision
Titlle of comic, background set up, character set up, adding name of author.		

Set up the topic to new page		
Balancing the panel of page		
Balancing the panel of page		
Set up the topic to new page		
Balancing the panel of page		

Balancing the panel of page		
Balancing the panel of page		
The concept of formula more clearly		
Set up the topic to new page		
Balancing the panel of page		

Change the picture of pyramid to be real		
The font of information		
Set up the topic to new page		
The page full of story without title		
Change the Arabic type and font color of the meaning		

Set up the topic to new page		
The page full of story without title		
Set up the picture and color of the back cover		
Add the page of preface		
Add the page of content table		

Add the page of note		
Add the page of note		
Add the page of author identity		

CHAPTER V

CONCLUSION

A. Conclusion

1. The Conclusion About the Develop of Comic Book Based on Islamic Character Education

Developing of Comic Book Based on Islamic Character Education on population dynamic for eighth grade students at MTs Surya Buana there are components in the learning media as follow:

- | | |
|-----------------|--------------------|
| a. Cover | e. Note |
| b. Introduction | f. Exploration |
| c. Theme | g. Evaluation |
| d. Material | h. Author identity |

2. The Conclusion about the Subject Trial of Comic Book Based on Islamic Character Education

The significant of the test showed that mean value of Pre-test and Post-test is different, before using learning media by Comic Book Based on Islamic Character Education the student value mean is low is 68 then after using the learning media Comic Book Based on Islamic Character Education the student value mean is 81.

So that the media will be effective for uses. The result of significant difference as $T_{\text{count}} > T_{\text{table}}$ is $3.79 > 1.729$, So on H_a accepted and H_o rejected, means there is a significant difference before and after using Comic Book Based on Islamic Character Education. With the pre-test and post-test result that concluded that Comic Book Based on Islamic Character Education is effective and valid to use in learning activities.

3. The Conclusion of the validity 3D Aurora Presentation learning media

Comic Book Based on Islamic Character Education that has develop get a good qualification. Based on the last validation after revision of product , learning material validation percentages is 96%, media design validation percentages is 97%, and teacher subject validation percentages is 92.5%. From the data follows, the media of Comic Book Based on Islamic Character Education is good and worth to be used.

B. Suggestion

Comic Book Based on Islamic Character Education that have been developing are expected to support and enhance learning effectivity of social subject of eighth grade student. There are suggestions of the Comic Book Based on Islamic Character Education such follow:

1. Suggest of Product Utilization

Based on the result of subject trial so the effort to optimize the utilization of the Comic Book as follow:

- a) For the Teacher hopefully capable to apply the Comic Book to support material presenting especially for social subject which related with activity in daily life.
- b) For the school should the used of interactive learning media more often and also the completing the learning facilitate for students in the enriched science with the in interactive learning media, others programs and design media.

2. Suggestion Dissemination of Product

For the purposes of further development suggested the following:

- a) This product development is limited to population dynamic material, therefore need for further development in others material and more comprehension.
- b) Comic Book can be used as a reference by the teacher to develop the media based on the students' needs and learning analyze.

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APPENDIXES

A P P E N D I X 1





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/900/2016
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

07 Desember 2016

Kepada
Yth. Kepala M^{ts} Surya Buana 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 : Laila Citra Mawarsari
NIM : 13130052
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Ganjil - 2016/2017
Judul Skripsi : *Development of Comic Strip Base on Islamic Character Building as Learning Media Social Studies 8th Grade*

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.



Wakil Dekan
Wakil Dekan Bid. Akademik,

Dr. H. Sulalah, M.Ag
NIP. 19651112 199403 2 002 6

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/ 707/2017
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

31 Maret 2017

Kepada
Yth. Kepala Kementerian Agama Kota 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 : Laila Citra Mawarsari
NIM : 13130052
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2016/2017
Judul Skripsi : *Development of Comic Based on Character Education as Instructional Media of Social Subject for 8th Grader*

diberikan izin untuk melakukan penelitian di MTs Surya Buana Malang mulai April 2017 sampai dengan Juni 2017.

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

Wassalamu'alaikum Wr. Wb.



an Dekan
Wakil Dekan Bid. Akademik,

Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Yth. Kepala MTs Surya Buana Malang
3. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG**

Jl. R. Panji Suroso 2 Telp. 491605-477684 FAX 477684
<http://www.kemenagkotamalang.com> email : mapendakotamalang@ymail.com

Nomor : B- *74* /Kk.13.25.2/TL.00/04/2017
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

05 April 2017

Kepada
Yth. Kepala Madrasah Tsanawiyah Surya Buana
Kota Malang

Menindaklanjuti surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Kota Malang Nomor : Un.3.1/TL.00.1/707/2017 tanggal 31 Maret 2017 perihal Permohonan Izin Penelitian, bahwa pada dasarnya *menyetujui/tidak keberatan* memberikan ijin kepada:

Nama : LAILA CITRA MAWARSARI
NPM : 13130052
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester : Genap – 2016/2017
Judul Sekripsi : *Development of Comic Based on Character Education as Instruction Media of Social Subject for 8th Grader*

Mengadakan Kegiatan Penelitian di sekolah yang Saudara pimpin dengan ketentuan sebagai berikut:

1. Selama mengadakan penelitian mentaati tata tertib yang berlaku.
2. Setelah selesai mengadakan penelitian memberikan laporan secara tertulis kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah

Demikian atas perhatiannya disampaikan terima kasih.

a.n. Kepala
Kasi Pendidikan Madrasah

H. Chandra Achmady

Tembusan:

1. Kepala Kankemenag Kota Malang;
2. Ketua Jurusan PIPS UIN Maliki;
3. Mahasiswa yang bersangkutan

A P P E N D I X 2





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : Un.03.1/PP.00.9/1546 /2017
Perihal : Permohonan

18 Mei 2017

Kepada

Yth. Saiful Amin, M. Pd
(Dosen Fakultas Ilmu Tarbiyah dan Keguruan)
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan tugas akhir mahasiswa berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon Bapak/Ibu untuk menjadi Validator skripsi kami:

Nama : Laila Citra Mawarsari
NIM : 13130052
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Smt/Th. Akademik : VIII/2016/2017
Judul Skripsi : *The Delevopment of Comic Book Based on Islamic Character Education as Instructional Media of Sosial Studies Subject for 8th Grade of MTs Surya Buana Malang.*

Demikian, atas kesediaan dan kerjasamanya diucapkan terima kasih.

Wassalamualaikum Wr. Wb.



Mengetahui,
Dekan Bid. Akademik

Dj. Sulalah, M. Agl
NIP. 19651112199403 2002

Pemohon

LAILA CITRA M.
(NIM : 13130052)

Tembusan :

1. Pembimbing Skripsi Mhs. Ybs
2. Arsip

A P P E N D I X 3



Appendix 2



**THE STATE ISLAMICS UNIVERSITY OF MAULANA MALIK
IBRAHIM MALANG
TARBIYAH AND TEACHING TRAINING FACULTY
SOCIAL EDUCATION DEPARTMENT**

Jl. Gajayana No. 50, Telepon/Faximile (0341)552398 Malang

EVIDENCE OF CONSULTATION

Name : Laila Citra Mawarsari
 Number of Student : 13130052
 Faculty/Program : Tarbiyah and Teaching Training Faculty/ Social Education Department
 Advisor : Dr. H. Nur Ali, M.Pd
 Title of Thesis : THE DEVELOPMENT OF COMIC BOOK BASED ON ISLAMIC
 CHARACTER EDUCATION AS INSTRUCTIONAL MEDIA OF
 SOCIAL STUDIES SUBJECT FOR 8TH GRADE OF MTs SURYA
 BUANA MALANG

No	Date	Consultation Material	Signature
1.	2/17 5	Re Consult chapter I, II, III	
2.	9/17 5	Adapt Problem formulation with chapter II and instrument	
3.	16/17 5	Revise the instrument	
4.	18/17 5	Continue to next chapter.	
5.	26/17 5	Revise the data, add the result of interview	
6.	29/17 5	Accepted to thesis exam	

Acknowledged by,

The Chief of Social Education Department

Dr. H. Abdul Bashith M. Si
 NIP. 197610022003121003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
FAKULTAS TARBIYAH
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398, FAKSMILE 0341-552398

BUKTI KONSULTASI PRODUK MEDIA

JURUSAN PENDIDIKAN ILMU PENGETAHUAN SOSIAL

Nama : Laila Citra M.
NIM : 13130052
Judul : *The Development of Comic Book Based on Islamic Character Education as Instructional Media of Social Studies Subject for 8th Grade of MTs Surya Buana Malang.*

Validator Materi :

NO	TANGGAL	CATATAN PERBAIKAN	TTD
1.	2/5 2017	Awal cerita untuk karakter kependudukan ditambah	
2.	19/5 2017	gambar Piramida penduduk diperjelas	
3.	23/5 2017	latihan soal dan jawaban	

Malang, 23-5-2017

Mengetahui,

Dosen pembimbing

Validator Media

Dr. H. Nur Ali, M.Pd
NIP. 196604031998031022

Saiful Arman, M.Pd
NIP. 198709222015031005

A P P E N D I X 4



IDENTITY OF VALIDATOR MEDIA

NO	NAME	POSITION	SUBJECT EXPERT
1.	Saiful Amin, M. Pd	Lecturer of geography subject at UIN Maulana Malik Ibrahim Malang	Material expert of social science
2.	Ahmad Makki Hasan, M. Pd	Lecturer of Arabic and Learning Technology UIN Maulana Malik Ibrahim Malang	Design expert
3.	LusiHendarwati, S. Pd	Teacher of Social Studies eighth grade MTs Surya Buana Malang	Teaching expert of social studies

The logo of Universitas Islam Negeri Maulana Malik Ibrahim Malang is a green shield-shaped emblem. It features a central yellow calligraphic design. The text "UNIVERSITAS ISLAM NEGERI" is written in a semi-circle at the top, "MAULANA MALIK IBRAHIM" in a semi-circle at the bottom, and "PUSAT PERPUSTAKAAN" at the very bottom. The title "APPENDIX" is written vertically in the center in a large, black, serif font, with the number "5" at the bottom.

APPENDIX

5

LEMBAR PENILAIAN GURU

The Development of Comic Book Based on Islamic Character Education as Instructional Media of Social Studies Subject for 8th Grade of MTs Surya Buana Malang.

Nama : LUSI HENDARWATI

Instansi : MTs SURYA BUANA

Pendidikan : St. Pendidikan IPS

Tanggal : 27 Mei 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic Book Based on Islamic Character Education*.
2. Penilaian cukup dengan memberikan tanda cek (✓) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat Tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic book*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Penyajian materi	1. Sistematika penyajian materi dan keruntutan materi					✓
		2. Pengembangan konsep materi					✓
		3. Kelengkapan materi					✓
		4. Kesesuaian dengan perkembangan kognitif siswa					✓
2.	Evaluasi belajar	5. Terdapat soal yang mengukur kemampuan kognitif siswa				✓	
		6. Terdapat soal yang mengukur kemampuan pemecahan masalah				✓	
3.	Keterlaksanaan	7. Penyajian materi dan petunjuk penampilan yang mudah dipahami bagi siswa				✓	
		8. Penyajian materi secara menarik					✓

		9. Penyajian materi dengan media ini berjalan efektif						✓
4.	kebahasaan	10. Pemilihan kata dalam penjabaran materi					✓	
		11. Bahasa yang digunakan sesuai dengan EYD					✓	
		12. Bahasa yang digunakan adalah Bahasa Indonesia yang menarik					✓	
5.	Kejelasan kalimat	13. Kalimat mudah dipahami						✓
		14. Kalimat yang digunakan tidak menimbulkan makna ganda						✓
6.	Kualitas tampilan	15. Desain menarik						✓
		16. Tulisan dan gambar jelas						✓

Saran Perbaikan

Bagian yang harus diperbaiki	Saran Perbaikan

Komentar :

.....
 Perbaikan sudah bagus dari yang
 sebelumnya.....

Kesimpulan

Media Pembelajaran berbasis Multimedia Interaktif ini

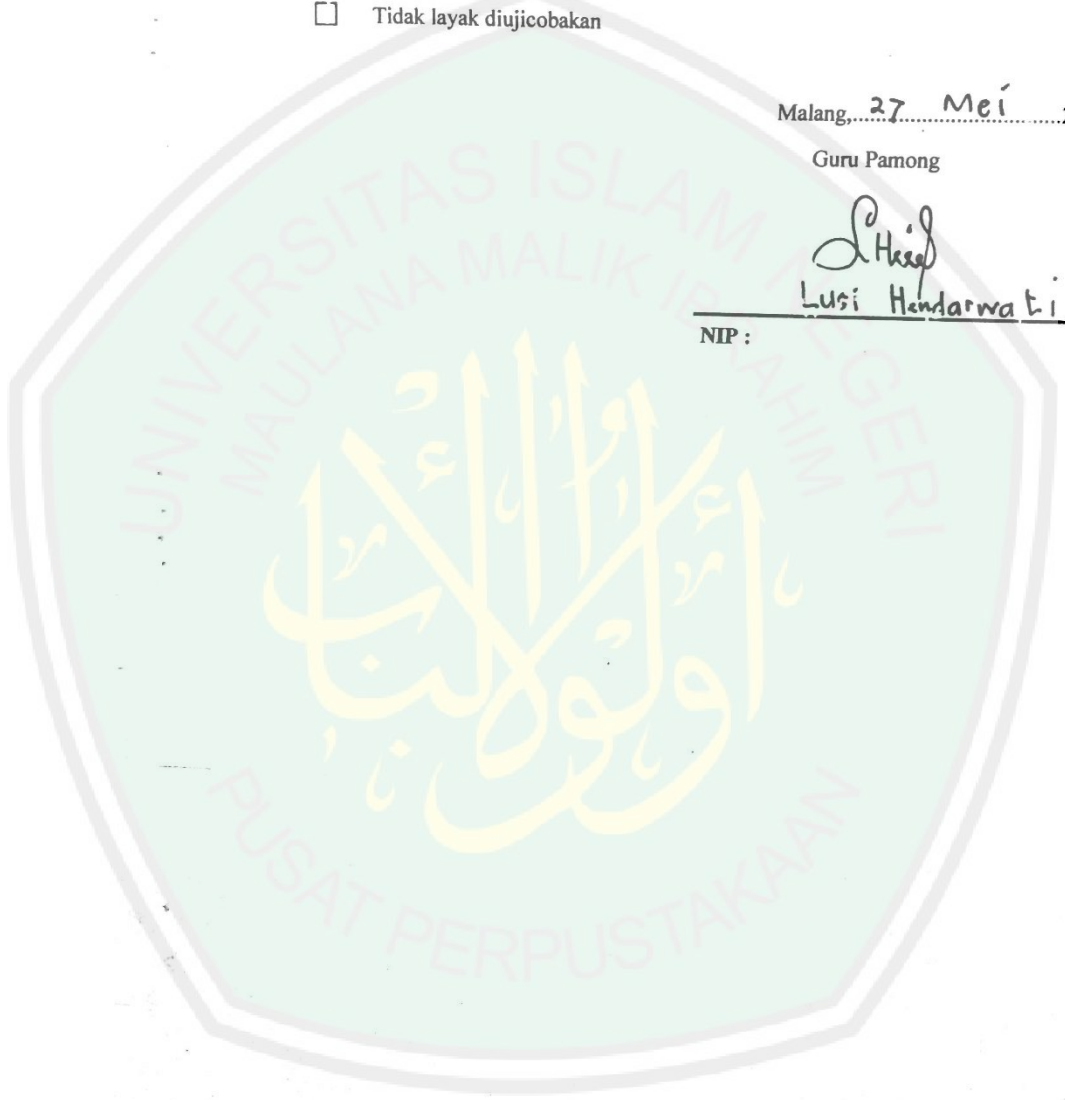
- ☒ Layak untuk diuji coba tanpa revisi
- ☐ Layak untuk diuji coba dengan revisi sesuai saran
- ☐ Tidak layak diujicobakan

Malang, 27 Mei 2017

Guru Pamong


Lusi Hendarwati

NIP :



LEMBAR VALIDASI MEDIA

The Development of Comic Book Based on Islamic Character Education as Instructional Media of Social Studies Subject for 8th Grade of MTs Surya Buana Malang.

Nama : Ahmad Makla H.

Instansi : UIN Malang

Pendidikan : S2 PBA

Tanggal : 24 Mei 2017

Instruction :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic Book Based on Islamic Character Education*.
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat Tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic book*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Bentuk fisik	1. Ukuran dan bentuk media					✓
		2. Barang mudah di bawa (praktis)					✓
		3. Bahan aman digunakan					✓
		4. Kualitas cetak					✓

		5. Daya tahan/tingkat keawetan					✓
2.	Prinsip visual desain sampul	6. Tata letak					✓
		7. Pilihan warna					✓
		8. Kesesuaian gambar ilustrasi					✓
		9. Ukuran dan jenis huruf					✓
3.	Prinsip visual ilustrasi isi cerita	10. Tata letak					✓
		11. Pilihan warna					✓
		12. Kesesuaian gambar ilustrasi					✓
		13. Ukuran dan jenis huruf					✓
4.	Prinsip visual ilustrasi tokoh	14. Tata letak					✓
		15. Pilihan warna					✓
		16. Kesesuaian gambar ilustrasi					✓
		17. Ukuran dan jenis huruf					✓
5.	Kualitas Teknis	18. Memotivasi Siswa					✓
		19. Mempermudah mengingat materi					✓
		20. Penyajian media membuat materi lebih menarik					✓
		21. Mudah digunakan					✓

Saran Perbaikan

Bagian yang harus diperbaiki	Saran Perbaikan

Komentar :

Menarik dan kreatif. Semoga bermanfaat.

Kesimpulan

Media Pembelajaran berbasis Multimedia Interaktif ini

- ☒ Layak untuk diuji coba tanpa revisi
☐ Layak untuk diuji coba dengan revisi sesuai saran
☐ Tidak layak diujicobakan

Malang, 24 - Mei - 2017

Ahli Media

Alhamd Makki H.

NIP : -

LEMBAR VALIDASI KONTEN

The Development of Comic Book Based on Islamic Character Education as Instructional Media of Social Studies Subject for 8th Grade of MTs Surya Buana Malang.

Nama : SAIFUL AMIN, m.p.d

Instansi : UIN MALANG

Pendidikan : S2 PENDIDIKAN GEOGRAFI

Tanggal : 23 MEI 2017

Instruction :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic Book Based on Islamic Character Education*.
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :
 1 = Sangat tidak tepat 4 = Tepat
 2 = Kurang tepat 5 = Sangat Tepat
 3 = Cukup tepat
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic book*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Format	1. Kejelasan Perintah dalam penggunaan tanda baca					✓
		2. Kesesuaian isi dengan materi					✓
		3. Kesesuaian antara warna, gambar dan format penjelasan materi					✓

2.	Kontent	4. Keseuaian materi antara Silabus dan RPP IPS Terpadu materi "Dinamika Kependudukan dan Pembangunan Nasional" dengan capaian Kompetensi.					✓
		5. Memiliki keterkaitan antara KI-KD pada materi "Dinamika Kependudukan dan Pembangunan Nasional"					✓
		6. Kesuaian antara KD dengan Indikator Pembelajaran IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"					✓
		7. Kesesuaian antara Indikator dan Tujuan Pembelajaran IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"					✓
		8. Kedalaman cakupan materi IPS Terpadu dalam pembahasan "Dinamika Kependudukan dan Pembangunan Nasional"				✓	
		9. Kejelasan dalam sajian materi IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"					✓
		10. Kebenaran Konsep Konkrit dan Abstrak pada materi "Dinamika Kependudukan dan Pembangunan Nasional"				✓	
		11. Menggunakan kaidah bahasa sesuai dengan EYD				✓	
		12. Penggunaan Kosakata dan Tanda baca					✓
		13. Kelengkapan Kalimat/Informasi mudah dimengerti					✓
4.	Evaluasi	14. Kesesuaian isi soal sesuai dengan Materi IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"					✓

		15. Kesesuaian bentuk soal sesuai dengan Materi IPS Terpadu "Dinamika Kependudukan dan Pembangunan Nasional"								✓
--	--	--	--	--	--	--	--	--	--	---

Saran Perbaikan

Bagian yang harus diperbaiki	Saran Perbaikan
<ul style="list-style-type: none"> - Struktur Kependudukan dalam Alur Cerita - Gambar Piramida Penduduk di Ketilas - Latihan Soal dan Pembahasan 	

Komentar :

- Revisi diperbaiki lagi
- Ditax lagi Pembahasan pada Soal latihan

Kesimpulan

Media Pembelajaran berbasis Multimedia Interaktif ini

- ☐ Layak untuk diuji coba tanpa revisi
- ☒ Layak untuk diuji coba dengan revisi sesuai saran
- ☐ Tidak layak diujicobakan



A P P E N D I X 6



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Surya Buana
Mata Pelajaran : IPS Terpadu
Kelas / Semester : VIII / 1
Materi Pokok : Dinamika Kependudukan
Alokasi Waktu : 80 menit

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar :

- 1.1. Menghayati karunia Tuhan YME yang telah menciptakan waktu dengan segala perubahannya.
- 1.2. Menghayati ajaran agama dalam berpikir dan berperilaku sebagai penduduk Indonesia dengan mempertimbangkan kelembagaan sosial, budaya, ekonomi dan politik dalam masyarakat.
- 2.2. Memiliki rasa ingin tahu, terbuka dan sikap kritis terhadap permasalahan social sederhana.
- 3.2. Mendeskripsikan perubahan masyarakat Indonesia pada masa penjajahan dan tumbuhnya semangat kebangsaan serta perubahan dalam aspek geografis, ekonomi, budaya, pendidikan dan politik.
- 4.2. Menggunakan berbagai strategi untuk memecahkan masalah yang berkaitan dengan fungsi peran kelembagaan sosial, budaya, ekonomi dan politik di lingkungan masyarakat sekitar.

C. Indikator :

1. Mendeskripsikan jumlah penduduk di Indonesia
2. Mendeskripsikan pertumbuhan penduduk di Indonesia.
3. Menjelaskan komposisi penduduk di Indonesia
4. Menganalisis terjadinya perpindahan penduduk di Indonesia

D. Materi Pembelajaran

1. Jumlah penduduk di Indonesia
2. Pertumbuhan penduduk di Indonesia
3. Komposisi penduduk di Indonesia
4. Perpindahan penduduk di Indonesia

E. Metode, media dan Sumber Belajar:

1. Metode : Kooperatif Learning
2. Media : Komik
3. Sumber Belajar : Buku IPS kurikulum 2013 Kemendikbud

F. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan awal: 1. Motivasi : guru memulai pelajaran dengan salam dan berdoa, mengecek kehadiran dan menyiapkan siswa untuk kegiatan pembelajaran 2. Apersepsi : Guru niengembangkan pengetahuan siswa tentang dinamika kependudukan yang ada kaitannya dengan materi yang akan dibahas. 3. Guru memberi informasi tentang materi, tujuan, metode pembelajaran dan penilaian yang akan dilakukan.	10 menit
B. Kegiatan Inti : Mengamati : 1. Guru menyampaikan materi pembelajaran yaitu kegiatan produksi. 2. Guru kemudian mengajak siswa agar duduk berkelompok, satu kelompok terdiri dari 4-5 orang. 3. Guru mengajak siswa untuk menentukan nama kelompoknya masing-masing. 4. Guru membagikan sebuah komik dengan tema "Dinamika Kependudukan". Setiap kelompok diminta untuk mengamati komik tersebut. Menanya : 1. Salah satu kelompok harus melontarkan pertanyaan kepada kelompok lain sesuai dengan isi komik. 2. Kelompok yang mendapatkan pertanyaan harus menjawab pertanyaan tersebut, jika belum	60 Menit

<p>menemukan jawabannya dapat melemparkan pertanyaan tersebut kepada kelompok lain.</p>	
<p>Mengumpulkan Data</p> <ol style="list-style-type: none"> 1. Kemudian guru memberi instruksi untuk mengisi sebuah Lembar Kerja dalam buku komik Siswa kepada setiap kelompok. 2. Setiap kelompok dapat mengisi LKS tersebut dengan mengacu kepada komik dengan menambah referensi melalui buku paket siswa. 	
<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Setelah siswa melakukan analisis terhadap informasi dalam komik dan buku paket, siswa diarahkan untuk mengungkapkan hasil diskusinya melalui bahasa tulisan. 	
<p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada siswa untuk bertanya jika ada yang tidak dimengerti. 2. Guru mengajak siswa untuk mempresentasikan hasil diskusinya di depan kelas. 3. Setiap kelompok dapat memberikan tanggapan terhadap kelompok yang melakukan presentasi. 	
<p>C. Kegiatan Akhir :</p> <ol style="list-style-type: none"> 1. Guru memberikan evaluasi tentang pelaksanaan diskusi 2. Siswa dan guru mengadakan refleksi dari kegiatan pembelajaran yang telah berlangsung. 	<p>10 menit</p>

G. Instrumen Penilaian (terlampir)

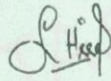
1. Tes tulis

Malang, 10 Mei 2017

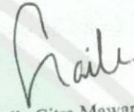
Mengetahui,

Guru Praktik

Guru Mapel IPS



Lusi Hendarwati S. P2.
NIP.



Laila Citra Mawarsuri
NIM.13130052

A P P E N D I X 7



Soal Pre-Test

Nama : Sofies Ayu Ramadhani
 Kelas/No. Absen : 8-C / 12

7 A. Jawablah pertanyaan berikut dengan memberi tanda silang (x) terhadap jawaban yang benar!

1. Suatu kondisi yang menunjukkan bentuk perubahan jumlah penduduk disebut ...
 - a. dinamika penduduk
 - b. penambahan penduduk
 - c. stabilitas penduduk
 - d. kuantitas penduduk
2. Dampak pertumbuhan penduduk yang pesat adalah sebagai berikut, kecuali meningkatnya ...
 - a. gizi keluarga
 - b. kriminalitas
 - c. pemukiman kumuh
 - d. pengangguran
3. Berikut yang bukan termasuk dampak negatif dari persebaran penduduk yang kurang merata bagi daerah yang padat adalah ...
 - a. fasilitas sosial tidak memadai
 - b. munculnya kriminalitas
 - c. lahan pertanian makin sempit
 - d. tenaga kerja kurang tersedia
4. Faktor yang mempengaruhi dinamika penduduk adalah...
 - a. migrasi, pendapatan, dan pertumbuhan penduduk
 - b. jumlah penduduk, pertumbuhan penduduk, dan migrasi
 - c. kelahiran, migrasi, dan keluarga berencana
 - d. kelahiran, kematian, dan migrasi
5. Perpindahan penduduk yang dilakukannya atas dasar kesadaran dan kemauan dan biaya sendiri disebut transmigrasi...
 - a. Umum
 - b. Lokal
 - c. Khusus
 - d. Spontan
6. Perpindahan penduduk dari satu daerah ke daerah lain di beda Negara disebut....
 - a. Migrasi nasional

- b. Imigrasi
- ☒ c. Migrasi internasional
- d. Remigrasi

7. Piramida berbentuk batu nisan menunjukkan bahwa...

- a. jumlah kelahiran sama dengan kematian
- ☒ b. jumlah kelahiran lebih kecil dari kematian
- c. jumlah kelahiran lebih besar dari kematian
- d. jumlah kelahiran lebih sebanding dengan kematian

8. Meningkatnya penduduk di daerah perkotaan merupakan dampak dari...

- a. reboisasi
- b. repatriasi

- ☒ e. urbanisasi
- d. transmigrasi

9. Komposisi penduduk bermanfaat untuk...

- a. Perencanaan pendudukan
- b. Hanya data bagi pemerintah
- ☒ c. sensus penduduk
- d. perencanaan pembangunan

10. Migrasi terjadi karena beberapa hal, kecuali...

- a. bencana alam
- b. situasi daerah yang bertentangan
- c. lahan yang semakin sempit
- ☒ d. bosan tinggal menetap

4. B. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

1. Bagaimana cara kita menghadapi pertumbuhan penduduk yang semakin meningkat? melakukan migrasi
2. Sebutkan jenis piramida penduduk! piramida batu nisan
3. Apakah penyebab seseorang melakukan migrasi? bencana alam, lahan semakin sempit, situasi daerah yg bertentangan
4. Apa manfaat dari program sensus penduduk? karena bermanfaat bagi perencanaan penduduk
5. Mengapa banyak penduduk yang melakukan urbanisasi? karena di kota lebih banyak fasilitas dan lebih maju daripada di desa

(85)

Soal Pre-Test

Nama

Tahliya Ilma Adiba

Kelas/No. Absen

8C / 17

A. Jawablah pertanyaan berikut dengan memberi tanda silang (x) terhadap jawaban yang benar!

1. Suatu kondisi yang menunjukkan bentuk perubahan jumlah penduduk disebut ...
☒ a. dinamika penduduk
b. penambahan penduduk
c. stabilitas penduduk
d. kuantitas penduduk
2. Dampak pertumbuhan penduduk yang pesat adalah sebagai berikut, kecuali meningkatnya ...
☒ a. gizi keluarga
b. kriminalitas
c. pemukiman kumuh
d. pengangguran
3. Berikut yang bukan termasuk dampak negatif dari persebaran penduduk yang kurang merata bagi daerah yang padat adalah ...
a. fasilitas sosial tidak memadai
b. munculnya kriminalitas
c. lahan pertanian makin sempit
4. Faktor yang mempengaruhi dinamika penduduk adalah ...
a. migrasi, pendapatan, dan pertumbuhan penduduk
b. jumlah penduduk, pertumbuhan penduduk, dan migrasi
c. kelahiran, migrasi, dan keluarga berencana
☒ d. kelahiran, kematian, dan migrasi
5. Perpindahan penduduk yang dilakukannya atas dasar kesadaran dan kemauan dan biaya sendiri disebut transmigrasi ...
a. Umum
☒ b. Lokal
c. Khusus
d. Spontan
6. Perpindahan penduduk dari satu daerah ke daerah lain di beda Negara disebut ...
a. Migrasi nasional

- b. Imigrasi
 - ☒ Migrasi internasional
 - d. Remigrasi
7. Piramida berbentuk batu nisan menunjukkan bahwa...
- a. jumlah kelahiran sama dengan kematian
 - ☒ b. jumlah kelahiran lebih kecil dari kematian
 - c. jumlah kelahiran lebih besar dari kematian
 - d. jumlah kelahiran lebih sebanding dengan kematian
8. Meningkatnya penduduk di daerah perkotaan merupakan dampak dari...
- a. reboisasi
 - b. repatriasi

- ☒ urbanisasi
 - d. transmigrasi
9. Komposisi penduduk bermanfaat untuk...
- a. Perencanaan pendudukan
 - b. Hanya data bagi pemerintah
 - c. sensus penduduk
 - ☒ d. perencanaan pembangunan
10. Migrasi terjadi karena beberapa hal, kecuali...
- a. bencana alam
 - b. situasi daerah yang bertentangan
 - c. lahan yang semakin sempit
 - ☒ d. bosan tinggal menetap

B. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

1. Bagaimana cara kita menghadapi pertumbuhan penduduk yang semakin meningkat? *transmigrasi*
2. Sebutkan jenis piramida penduduk! *piramida batu nisan*
3. Apakah penyebab seseorang melakukan migrasi? *Bencana alam, kepadatan penduduk, pembangunan, lahan yg semakin sempit.*
4. Apa manfaat dari program sensus penduduk? *kita jadi tau ttg pertumbuhan pe Indonesia.*
5. Mengapa banyak penduduk yang melakukan urbanisasi? *karena ada pull factor.*

A P P E N D I X 8



Soal Post-Test

Nama : Seti'a Atya Ranihan
Kelas/No. Absen : 3C / 12

A. Jawablah pertanyaan berikut dengan memberi tanda silang (x) terhadap jawaban yang benar!

1. Suatu kondisi yang menunjukkan bentuk perubahan jumlah penduduk disebut
☒ a. dinamika penduduk
b. pertumbuhan penduduk
c. stabilitas penduduk
d. kuantitas penduduk
2. Dampak pertumbuhan penduduk yang pesat adalah sebagai berikut, kecuali meningkatnya
☒ a. gizi keluarga
b. kriminalitas
c. pemukiman kumuh
d. pengangguran
3. Berikut yang bukan termasuk dampak negatif dari persebaran penduduk yang kurang merata bagi daerah yang padat adalah
a. fasilitas sosial tidak memadai
b. munculnya kriminalitas
c. lahan pertanian makin sempit
☒ d. tenaga kerja kurang tersedia
4. Faktor yang mempengaruhi dinamika penduduk adalah....
a. migrasi, pendapatan, dan pertumbuhan penduduk
☒ b. jumlah penduduk, pertumbuhan penduduk, dan migrasi
c. kelahiran, migrasi, dan keluarga berencana
d. kelahiran, kematian, dan migrasi
5. Perpindahan penduduk yang dilakukannya dari desa ke kota disebut:
a. repatriasi
b. regenerasi
☒ c. urbanisasi
d. transformasi
6. Perpindahan penduduk dari satu daerah ke daerah lain di beda Negara disebut :
a. Migrasi nasional
b. Imigrasi
☒ c. Migrasi internasional
d. Remigrasi
7. Piramida berbentuk batu nisan menunjukkan bahwa,,,,,
a. jumlah kelahiran sama dengan kematian
☒ b. jumlah kelahiran lebih kecil dari kematian
c. jumlah kelahiran lebih besar dari kematian
d. jumlah kelahiran lebih sebanding dengan kematian

8. Pertumbuhan penduduk dipengaruhi oleh, kecuali...

- a. kelahiran
- b. kematian
- c. perpindahan penduduk
- d. transportasi

9. Komposisi penduduk bermanfaat untuk...

- a. Perencanaan pendudukan
- b. Hanya data bagi pemerintah

- c. sensus penduduk
- d. perencanaan pembangunan

10. Migrasi terjadi karena beberapa hal, kecuali...

- a. bencana alam
- b. situasi daerah yang bertentangan
- c. lahan yang semakin sempit
- d. bosan tinggal menetap

B. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

1. Bagaimana cara kita menghadapi pertumbuhan penduduk yang semakin meningkat? dengan cara melakukan migrasi
2. Sebutkan contoh peristiwa dinamika pertumbuhan penduduk! kelahiran, kematian
3. Apakah penyebab seseorang melakukan migrasi? bencana alam, situasi daerah yg kurang lahan yg semakin sempit
4. Apa manfaat dari program sensus penduduk? untuk pembangunan nasional
5. Mengapa banyak penduduk yang melakukan urbanisasi? Karena di kota lebih maju dan fasilitasnya lebih bagus daripada di desa

Soal Post-Test

Nama : Mahliya Ilma A
Kelas/No. Absen : 86.../11

8A. Jawablah pertanyaan berikut dengan memberi tanda silang (x) terhadap jawaban yang benar!

1. Suatu kondisi yang menunjukkan bentuk perubahan jumlah penduduk disebut
☒ a. dinamika penduduk
☐ b. penambahan penduduk
☐ c. stabilitas penduduk
☐ d. kuantitas penduduk
2. Dampak pertumbuhan penduduk yang pesat adalah sebagai berikut, kecuali meningkatnya
☒ a. gizi keluarga
☐ b. kriminalitas
☐ c. pemukiman kumuh
☐ d. pengangguran
3. Berikut yang bukan termasuk dampak negatif dari persebaran penduduk yang kurang merata bagi daerah yang (padat) adalah
☒ a. fasilitas sosial tidak memadai
☐ b. munculnya kriminalitas
☐ c. lahan pertanian makin sempit
☐ d. tenaga kerja kurang tersedia
4. Faktor yang mempengaruhi dinamika penduduk adalah....
☐ a. migrasi, pendapatan, dan pertumbuhan penduduk
☐ b. jumlah penduduk, pertumbuhan penduduk, dan migrasi
☒ c. kelahiran, migrasi, dan keluarga berencana
☐ d. kelahiran, kematian, dan migrasi
5. Perpindahan penduduk yang dilakukannya dari desa ke kota disebut:
☐ a. repatriasi
☐ b. regenerasi
☒ c. urbanisasi
☐ d. transformasi
6. Perpindahan penduduk dari satu daerah ke daerah lain di beda Negara disebut :
☐ a. Migrasi nasional
☐ b. Imigrasi
☒ c. Migrasi internasional
☐ d. Remigrasi
7. Piramida berbentuk batu nisan menunjukkan bahwa,....
☒ a. jumlah kelahiran sama dengan kematian
☐ b. jumlah kelahiran lebih kecil dari kematian
☐ c. jumlah kelahiran lebih besar dari kematian
☐ d. jumlah kelahiran lebih sebanding dengan kematian

8. Pertumbuhan penduduk dipengaruhi oleh, kecuali...

- a. kelahiran
- b. kematian
- c. perpindahan penduduk
- ☒ d. transportasi

9. Komposisi penduduk bermanfaat untuk...

- a. Perencanaan pendudukan
- b. Hanya data bagi pemerintah

- c. sensus penduduk
- ☒ d. perencanaan pembangunan

10. Migrasi terjadi karena beberapa hal, kecuali...

- a. bencana alam
- b. situasi daerah yang bertentangan
- c. lahan yang semakin sempit
- ☒ d. bosan tinggal menetap

B. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

1. Bagaimana cara kita menghadapi pertumbuhan penduduk yang semakin meningkat? dengan transmigrasi.
2. Sebutkan contoh peristiwa dinamika pertumbuhan penduduk! kelahiran, kematian & migrasi.
3. Apakah penyebab seseorang melakukan migrasi? bencana alam, pembangunan, kondisi daerah, lahan yg semakin sempit.
4. Apa manfaat dari program sensus penduduk? untuk menentukan kebijakan perencanaan pembangunan.
5. Mengapa banyak penduduk yang melakukan urbanisasi? karena ada push & pull fa

A P P E N D I X 9



LEMBAR PENILAIAN SISWA

Judul Media : Komik Asik Islami Masa Kini
Mata pelajaran : Ilmu Pengetahuan Sosial
Materi Pokok : Dinamika Kependudukan
Sasaran Media : Siswa Kelas VIII MTs Surya Buana Malang
Nama Siswa : Diva Faridhatul Jannah
Kelas/ No Absen : 8C 105

Petunjuk Pengisian:

Lembar penilaian ini bertujuan untuk meminta penilaian siswa terhadap media komik IPS. Penilaian dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media ini. Untuk itu kami mohon para siswa dapat memberikan penilaian dengan memberikan tanda checklist (✓) pada kolom alternatif pilihan yang disediakan sesuai dengan pendapat masing-masing!

Keterangan:

STS : sangat tidak setuju

KS : kurang setuju

C : cukup

S : setuju

SS : sangat setuju

NO	INDIKATOR	SS	S	C	KS	STS
1	Gambar ilustrasi yang terdapat dalam komik menarik.			✓		
2	Saya merasa lebih tertarik belajar menggunakan media komik				✓	
3	Dengan membaca media komik dapat menambah pengetahuan saya mengenai materi dinamika kependudukan			✓		
4	Isi materi pada media komik sesuai dengan materi yang ada pada buku	✓				
5	Bahasa yang digunakan dalam media komik mudah dipahami	✓				
6	Penyajian materi dalam komik lebih menarik dibandingkan dengan buku teks/buku paket	✓				

7	Ukuran media komik ringkas sehingga mudah dibawa kemana-mana		✓			
8	Media komik mudah digunakan		✓			
9	Warna yang digunakan dalam media komik menarik		✓			
10	Bentuk dan ukuran huruf terbaca dengan jelas		✓			
11	Gambar ilustrasi sesuai dan jelas		✓			
12	Alur cerita dalam media komik jelas dan mudah dipahami	✓				
13	Isi cerita dalam media komik dapat saya pahami dengan mudah		✓			
14	Media komik memotivasi saya untuk belajar			✓		
15	Saya lebih mengerti bagaimana realita dinamika kependudukan dalam kehidupan sehari-hari		✓			
16	Saya dapat mengambil pelajaran dari peristiwa dinamika kependudukan dalam media komik			✓		
17	Media komik dapat saya pelajari sendiri maupun bersama-sama		✓			

Tuliskan saran dan komentarmu tentang media komik di bawah ini!

Bagus, menarik, warna nya sama tulisan jelas.

Terima kasih

LEMBAR PENILAIAN SISWA

Judul Media : Komik Asik Islami Masa Kini
 Mata pelajaran : Ilmu Pengetahuan Sosial
 Materi Pokok : Dinamika Kependudukan
 Sasaran Media : Siswa Kelas VIII MTs Surya Buana Malang
 Nama Siswa : *Natsha Luminas dewi J.*
 Kelas/ No Absen : *VIII C / 5*

Petunjuk Pengisian:

Lembar penilaian ini bertujuan untuk meminta penilaian siswa terhadap media komik IPS. Penilaian dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media ini. Untuk itu kami mohon para siswa dapat memberikan penilaian dengan memberikan tanda checklist (✓) pada kolom alternatif pilihan yang disediakan sesuai dengan pendapat masing-masing!

Keterangan:

STS : sangat tidak setuju
 KS : kurang setuju
 C : cukup
 S : setuju
 SS : sangat setuju

NO	INDIKATOR	SS	S	C	KS	STS
1	Gambar ilustrasi yang terdapat dalam komik menarik.		✓			
2	Saya merasa lebih tertarik belajar menggunakan media komik	✓				
3	Dengan membaca media komik dapat menambah pengetahuan saya mengenai materi dinamika kependudukan	✓				
4	Isi materi pada media komik sesuai dengan materi yang ada pada buku	✓				
5	Bahasa yang digunakan dalam media komik mudah dipahami	✓				
6	Penyajian materi dalam komik lebih menarik dibandingkan dengan buku teks/buku paket	✓				

7	Ukuran media komik ringkas sehingga mudah dibawa kemana-mana		✓				
8	Media komik mudah digunakan		✓				
9	Warna yang digunakan dalam media komik menarik	✓					
10	Bentuk dan ukuran huruf terbaca dengan jelas	✓					
11	Gambar ilustrasi sesuai dan jelas		✓				
12	Alur cerita dalam media komik jelas dan mudah dipahami		✓				
13	Isi cerita dalam media komik dapat saya pahami dengan mudah	✓					
14	Media komik memotivasi saya untuk belajar	✓					
15	Saya lebih mengerti bagaimana realita dinamika kependudukan dalam kehidupan sehari-hari	✓					
16	Saya dapat mengambil pelajaran dari peristiwa dinamika kependudukan dalam media komik	✓					
17	Media komik dapat saya pelajari sendiri maupun bersama-sama	✓					

Tuliskan saran dan komentarmu tentang media komik di bawah ini!

Sudah Bagus. memudahkan saya yang kurang hta.
pelajaran IPS menjadi beranggapan bahwa IPS itu
mudah.

Terima kasih

A P P E N D I X 10

DOCUMENTATION



Researcher tesching the students
without media comic book



Researcher share the worksheet of
pretest



As a facilitator, researcher give
direction of using procedures



Students make group to discuss
about story in the comic



The student finish the learning
activity with posttest



Discussing about learning media
using comic book

A P P E N D I X 11



Personal Identity



Name : Laila Citra Mawarsari
NIM : 13130052
Place and Date of Birth : Tulungagung, March 22nd 2017
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