

## Development of Comic-based *Akidah Akhlak* Teaching Materials on Praiseworthy Morals in Madrasah Ibtidaiyah

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**ABSTRACT.** This study aims to develop comic-based teaching materials for the Akidah Akhlak subject, specifically on Living in Harmony and Neighborly Relations for fifth-grade students at MIN 2 Mojokerto, in the form of a printed book as a learning media. The design of this research is a Research and Development (R&D). The model used is a procedural model adapted from Dick & Carey's development model. The results of this research are as follows: (1) comic book-based learning materials developed by simply presenting arranged pictures and equipped with balloon texts can improve the quality of students learning. (2) the material presented in developing learning materials based on this comic is only for the aqidah akhlak subjects, Neighborly Life, and community material of fifth grade of MIN 2 Mojokerto. (3) the eligibility of comic-based materials is done by three test experts, namely (a) the percentage of material experts acquire 85%, (b) the design learning materials expert gets a percentage of 86,6%, and (c) the practitioner or teacher gets 88,3%. Based on the survey, the three test experts believe comic-based materials are worth using as learning materials. (d) The interest in comic-based materials was obtained from the survey assessment performed by students, with an acquisition value of 88.8%. (4) The effectiveness of materials-based comics was assessed using a field test. Based on the field test, it can be concluded that the product materials-based comics produced are effectively used in learning. The paired analysis results showed a significant influence between the pretest and posttest. Based on  $\alpha$  0.05 and df 19, then retrieved the t table 2,093 field test data retrieved that calculation based on a test-t sample of  $-15,567 < -2,188$  or t count lies in the area on the rejection of  $H_0$ . Thus, learning by using comics-based materials in the learning material Living Neighborly Attitudes and Community can be used as learning materials that encourage the students to learn independently and guided. This study shows that comic-based teaching materials can effectively engage students and improve their understanding of Akidah Akhlak, especially on topics like living in harmony and neighborly relations. Using comics, teachers can create more interactive and enjoyable learning experiences that help students grasp moral and social values. This research suggests that comic-based materials can be a valuable tool in the classroom. It encourages further exploration of using comics in other subjects to enhance student engagement and learning outcomes.

**Keywords:** *Development, Learning Materials, Comics, Akidah Akhlak.*



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## INTRODUCTION

Cultivating praiseworthy morals (*Akhlak Mahmudah*) in Madrasah Ibtidaiyah, or Islamic elementary schools, is a crucial aspect of Islamic education, aiming to instill virtuous character traits and ethical conduct in young learners (Adwiah et al., 2023; Hasanah et al., 2016). The urgency of this issue stems from the formative stage of development of these students, where the

establishment of strong moral foundations is paramount for their future as responsible and ethical members of society, and it is implemented through the habituation of simple activities (Colwill et al., 2023; Nadlifah et al., 2023; Rouzi et al., 2020). Furthermore, in today's rapidly changing social landscape, where children are exposed to diverse influences through various media, the need for effective and engaging methods of moral education is more pressing than ever, especially with the rise of social media (Alfiyah & Samsuri, 2024; Aziz et al., 2024; Fikriyati et al., 2023; Hamzah et al., 2023). The erosion of moral values among the younger generation is a growing concern, as evidenced by increasing unethical behavior and a decline in adherence to traditional moral principles. Therefore, innovative approaches to teaching Akidah Akhlak, the study of Islamic creed and ethics, are essential to address this challenge and ensure that students develop a strong sense of morality rooted in Islamic teachings (Maarif et al., 2025; Nursyam et al., 2025).

However, initial observations at MIN 2 Mojokerto showed that the use of printed books as a learning resource in learning Akidah Akhlak was less effective, which was reflected in the learning outcomes of students who were not optimal, with many students who had not reached the Minimum Completion Criteria of 75. The results of interviews with Akidah Akhlak subject teachers revealed that the daily test scores of class V showed that 40% of students had not reached the KKM standard. In comparison, only 60% were complete, which indicated a problem in students' understanding of the material. This condition is exacerbated by low student motivation, lack of enthusiasm in asking and responding to teacher questions, and student learning outcomes that are generally still relatively low, so class V is a representative sample for this study. The facts revealed from interviews with fifth-grade students are the assumption that the subject of Akidah Akhlak, especially the material on praiseworthy morals, is difficult to understand, dull, and boring, which causes difficulties in understanding the material (Hakim et al., 2025; M. Jannah, 2020; Mumtahana et al., 2022).

While existing literature and educational resources provide valuable insights into Islamic education and character development, there remains a gap in the availability of engaging and age-appropriate teaching materials that effectively convey the concepts of praiseworthy morals to Madrasah Ibtidaiyah students (Basri et al., 2024; Istiyani et al., 2024; Khasanah et al., 2024). Traditional methods of instruction often rely on rote learning and didactic lectures, which may not resonate with young learners who are more receptive to visual and interactive forms of communication. Character development is undoubtedly an essential component of schooling, and Islamic education institutions, like madrasas, integrate character values into religious subjects (Arifin et al., 2022; Azizah et al., 2023). Moreover, studies have highlighted the importance of integrating local content and cultural elements into the curriculum to foster students' stronger sense of identity and cultural awareness (Fahmi et al., 2024; I. N. Jannah et al., 2023). However, there is a lack of research specifically focused on developing and implementing comic-based teaching materials for Akidah Akhlak in the context of Madrasah Ibtidaiyah, which also contributes to cultural sustainability (Effendi et al., 2025; Rofiq & Nadliroh, 2021).

Therefore, this paper aims to address this gap by exploring the potential of comic-based teaching materials as an innovative and engaging approach to teaching praiseworthy morals in Madrasah Ibtidaiyah (Manan et al., 2024; Pabbajah et al., 2020). This research seeks to develop and evaluate the effectiveness of comic-based materials in enhancing students' understanding and application of praiseworthy morals in their daily lives. By leveraging the visual appeal and storytelling potential of comics, this study aims to create a learning experience that is both enjoyable and educational, fostering a deeper connection with Islamic values and promoting positive character development (Azmi et al., 2022; Birhan et al., 2021). In addition to their ability to enhance comprehension and retention, comics can also foster critical thinking skills by encouraging students to analyze narratives, interpret visual cues, and draw inferences about the characters and their actions.

The central argument of this paper is that comic-based Akidah Akhlak teaching materials can significantly improve students' understanding and internalization of praiseworthy morals in

Madrasah Ibtidaiyah. This argument will be tested by developing a series of comic-based lessons focusing on praiseworthy morals, such as honesty, compassion, and respect, and evaluating their impact on students' knowledge, attitudes, and behaviors. Integrating Malay folktales, for instance, can allow students to internalize important moral values, strengthening empathy, responsibility, and social skills (Nurulita et al., 2025; Ok et al., 2022; Prayitno et al., 2022). Furthermore, comics will enhance student engagement and motivation, leading to improved learning outcomes and a greater appreciation for Islamic teachings. By exploring the perceptions of teachers regarding the integration of Islamic values into learning through comics, the study can provide valuable insights into the feasibility and effectiveness of this approach.

## RESEARCH METHOD

This research is development research. Development research is a structured pattern describing the steps or procedures taken to create or improve new products. In developing comic-based teaching materials as a learning resource for Akidah Akhlak material on getting used to living with neighbors and society, researchers used procedures developed by Walter Dick & Lou Carey. In the Dick & Carey model, there are 10 stages of development design, but in this development model, only nine stages are used. This was done considering that teaching materials were developed only limited to the product prototype trial. The tenth stage (summative evaluation) is not carried out because it is outside the learning system, so it is not used in this development.

Initially, this research was conducted by collecting preliminary data on the condition of teaching materials at MIN 2 Mojokerto. This activity is carried out to review the Akidah Akhlak subject before the comic-based teaching materials are tested and to analyze the learning conditions and characteristics of MIN 2 Mojokerto students. This activity identifies the shortcomings in the Akidah Akhlak learning activities that have taken place using Akidah Akhlak teaching materials. In the next stage, researchers developed comic-based teaching material products and evaluated them through field trials on MIN 2 Mojokerto students in Akidah Akhlak subjects. In the last stage, researchers tested comic-based teaching materials as Akidah Akhlak learning resources regarding feasibility and effectiveness.

## RESULT AND DISCUSSION

### Teaching Material Development Results

#### Analysis Stage

Researchers made initial observations at MIN 2 Mojokerto at this stage to identify problems in Akidah Akhlak learning. The observation results showed that using textbooks as a learning resource was ineffective, with 40% of students not reaching the Minimum Completeness Criteria (KKM) of 75. Interviews with teachers and students revealed that praiseworthy moral material was considered tedious and challenging to understand. This condition requires innovation in the form of teaching materials that are more interesting and easy to understand.

#### Design Stage

In the design stage, researchers developed a comic teaching material development plan which included: 1) Storyboard: The comic storyline is designed according to the material "Living in Neighborhood and Society." 2) Comic Layout: Composed using graphic design software to ensure readability and visual appeal. 3) Evaluation Instrument: A questionnaire to evaluate the feasibility of teaching materials for material experts, design experts, and teachers, as well as a pretest-posttest test to measure the effectiveness of the teaching materials.

## Development Stage

At this stage, researchers began to make the design into a real product in the form of comic-based teaching materials. Comics are developed in printed form with visual elements and balloon text that supports understanding of the material. Material Experts carried out validation with 83.3% results (very feasible category). Teaching Material Design Experts with a result of 86.6% (very feasible category). Practitioners/Subject Teachers with a result of 88.3% (very feasible category). Input from experts was used for minor revisions to illustrations and content suitability. As the stage below:

1. Cover: The cover page is an external display in comic-based teaching materials that contains the title, author's name, class, and image. The cover page is attractive using the Adobe Photoshop CS program, and the cover color is made with pictures related to comic teaching materials with yellow concepts.
2. Foreword and Table of Contents: This section explains the importance of researchers developing comic-based teaching materials in learning Akidah Akhlak material on Living in a Neighborhood and Society. The preface also introduces what is meant by comic-based teaching materials as well as an explanation of researchers developing comic-based teaching materials in learning Akidah Akhlak material on Living in Neighborhood and Society.
3. Instructions for Using the Book. The instructions for use section directs students on how to use comic-based teaching materials. These detailed instructions can be seen in the learning steps section because the learning steps specifically provide information on how to use comic-based teaching materials.
4. Characteristics of Teaching Materials: The characteristics section of teaching materials informs students about distinguishing comic-based teaching materials from others.
5. Content of Comic-Based Teaching Materials; The contents page of this comic-based teaching material contains stories of neighborly life that refer to the material of Living in Neighborhood and Society. This content page is equipped with pictures that match the behavior, and there are supporting word balloons, making it more interesting and easy to understand to see and use as teaching materials for students; the following is the appearance of the story:





Figure 1 sd 6. Image of Comic Story Section

Practice Questions: On this last page, there are several questions as exercises for students to know how well they understand the material that has been delivered so that it can also be known whether this comic-based teaching material is effective as teaching material for students.

Data Presentation and Analysis: Layakator material experts and Layakator teaching material design experts appraised the comic-based teaching materials from March 14, 2025, to March 20, 2025. Data on assessing teaching material development products is carried out in 2 stages. The first stage is obtained from the comic-based teaching material development product assessment carried out by lecturers as material experts, teaching material design experts, and a practitioner/teacher of Akidah Akhlak subjects at MIN 2 Mojokerto. Then, the second or last stage is obtained from the results of the Appraisal of comic-based teaching material development products carried out in the field trial represented by one class of fifth-grade students of MIN 2 Mojokerto as users.

### Implementation Stage

The comic teaching material product was then field-tested on grade V students of MIN 2 Mojokerto. The implementation process involves teachers as learning facilitators and students as direct users of teaching materials. In addition, teachers provide direct feedback to students during the learning process to reinforce understanding and encourage active engagement. Formative assessment was also conducted through oral questions and observations of students' activities when discussing, answering questions, and expressing opinions based on comic content. Observations show that using comics as learning media not only increases reading interest but also helps students understand the context of moral values through simple visualizations and narratives relevant to their lives.

During the implementation, the learning process was conducted in three meetings for 2 x 35 minutes each. Teachers used comic teaching materials to deliver interactively through group discussions, reading stories, and asking questions and answers. Students were more active and enthusiastic in participating in the activities and responded positively to using comics. The teacher also reported increased student participation in expressing opinions and answering questions about moral values in everyday life.

### Evaluation Stage

Judging from the characteristics of the data, the researchers used the statistical analysis of the Paired Samples Statistics t-test model to conduct the analysis. The results of the field trial analysis are presented as follows.

#### T-Test

##### Paired Samples Statistics

**Table 1. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.7500	20	9.01388	2.01556
	Posttest	91.7500	20	5.44711	1.21801

**Table 2. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.690	.001

**Table 3. Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-23.00000	6.56947	1.46898	-26.07461	-19.92539	-15.6579	19	.000

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### Analysis Results:

- 1) Paired Samples Statistics show the mean or average score before treatment is 68.75 and after treatment is 91.75. The sample analyzed  $N = 20$ , the standard deviation before treatment was 9.013 and after treatment was 5.447.
- 2) Paired sample correlations explain the correlation coefficient of learning achievement before and after treatment is 0.690. This coefficient value shows a close relationship; the sig column = 0.001 means the relationship is real or significant.
- 3) In the paired Samples Test, the mean pair difference (d) is -23.00000, and the standard deviation of pair difference (Sd) is 6.56947. The calculated t value is obtained -15.657, and the sig (2-tailed) row shows a probability value of 0.000; it can be decided that:
  - a) based on  $\alpha = 0.05$  and  $df = 19$ , the t table = 2.093 is obtained so that  $-15.657 < -2.093$  or t count lies in the area in the  $H_0$  rejection area. So, it can be concluded that  $H_1$  is accepted or there is a significant difference in the average learning achievement before and after being given treatment on commendable moral material using comic-based teaching materials.
  - b) Based on the probability output of  $0.000 < \alpha = 5\%$ . It is decided that  $H_0$  is rejected or  $H_1$  is accepted, meaning there is a significant difference in the average learning achievement before and after being treated on praiseworthy moral material using comic-based teaching materials.

Based on the before and after test data, it is known that, in general, there was an increase between the pretest and posttest. The initial ability test found that the mean or average value was 68.75, increasing to 91.75 in the posttest. The lowest score on the pretest was 50, and on the posttest, it was 85, while the highest score on the pretest reached 75 and, on the posttest, reached 100. Thus, comic-based teaching materials are declared feasible and effective as learning media in improving students' understanding and motivation on the material of Praiseworthyhlak at MIN 2 Mojokerto.

### Discussion

In research and development, the quality of research results is measured by the usefulness of products tested for validity. For this reason, to increase confidence in research and development results, it is necessary to test the products developed or created by researchers.

Based on what Sugiyon said, to determine the feasibility of this comic-based teaching material, three expert tests were carried out, namely (1) material/content experts, (2) teaching material design experts, and (3) practitioners / subject teachers. Based on the questionnaires of the three expert tests, this comic-based teaching material is suitable for use as teaching material and learning media.

Teaching materials are prepared with the aim of (1) providing teaching materials that are by the demands of the curriculum by considering the needs of students, namely teaching materials that are by the characteristics and setting or social environment of students, (2) helping students obtain alternative teaching materials in addition to textbooks that are sometimes difficult to obtain, and (3) making it easier for teachers to carry out learning.



Based on what is stated above, teaching materials are essential to help teachers and students in various ways, especially in terms of the effectiveness of the learning process. In this regard, the developer produces teaching material that can help the effectiveness of the learning process, namely comic-based teaching materials.

Field trials determined the trials carried out the effectiveness of comics on field trials, and the resulting comic-based teaching material products are effectively used in learning. The data from the trial results support this. The results of the field test data analysis showed that based on the calculation of the paired sample t-test, there was a significant influence between the pretest and posttest scores. Based on  $\alpha = 0.05$  and  $df = 19$ , the t table = 2.093 is obtained so that  $-15.657 < -2.093$  or t count lies in the  $H_0$  rejection area. So, it can be concluded that  $H_1$  is accepted or there is a significant difference in the average learning achievement before and after being given treatment on praiseworthy moral material using comic-based teaching materials.

### **The Effectiveness of Comic-Based Teaching Materials in Learning Praiseworthy Morals**

In research and development, the validity of a research product is measured through its empirically tested usefulness (Astuti et al., 2023). Therefore, increasing confidence in research and development results requires testing the products developed by researchers (Rahmayanti, 2020). In developing teaching materials, expert validation plays a crucial role in determining the feasibility of teaching materials. In contrast, comic-based teaching materials require validation from material experts, teaching material design experts, and practitioners or subject teachers (Fabiola et al., 2022). The validation results of the three experts become the basis for determining whether comic-based teaching materials are suitable for use as effective learning media (Uyun & Warsah, 2022; Widarti et al., 2024).

The development of teaching materials, including those based on comics, is driven by specific objectives, namely providing materials aligned with the curriculum's demands and the needs of learners while considering their unique characteristics and social background. In addition, teaching materials are an alternative to sometimes difficult-to-access textbooks, thus providing flexibility in the learning process (Asmendri et al., 2024). Teaching materials also facilitate teachers in implementing learning, offering structured and relevant resources. Thus, teaching materials play a vital role in supporting the effectiveness of the learning process, both for teachers and students. Developing comic-based teaching materials is one of the innovative solutions to improve learning effectiveness because effective comic-based teaching materials are measured through field trials. Field trials provide empirical data that shows the effectiveness of comic-based teaching material products in the actual learning context. Quantitative data from field trials, such as paired sample t-test results, provide statistical evidence of the significant impact of teaching materials on student learning outcomes (Bakar et al., 2023; Qasserras, 2024).

The effectiveness of comic-based teaching materials in learning can be measured through field trials involving pretests and posttests to measure the improvement of student learning outcomes. Data analysis from the field trial, especially the calculation of the paired sample t-test, provides statistical evidence of a significant effect between pretest and posttest scores after using comic-based teaching materials (Caputo et al., 2021). With a significance level ( $\alpha$ ) of 0.05 and a degree of freedom (df) of 19, a t table value of 2.093 is obtained, a reference in determining whether the difference between pretest and posttest is statistically significant. The selection of teaching materials should be based on suitability to the needs of learners, taking into account their individual characteristics and social environment (Lubis & Lase, 2022). Using animated media in learning can significantly improve learners' learning outcomes, turning low initial perceptions into noticeable improvements after applying animation-based learning (Fadilla et al., 2023). Active involvement of students' five senses in learning can increase learning concentration, supported by good interaction between teachers and students during



the lesson. Students' thinking process will be more effective if it begins with manipulating real objects using the senses (Yuliariatiningsih, 2016).

Teachers must be creative and innovative in encouraging students' interest in learning, one of which is using relevant and interesting technology-based learning media (Arnanda et al., 2021). Interactive multimedia is one of the solutions to create more interesting and interactive learning so that students are motivated to increase their learning intensity, both online and conventionally (Putri & Pratiwi, 2022). Multimedia in learning increases motivation and fosters a positive attitude towards learning (Etyarisky & Marsigit, 2022). Interactive multimedia combines visual, audio, and mutual interaction elements between media and students, providing a more in-depth and meaningful learning experience (Rachmawati et al., 2023). Local wisdom-based cartoon puppet media has also proven to be very valid and received positive student responses, so it is feasible to use it as learning media in grade III SD (Sukmawati et al., 2022). Well-integrated learning media through audio-visual displays can make the teaching and learning process more interesting; the material presented is easier to understand and motivates students, ultimately impacting learning outcomes (Khotimah, 2019). Therefore, selecting appropriate and relevant learning media is crucial in increasing learning effectiveness and achieving predetermined goals (Miftah, 2013) (Iskandar et al., 2019).

Creative and innovative learning is essential in overcoming educational problems, and learning approaches that integrate physical movement, intellectual activity, and the use of all senses can improve students' understanding of mathematical concepts (Umam & Azhar, 2019). Media use in mathematics learning is a means to concretize abstract mathematical concepts to make them easier to understand (Wijaya et al., 2019, 2019). Learning media significantly impacts learning effectiveness, especially in this increasingly advanced digital era; technology offers various possibilities to support the teaching and learning process. Teachers need to focus on using digital media and technology because it can motivate students to learn and increase participation and connection in the classroom learning environment (Etyarisky & Marsigit, 2022). Interactive multimedia combines text, images, sound, graphics, animation, video, and other interactive elements designed synergistically and integrated using computer technology to help students understand the subject matter and achieve specific learning objectives (Fabiola et al., 2022). Interactive multimedia can present videos that visualize concepts in real time through audiovisuals, thus helping students understand the material better.

Interactive multimedia can be designed by connecting the subject matter with students' daily lives or contextually, encouraging students to connect their knowledge and their environment. The use of interactive multimedia in learning can stimulate the various senses of students, thus improving understanding and retention of information. Interactive multimedia can present subject matter gradually and structure, allowing students to learn at their own pace. The learning model is one of the message channels that can provide a new source of knowledge for the development of student learning (Chande, 2023; Latifa et al., 2022). Research and development is used to develop or validate existing or new products (Amalia et al., 2022). The development of three-dimensional media based on contextual learning aims to assist students in discovering new concepts in mathematics (Wulandaningrum, 2021).

Using comic-based teaching materials that have been tested for validity is crucial in increasing confidence in the results of research and development [Daryanto and Aris Dwicahyono, 2014]. The validity of teaching materials can be measured through expert testing, which involves material/content experts, teaching material design experts, and practitioners/subject teachers (Fabiola et al., 2022). The purpose of preparing teaching materials includes providing materials that are by curriculum demands, considering the needs of students, and facilitating teachers in carrying out learning. Effective teaching materials help students obtain alternative learning resources in addition to textbooks that are sometimes difficult to access. The effectiveness of comic-based teaching materials can be measured through field trials, which involve testing products in actual learning situations.

The results of the field trial show that comic-based teaching materials are effective in learning, which is supported by statistical test data. The use of *\*pop-up book\** media also significantly affects the learning outcomes of fifth-grade students in elementary schools (Winda et al., 2022). Creative learning media can facilitate communication in learning, provide engaging learning experiences, and increase student motivation (Fatimah et al., 2022). Learning media must be interesting, especially for elementary school students, and using *\*pop-up books\** media can provide a meaningful learning experience.

## CONCLUSION

Teaching materials are essential to help teachers and students in various ways, especially regarding the effectiveness of the learning process. In this regard, the developer produces teaching material that can help the effectiveness of the learning process, namely comic-based teaching materials. Field trials determined the effectiveness of comic-based teaching materials. Based on field trials, the resulting comic-based teaching material products are effectively used in learning. The data from the trial results support this. The results of the field test data analysis showed that based on the calculation of the paired sample t-test, there was a significant influence between the pretest and posttest scores. Based on  $\alpha = 0.05$  and  $df = 19$ , the  $t$  table = 2.093 is obtained so that  $-15.657 < -2.093$  or  $t$  count lies in the  $H_0$  rejection area. So, it can be concluded that  $H_1$  is accepted or there is a significant difference in the average learning achievement before and after being given treatment on praiseworthy moral material using comic-based teaching materials.

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