

Development of Picture Book-Based Teaching Learning Media to Improve Student Learning Outcomes on Khulafaur Rasyidin's Material

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ABSTRACT

The development of teaching media in the form of a picture book of Khulafaur Rashidin material aims to increase the effectiveness of student learning outcomes. The researcher used the Research and Development method to determine the effectiveness of teaching media in a picture book of Khulafaur Rasyidin's material. Researchers used two types of data, namely quantitative data and qualitative data. The validation results from the development of this picture book have valid criteria for content experts with an average score of 4.22 in the good category, media design experts with an average score of 3.7 in good category, and subject experts with an average score of 4.1 is in a good category. And in the application of learning in the field (in class) the average pre-test score is 45.7, and the post-test average is 79.1, which, if calculated using the paired sample T-test statistic, has a t-count result of 6, 53 and has a t table result of 2.160, so the total t-score results are more significant than the total t-table scores, which means H1 is accepted and H0 is rejected.

KEYWORDS

development,
teaching media,
picture book

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Introduction

In the revised 2013 curriculum, students are required to be active in learning, the teacher in the classroom is only a controller involving student activity in explaining learning (Kandiri, Arfandi, Zamili, & Masykuri, 2021; Laila & Eriyanto, 2020). Students who study the material, while the teacher only as a guide. Then the second reason is that in this Revised K-2013 package book, the contents of the Islamic Cultural History subject at MTs Class VII tend to be too monotonous for the age group of 12-13 years.

The lesson should not be too focused on the material. Therefore, a teacher needs to create exciting and innovative learning media devices to increase student interest in learning so that what students learn can be quickly and easily understood (Zainuddin, 2019). This revised K-2013 must be supported by various learning media devices so that students can be more interested in participating in learning, further develop their potential, and make it easier for teachers to deliver the material. Because of the undeveloped way of teaching, some students or even all of their students will feel bored with these activities, ultimately affecting student learning outcomes (Zamili, 2021; Zamili, Suwitri, Dwimawanti, & Kismartini, 2020). What is more, when it is associated

with the revised 2013 curriculum, as is well known, the way teachers work in teaching is very different from the way teachers work in the previous curriculum, so it is necessary to develop a learning media device to attract students' interest in order to improve their learning outcomes.

Textbooks are one learning media that contain lessons for students in terms of education (Suhendi & Mughni, 2018). The textbook that researchers will develop in the subject of Islamic Cultural History is in the form of a picture book with the title *Khulafaur Rasyidin*. With this picture book, it is hoped that students will be more interested, not bored quickly, and easily understand the content of learning, and most importantly, can improve student learning outcomes. As the researchers mentioned above, in the subject of Islamic Cultural History for grade 7, the content is too monotonous and challenging for students to like because it looks less attractive. Therefore, researchers are motivated to develop learning media devices in the form of a picture book product with the title *Khulafaur Rashidin* which contains about the times of the caliphate of *Khulafaur Rashidin* to improve the quality of learning.

Methodology

This research using the R&D method aims to develop a product used in learning. The product produced in this study is a textbook based on a picture book material for *Khulafaur Rashidin Class VII MTs* in the History of Islamic Culture Subject, which was held in Banyuputih Village, Situbondo Regency (Gall, Gall, & Borg, 2007).

Results and Discussion

Picture Book Development Analysis

The learning media in the form of a picture book of *Khulafaur Rasyidin* material was developed because it saw the problems at the MTs Nur Ibrahimy Situbondo school. Before developing the picture book, the researcher observed the MTs Nur Ibrahimy Situbondo school to conduct thesis examination research. When seeing the problems that occurred, the researcher took the initiative to develop a picture book to add reference books to 7th-grade students there because the Nur Ibrahimy Situbondo MTs school still did not have a library, and students only had one handbook in the form of worksheets whose contents were too monotonous for 7th graders. This picture book is intended to help students quickly understand the material and improve their learning outcomes. Hence, it takes a few tricks, such as making a picture book.

Picture storybooks are the most commonly used media. Generally, children prefer pictures to write, especially if the pictures are made and presented according to the requirements of a good picture; of course, it will increase the enthusiasm of children to participate in learning (Zonna, 2014). This picture book of *Khulafaur Rashidin* material consists of 44 pages, including cover, preface, table of contents, core competencies, basic competencies, objectives, indicators, *Khulafaur Rashidin* material, notes, bibliography, and author's biography. The results of the development of the *Khulafaur Rasyidin* picture book material are used to be a stimulus for students to understand lessons more quickly and be able to improve their learning outcomes. However, more than that, this picture book has its advantages and disadvantages. The advantage lies in the content that can make students more interested in participating in learning because the material is complete with cartoon images that match the explanation in it. The drawback lies in the content of the explanation of the material, which contains only one material, so its scope is limited to *Khulafaur Rasyidin's* material.

The development of this picture book has gone through many stages of improvement, starting from a review, material expert validation assessment, design expert validation assessment, subject expert validation assessment, namely the Islamic cultural history

subject teacher at MTs Nur Ibrahimy Situbondo, who has used this picture book media. The aspects assessed are the location of the feasibility of the components, the location of the accuracy of the material's content, and the location of the attractiveness of the design drawings. The expert validation test that was carried out became the benchmark for researchers in perfecting the development of this picture book before field trials were carried out.

Expert Validation Results Analysis

1. Contents

The researcher asked Mrs Rif'ah, M.Pd, for the content expert validation test. I who is currently a lecturer at Ibrahimy Situbondo University as the validator. The validation test results on him entered the "good" category with an average of 4.22. The material content of the picture book has a good qualification value; it is not necessary to make major revisions, just a few things that need to be revised (minor revisions) according to what he has said. The following is a detailed description of each question in the questionnaire. The suitability of the topic in the development of learning media obtained a value of 4 which means it is included in the good category by using an assessment scale of 5 assessments. The topics in the textbooks developed by the researchers are under the existing topics. The continuity of the presentation of Khulafaur Rasyidin's learning scores 5, which means it is in the very good category using a 5 rating scale rating. content developed by the researcher has been presented very well. The suitability of KI and KD obtained a value of 4 which means it is in a good category using a 5 rating scale. The content in the textbook developed by the researcher follows the existing KI and KD.

The content and the images in the textbook developed by the researcher are appropriate. The textbook's content developed by the researcher is by the existing indicators. The suitability of the learning indicator scored 4, which means it is in a good category using a 5 rating scale. The suitability of the material's content and images obtained a value of 3 which means that it is included in the fairly good category using a 5 rating scale. The clarity of the material exposure scored 5, which means it is in the very good category using a 5 rating scale. The content of the exposure to the material in the textbook developed by the researcher is clear.

The accuracy of the content motivates students to get a score of 5 which means it is included in the very good category by using a scale of 5. The content of the textbook's textbook developed by the researcher is appropriate and correct to motivate students. The content of the textbook's textbook developed by the researcher has used language that is easy for students to understand. The ease of language used in learning media gets a value of 4 which means it is in the good category by using a 5 rating scale assessment. The accuracy of the use of illustrations scores 4, which means it is in a good category using a 5 rating scale. The content textbook developed by the researcher has used suitable illustrations.

2. Media Design

In this design expert validation test, the researcher asked Mr Adi Susanto, M. Kom, a lecturer at Ibrahimy Situbondo University, as the validator. The validation test results on him entered the "good" category with an average of 3.7. The design of the picture book has a good qualification value; it is not necessary to make major revisions, just a few things that need to be revised (minor revisions) according to what he has said. The following is a detailed description of each question in the questionnaire.

Cover design in the textbook developed by the researcher is under the material's content. According to the content, the cover design according to the content gets a

score of 5 which means it is in the very good category using a 5 rating scale. The typeface used is under the 7th grade MTs students getting a value of 4 which means they are in the excellent category using a 5 rating scale assessment. The typeface in the textbook developed by the researcher is per the 7th-grade students. The font size used is suitable for the 7th grade MTs students to get a value of 4 which means it is in a good category by using a 5 rating scale assessment. The size of the letters in the textbook developed by the researcher is by the 7th-grade students of MTs.

Images and content in the textbook developed by the researcher are appropriate. According to the material, the picture gets a score of 3, which means it is in the fairly good category using a 5 rating scale. The pictures are used to attract students and get a value of 3 which means it is in the fairly good category using a 5 rating scale. Pictures in the textbook developed by the researcher have attracted students and are real. The location of the images in the textbook developed by the researcher is attractive. The location of the attractive image gets a score of 3, which means it is in the fairly good category using a 5 rating scale. The layout of the writing in the textbook developed by the researcher is appropriate. The appropriate writing layout scores 4, which means it is in a good category using a 5 rating scale.

The size of the image in the textbook developed by the researcher is appropriate and correct. The size of the picture in the book is right to get a value of 3 which means it is in the fairly good category using a 5 rating scale. The colour in the book attracts students to get a score of 4 which means it is in a suitable category using a 5 rating scale. The layout in the interesting book scores 4 which means it is in the good category using a 5 rating scale. Colour in the textbook developed by the researcher attracts students. The layout used in the textbook developed by the researcher is attractive.

3. Subjects

In this subject expert validation test, the researcher asked Mr Joko Purwandy, S.Pd, a teacher of Islamic Cultural History in Grade 7 at MTs Nur Ibrahimy Situbondo, as the validator. The validation test results on him entered the "good" category with an average of 4.1. content and the whole in it from the picture book has a good qualifying value; it is not necessary to make major revisions, just a few things that need to be revised (minor revisions) according to what he has said. The following is a detailed description of each question in the questionnaire.

Content with the curriculum is appropriate. The suitability of the content with the curriculum scores 5, which means it is included in the very good category by using an assessment scale of 5 ratings. Make it easier for teachers to teach the material Khulafaur Rashidin gets a score of 4 which means it is in a good category by using a 5 rating scale assessment. The textbook developed by the researcher has made it easier for teachers to teach. Helping the teacher deliver the material gets a score of 4 which means it is in a good category using a 5 rating scale. The textbook developed by the researcher has helped the teacher deliver the material.

The textbook developed by the researcher is under the existing KI and KD. The suitability of the content with KI and KD scores 5, which means it is included in the very good category using a 5 rating scale rating. The suitability of the size and type of letters used in the learning media gets a value of 4 which means it is in a good category using a 5 rating scale assessment. The size and type of letters used in the textbooks developed by the researchers are appropriate. The suitability of the image/illustration with the material scores 5, which means it is included in the very good category using a 5 rating scale rating. Pictures/illustrations with the material used in the textbooks developed by the researcher are appropriate.

Media in learning Islamic Cultural History has had a good role. The attractiveness of the language used in the learning media scores 4, which means it is in a good category by

using a 5 rating scale. The language used in the textbook developed by the researcher is interesting. The role of the media in learning the History of Islamic Culture gets a score of 3, which means it is in the pretty good category using a 5 rating scale. Students who are motivated to take part in Islamic Cultural History KBM get a score of 4 which means they are in a good category by using a 5 rating scale. This shows that students have been motivated in following the Islamic Cultural History KBM.

Analysis of the Effectiveness of Picture Books

Reading material is a significant factor in supporting the implementation of learning activities—the better the reading material, the better the students' understanding of the material. Variations in the presentation of reading material are certainly one of the things that affect students' interest in participating in learning so that it can improve the results of the learning. Variations in the presentation of reading material also affect students' interest in taking lessons (Suhendi & Mughni, 2018). What is meant by variations in the presentation of reading materials is that the teacher in presenting reading materials to students must vary, do not rely solely on the mandatory handbooks. As much as possible, the teacher applies some reading materials that can foster interest in students in participating in learning, such as using reading materials in the form of reading materials. The picture book contains various interesting pictures so that students can be more motivated to participate in learning, especially for 7th-grade students of MTs.

The complexity of the subject matter delivered to children can be clarified through the media. Media can help teachers who cannot pronounce certain words or sentences.¹⁹ In addition to making students more interested in participating in learning, this picture book also has a function to make it easier for teachers to deliver lessons. So it is very good if a teacher applies picture books to specific lessons to make it easier to teach, attract students' interest, and make it easier for students to quickly understand the content of learning so that learning outcomes will be even better than before. The media for developing textbooks in picture books aims to facilitate and assist students in learning activities at the 7th grade level of MTs, especially the 7th-grade students of MTs Nur Ibrahimy. With this picture book, the author hopes that this picture book will influence students to improve student learning outcomes.

The implementation of the Khulafaur Rashidin picture book is that the teacher conveys the material from the Khulafaur Rashidin picture book to the students, then the rest of the students read the material in the picture book. The product's effectiveness in developing textbooks was measured by conducting a 2-step test on 7th grade students, totaling 14 students at MTs Nur Ibrahimy Situbondo in the form of pre-test and post-test. The pre-test is a test carried out when the development product in the form of the Khulafaur Rashidin textbook material has not yet been implemented on 14 students at MTs Nur Ibrahimy Situbondo. The researcher conducts activity in the form of a test in the second stage in a post-test. After the product development of the Khulafaur Rashidin textbook material has been implemented.

The results of the pre-test and post-test of Khulafaur Rasyidin's material from 14 students at MTs Nur Ibrahimy Situbondo in this study, as shown in Figure 4.35 and Figure 4.36, show that the average results of the pre-test and post-test of grade 7 students totalling 14 students. At MTs Nur Ibrahimy Situbondo were 45.7 (pre-test results) and 79.1 (post-test results). The total score of the average post-test results is greater than the average pre-test results, which means that the post-test scores are better than the results of the pre-test scores of the 7th graders. Totaling 14 students at MTs Nur Ibrahimy Situbondo. So there is a significant difference before and after using the textbook in the form of a picture book of Khulafaur Rasyidin material for the students of MTs Nur Ibrahimy Situbondo.

A significant difference also occurred in the T-test results, where the researchers in this study used paired sample T-test. The paired sample t-test in this study explains that $t_{count} > t_{table}$. T_{count} is 6.53 while t_{table} is 2.160 using a significance level of 0.5 or 5% in the t distribution table with degrees of coefficient or degrees of freedom. The result is equal to 13, so the resulting t_{table} is 2.160. The paired sample t-test shows that the t_{count} is greater than the t_{table} , so H_1 is accepted and H_0 is rejected. So it can be concluded that a study conducted to determine the increase in student learning outcomes before and after using learning media in the form of textbooks based on picture books of Khulafaur Rashidin material in the History of Islamic Culture Subject Class 7 material Khulafaur Rashidin at MTs Nur Ibrahimy Situbondo is that there is a difference. Seeing from the results of the post-test average, which is greater than the students' pre-test results and seeing from the results of the t-test, which shows there is a significant difference (H_1 is accepted), it can be concluded that the textbook-based learning media is a picture book of material. Khulafaur Rasyidin is practical to use when the learning process takes place to help students improve their learning outcomes.

Conclusion

Researchers compiled this picture book using Microsoft word; it was determined beforehand what would be written in the picture book by looking for references from various media. The researcher made the image using Corel Draw on the cover of this book. After this picture book was designed, the researcher then conducted a validation test on three experts, the first on a media design expert, namely Mr Adi Susanto M. Kom. The latter is currently a lecturer at Ibrahimy Situbondo University. The validation test results on him are in the "good" category with an average of 3.7 and are included in the small revision category. The second is a material expert, namely Mrs Rif'ah, M.Pd.I currently serve as a lecturer at the Ibrahimy University of Situbondo. The validation test results on him are in the "good" category with an average of 4.22 and are included in the small revision category. Moreover, finally, the subject matter expert, Mr Joko Purwandy, S.Pd, was currently a teacher of Islamic Cultural History in Grade 7 at MTs Nur Ibrahimy Situbondo. The validation test results on him are in the "good" category with an average of 4.1 and are included in the small revision category. The acquisition of the average pre-test score of 45.7 and the average post-test score of 79.1. calculated using the paired sample T-test formula to obtain the value of $t_{count} > t_{table} = 6.53 > 2.160$, which means H_0 is rejected and H_1 is accepted.

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