

How to Develop Caricature Media Based on Al-Qur'an Verses in Thematic Learning in Elementary School

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How to Develop Caricature Media Based on Al-Qur'an Verses in Thematic Learning in Elementary School

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Abstrak

Pengembangan media pembelajaran yang kreatif dan menarik bagi siswa sekolah dasar merupakan hal penting dan harus mendapat perhatian. Penelitian ini bertujuan untuk mengembangkan media karikatur yang diintegrasikan dengan ayat-ayat Al-Qur'an. Jenis penelitian yang digunakan adalah Research and Development (R&D) model ADDIE yang terdiri dari lima tahap yaitu Analyze, Design, Development, Implementation, and Evaluation. Penelitian ini melibatkan tiga orang validator, 17 siswa kelas IV SDN 114 Pincara, dan satu orang guru. Instrumen yang digunakan yaitu pedoman wawancara guru dan angket siswa. Hasil penelitian mengungkapkan kebutuhan akan adanya media pembelajaran yang menarik dan tidak membosankan. Penelitian ini menghasilkan produk berupa karikatur memiliki tingkat validitas yang tinggi. Hasil validasi dari ahli materi dan bahasa memperoleh persentase 90% dengan kategori sangat valid, adapun hasil validasi dari ahli desain media pembelajaran memperoleh persentase 82,5% dengan kategori sangat valid, sedangkan hasil validasi oleh guru wali kelas IV memperoleh persentase 95% dengan kategori sangat valid.

Kata kunci: Media Karikatur, Pembelajaran Tematik, Ayat-Ayat Al-Qur'an.

Abstract

How to develop caricature media based on Al-Qur'an verses in thematic learning in elementary school. Developing creative and interesting learning media for elementary school students is important and must receive attention. This study aims to develop a caricature media that is integrated with the verses of the Qur'an. The type of research used is the Research and Development (R&D) ADDIE model, which consists of five stages, namely Analyze, Design, Development, Implementation, and Evaluation. This study involved three validators, 17 fourth-grade students at SDN 114

Pincara, and one teacher. The instruments used are teacher interview guidelines and student questionnaires. The study results reveal the need for interesting and not boring learning media. This research produces a product in the form of a caricature with a high validity level. The validation results from material and language experts obtained a percentage of 90% with a very valid category. In comparison, the validation results from learning media design experts obtained a percentage of 82.5% with a very valid category, while the results of validation by the homeroom teacher IV obtained a percentage of 95% with a very valid category.

Keywords: Caricature Media, Thematic Learning, Verses of the Qur'an

Introduction

The development of a nation is closely related to the problem of education. Education is one of the most important factors for human life in achieving the expected goals and objectives. The implementation of compulsory education for all children of the nation in welcoming life in the future, so it is very necessary effective and efficient learning resources that can make students active during the learning process. Teachers play an active role in creating and developing learning resources that increase student enthusiasm for learning. One source of learning that students need is the existence of learning media.

Many opinions explain the meaning of media. Media are all forms and channels used to convey information or messages (Pamli, 2012). According to the Education Association cited in (Usman, 2002), Media are objects that are manipulated, seen, heard, read, or discussed along with the instruments used properly in teaching and learning activities that can affect the effectiveness of instructional programs. Media is one source of learning that supports the learning process. The existence of creative media can foster student interest and enthusiasm in the learning process.

To realize educational goals and obtain optimal learning outcomes, a teacher should pay attention to teaching patterns, how students learn, and understand the state of students as learning beings to realize optimal learning outcomes. (Johan, 2018) said that one of the alternatives that teachers can use to create a more fun, lively learning atmosphere, and be able to make students more cheerful to take part in the learning process in the classroom, is to use learning media that are designed as attractive as possible so that the learning process is not stressful and boring.

Caricature media are media in the form of funny pictures containing messages and satire that teachers use to activate communication and interaction

between teachers and students and between students and students. It is in line with the opinion (Rulviana, 2017). The caricature is an expression of someone's feelings that are expressed to be known by the public; therefore, caricatures as communication media contain messages, criticisms, or satire without much comment, but enough with funny pictures and deep ones (spicy) meaning.

² Media as a tool in the teaching and learning process is a fact that cannot be denied. Because the teacher plays an important role in delivering learning materials to students, the teacher is aware that without the help of the media, the learning materials are difficult to digest and understand by students, especially complex and complex subject matter. (Suwarni, 2018). Although the initial goal of learning is good, good goals are difficult to achieve properly if the right media do not support it.

Based on observations and results of interviews conducted by researchers on November 9, 2020, and continued with research on October 4, 2021, at 10.15 WITA with the homeroom teacher of class IV SDN 114, Pincara said that in theme 3, namely caring for living things, Students quickly feel bored and find it difficult to understand the material taught by the teacher. Because it is only based on the package books provided and the limited learning media that is by the material, while the media helps ²⁵ teachers and students in the learning process. Learning media makes it easier to attract student's interest to be more active in learning.

Learning in teacher schools can create an engaging learning atmosphere by utilizing creative, innovative, and varied learning media so that the learning process can take place effectively. The use of learning resources such as textbooks turned out to be ¹² less able to make students understand the learning material. With the existence of learning media, an educator can create and develop learning media and provide understanding to students in caring for living things so that the learning media is not detrimental and even has a good impact on the learning process.

As mentioned in the Qur'an, in the form of sound media captured by listeners' senses and visual media captured by the senses of sight. Sas stated in QS. An-Nahl (16):78.

(٧٨) لَعَلَّكُمْ الْاَفْبِدَةَ الْاَبْصَارَ السَّمْعَ لَكُمْ لَ اِ لَاتَعْلَمُونَ اَمْ هُنَّكُمْ اَخْرَجَكُمْ اللهُ

⁸ The translation: "And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight, and hearts, so that you may be grateful."

The verse hints about sight, hearing, and heart which are specific sources for developing knowledge in humans. It is closely related to the learning process, where educators can develop ideas, thoughts, and knowledge in making learning media that are interesting and easy for students to understand.

Method

This R&D (Research and Development) research uses the Addie development model. Model ADDIE is a systematic learning design model. This model consists of five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This research was conducted at SDN 114 Pincara, located in Pincara Village, Masamba District, North Luwu Regency, South Sulawesi Province. The subjects in this study were fourth-grade students of SDN 114 Pincara, totaling 17 students. Fourth-grade students have an average age of about 10-11 years. The development procedure in this research consists of 4 stages. The first is the preliminary research stage which adapts the Addie model steps taken in developing animal and plant caricature media on the theme of caring for living things integrated with the verses of the Qur'an; the second stage is initial product development, where the researcher designs by determining the image of the object, determining the paragraph, determining the background and so on. Then the third stage of validation is a stage that aims to test learning media products both in terms of design, content, and the content presented. The teaching material tested is whether the material presented can be easily understood, structured and clear, and interesting to apply. Then, at the stage of making the final product, after the expert validation stage has been completed and if you get a good response from the educator, the researcher carries out the product manufacturing stage (Cahyadi, 2019).

The data collection techniques used by researchers in this study are observation (observation), interviews, student questionnaires, validation of experts, and documentation (Dodik Ari Wibowo, 2019). In this research, the researcher also uses data analysis techniques, namely, analyzing the data from the validation results of experts. The data from the validation of experts is analyzed by considering comments and input from the validator. Based on the questionnaire given, expert validation data analysis was obtained from the assessment of content experts, linguists, and learning design experts.

Result

Analysis (Analyze) the need for developing animal and plant caricature media on theme three caring for living things **integrated with the verses of the Qur'an**

There are several stages at this analysis stage: **initial condition analysis**, **student analysis**, **material analysis**, **learning objectives analysis**, and **school environment analysis**. **Based on the findings of the preliminary analysis**, teachers rarely **use learning** media when teaching theme three care for living things, instead of relying solely on textbooks, which causes students to be less interested in learning material about caring for living things because learning media have not aided the learning process. The textbooks presented are also less attractive, making students less interested **in learning**. It is in line with the opinion (Asyhari & Silvia, 2016) that students are less interested in reading thick, colorless, and illustrated books.

Meanwhile, **based on the results of the analysis of student needs** using a questionnaire, it was found that students were more interested in using the picture media when the learning process takes place rather than just using textbooks. It is in line with (Nurjanah et al., 2019) that students are more interested in learning when using unique and interesting learning resources. Furthermore, not only increasing student enthusiasm but **based on the results of the analysis of student needs** using a questionnaire, information was obtained that when examples accompany the learning process in the form of pictures, **it can make it easier for students to understand learning**.

Media is a tool that can provide convenience for **teachers in the learning process** to increase students' potential in learning. Asnawir and Basyiruddin Usman conveyed a similar opinion (Ramli, 2015) that the **media is something that transmits messages and can stimulate the thoughts, feelings, and desires of students so that it can encourage the learning process in them**.

Design (Design) the development of animal and plant caricature media on theme three care for living things **integrated with the verses of the Qur'an**

At this stage, **the activities of designing learning media about caring for living things are carried out and integrated with the verses of the Qur'an**, which are designed **in the form of media images (caricatures)**. The activities carried out at this stage are making teaching materials **in the form of caricature media combined with verses from the Qur'an** and compiling a media use guide book. There is material on the theme of caring for living things in the book. The designed material must be adjusted to the previous stage, namely the analysis of student needs. It is by

(Saputra & Purnama, 2015) who states that the media to be made is the answer to the needs of students so that later the resulting media can be used properly. Before designing learning media, researchers need to make a product flowchart that serves as a reference or guide in compiling media. In the next stage, the development stage is carried out, namely the validation test of learning media by several experts or validators. Validation Test media caricatures of animals and plants with the theme of caring for living things **integrated with the verses of the Qur'an**

a) Material and Language Expert Validation Test Results

Before testing the use of learning media and developed guidebooks, validation was carried out by material and language expert lecturers, namely Mrs. Bungawati, S.Pd, M.Pd. This validation was carried out to obtain data on the feasibility of animal and plant caricature media on theme three caring for living things **integrated with the verses of the Qur'an** seen from **the material and language aspects**. The validation results by material and language experts can be described as follows.

23 Table 1. Results of Material and Language Expert Validation Test

	Rated aspect	Evaluation			
		1	2	3	4
Validity of Teaching Materials and Language	1. By the 2013 curriculum				☑
	2. The material presented is by KI and KD				☑
	3. the material presented is by the indicators and learning objectives				☑
	4. Using writing, spelling, and punctuation by the General Guidelines for Indonesian Spelling (PUEBI)			☑	
	5. Develop caricature media caring for living things integrated with the verses of the Qur'an			☑	
	6. The material presented is in easy-to-understand sentences				☑
	7. Materials and media are interrelated				☑
	8. It can be used individually or in groups				☑
	9. The order of the material is clear and easy to understand			☑	
	10. The evaluation given is by the material			☑	

Total Score 36
 Average Score 3.6
 Percentage Score 90%

Very Valid Category

11

Source: Processed primary data

Based on the validation results above, it is known that three caricature media caricature care for living things integrated with the verses of the Qur'an that was developed obtained a percentage of 90% with a very valid category. Researchers obtained an average of 3.6 with relevant categories. However, before actually being tested, the caricature media that cares about living things is integrated with the verses of the Qur'an, and the developed learning guidebooks still need to be improved based on suggestions and input from material expert lecturers. The suggestions given can be seen in the table, based on the results of the assessment of the material expert lecturers in general, the data obtained that the product can be used with minor revisions.

b) Design Expert Validation Results

Validation by media experts was carried out to obtain information data regarding the feasibility of caricature media on the theme of caring for living creatures integrated with the verses of the Qur'an. The results of the validation by media experts by Mrs. Hj. Salmilah, S. Kom., MT. can be described as follows.

Table 2. Design Expert Validation Results

Rated aspect	Evaluation			
	1	2	3	4
Validity of Learning Media Design (Caricature Media)	1. The cover design of the caricature media guidebook that is displayed is attractive			☑
	2. The right mix of media colors		☑	
	3. The order of each page in the caricature media manual is correct		☑	
	4. The font type and size is correct		☑	
	5. Match between material and image			☑
	6. The placement or position of the pictures and verses is correct		☑	
	7. The caricature media displayed is by the theme of caring for living things		☑	
	8. Ease of use of caricature media		☑	
	9. The images displayed are clear and easy to understand			☑

Total Score 33
 Average Score 3.3
 Percentage Score 82.5%
 Very Valid Category

Source: Processed primary data

The data validation results by learning media design experts obtained 82.5%, with a very valid category. However, the developed product must be revised before field testing according to the validator's suggestions and input. The suggestions from media expert lecturers can be seen in the table. However, based on the average scoring by media experts, the product can be used with minor revisions.

c) Results of Validation of the Application of Learning Media (Voice of Grade IV SDN 114 Pincara)

Validation test, besides being carried out by two lecturers respectively as material, language, and design experts, validation was also carried out by a homeroom teacher as an education practitioner. The validity test by the class teacher was carried out to determine the level of validity of the developed product. The results of the validation by the class teacher, in this case, are Mrs. Mustika, S.Pd. Can be seen in the following table.

Table 3. Results of Validation of the Application of Learning Media

Rated aspect	Evaluation			
	1	2	3	4
1. Caricature media can make it easier for students to understand the material about caring for living thing				☑
2. Caricature media can improve students' understanding of the learning objectives to be achieved				☑
3. The explanation presented does not lead to a double interpretation			☑	
4. Interesting and appropriate learning media design for students				☑
5. Students are active and creative in learning when using caricature media (print media)			☑	
6. With the media, it can help teachers in distributing or transferring knowledge				☑
7. Caricature media makes students' curiosity increase				☑
8. With the media, students can learn independently				☑

9. Learning materials and media are interrelated ☑
10. The order of the material is clear and easy to understand ☑

Total Score 38
Average Score 3.8
Percentage Score 95%
Very Valid Category

Source: Processed primary data

From the data validation results by the homeroom teacher for grade IV SDN 114 Pincara, the percentage obtained is 95%, with a very valid category. In general, based on the average score given by the homeroom teacher for grade IV as an education practitioner. In this way, the caricature media and the developed user manual can be used without revision.

Discussion

The researcher developed a learning media, namely the development of animal and plant caricature media on theme three caring for living creatures integrated with the verses of the Qur'an for class IV SDN 114 Pincara. This research is a research and development research with a research model using the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, in this study, researchers only used three stages, namely, reaching the Development stage. It was due to limitations due to the Covid-19 outbreak. Thus, researchers also carry out a stage, namely needs analysis, design, and development (validation test).

At the Analysis stage, there are five stages of analysis, namely the analysis of the initial conditions, which analyzes the basic problems faced by the teacher during the learning of caring for living things. The second analysis is student analysis, with indicators analyzing student characteristics based on their needs and developments. The third analysis is the analysis of materials tailored to the needs and levels of students and the competencies to be achieved based on core competencies (KI) and basic competencies (KD). The objectives are then analyzed, generated based on the basic competencies and indicators to be met as specified in the 2013 curriculum. Furthermore, by observing the school environment, the analysis of the school environment can be adjusted to suitable learning media for fourth-grade students at SDN 114 Pincara.

Learning media (caricature media) can help students understand learning. This statement is supported by (Daryanto, 2013), which explains the function of the media in learning, namely, clarifying the message so that it is not too verbalized, overcoming the limitations of space and time, and creating a passion for learning directly between students and learning resources. Therefore, the researcher developed the media for caricatures of animals and plants on theme 3, caring for living things, integrated with the verses of the Qur'an, so that students were more enthusiastic in the learning process.

The learning media that is designed must be adjusted to the previous stage, which is made as an answer to the needs of students so that the resulting teaching materials can be used properly. Before designing teaching materials, researchers need to make a product flowchart that serves as a reference or guide in making integrated learning media of the verses of the Qur'an. With the flowchart, the making of caricature media and guidebooks will be more focused and systematic. It is in line with the opinion (Full Moon, 2015) that the flowchart serves as a basis before making a product. After compiling the flow chart then, the researchers began to design learning media in the form of print media (caricatures) with the theme of caring for living things (integrated verses of the Qur'an).

The next stage is development, which is validation tests on products with animal and plant caricature media with the theme of caring for living things that have been made. The validation test is intended to test whether the learning media is feasible or vice versa. The validation test was carried out by three validators: material experts, design experts, and implementation experts.

Based on the results of the assessment of several validators, the results obtained are that the caricature media of animals and plants on theme three care for living things integrated the verses of the Qur'an are valid or feasible to use. It is proved by the validity of the content and language, which is in the 90 percent range, indicating that it is valid and very valid, and the validity of the design, which is in the 82.5 percent area, indicating that it is also valid and very valid. The validity of the application is in the range of 95%, which means it is in the valid and very valid categories.

Conclusion

First, it takes interesting learning media. The process of developing animal and plant caricature media on the theme of caring for living things is integrated with

Qur'anic verses, beginning with an analysis of the needs of learning activities to care for living things, then designed according to the needs of the analysis, and finally developing according to the needs and the model used. The product was then validated by three validators, namely two from IAIN Palopo expert lecturers and one from the homeroom teacher of SDN 114 Pincara.

Second, in designing learning media in the form of animal and plant caricature media, the theme of caring for living creatures, the researcher refers to the flowchart and uses the ADDIE development model, which is as follows: (1) Analyze stage, which contains information about student needs for learning methods, (2) Design stage, which contains the format, design, and language of learning guide books, (3) Develop stage, which contains information on expert assessments, results revision, and

Third, caricature media products and learning guide books (integrated verses of the Qur'an) have been successfully developed with a very valid category based on the assessment of the validation results by material and language experts who obtained a percentage of 90% in the very valid category and the validation results by design experts obtained a percentage of 82.5% with a very valid category. In contrast, the validation results by class teachers obtained a percentage of 95% with a very valid category.

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