The Use of Comic Media to Increase the Maharah Qiraah of Elementary Education Level Students

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Abstrak

Penelitian ini bertujuan meningkatkan keterampilan membaca bahasa Arab siswa kelas VII-1 Tahfidz di Yayasan Perguruan Cipta Simpang Dolok melalui media komik berbahasa Arab. Penelitian ini merupakan penelitian tindakan kelas (*Classroom Action Research*). Penelitian ini dilaksanakan pada semester genap Tahun Ajaran 2021/2022, yaitu pada bulan Mei-Juni. Sebagai Subjek dalam penelitian ini adalah peserta didik kelas VII-1 Tahfidz Yayasan Perguruan Cipta Simpang Dolok yang sejumlah 31, terdiri dari 17 peserta didik perempuan dan 18 peserta didik laki-laki. Objek penelitian adalah keterampilan membaca Peserta didik. Data penelitian dikumpulkan menggunakan tes yang diberikan kepada masing-masing siswa. Berdasarkan hasil persentase tes belajar siswa pada siklus I ialah 75,80% dan pada siklus II meningkat menjadi 87,19%. Dari perbandingan kedua siklus tersebut terdapat peningkatan sebesar 11,39%. Dengan demikian dapat disimpulkan bahwa keterampilan membaca *(maharah Qira'ah)* menggunakan media Komik sudah meningkat.

Kata Kunci: Hasil Belajar, Maharah al-Qira'ah, Media Komik.

Abstract

This study aims to improve the Arabic reading skills of grade VII-1 Tahfidz students at the Cipta Simpang Dolok College Foundation through Arabic comic media. This research is a classroom action research (Classroom Action Research). This research was conducted in the even semester of the 2021/2022 Academic Year, namely in May-June. The subjects in this study were students of class VII-1 Tahfidz Yayasan Pendidikan Cipta Simpang Dolok with a total of 31, consisting of 17 female students and 18 male students. The object of research is the students' reading skills. Research data were collected using a test given to each student. Based on the results, the percentage of student learning tests in the first cycle was 75.80% and in the second cycle increased to 87.19%. From the comparison of the two cycles, there was an increase of 11.39%. Thus, it can be concluded that reading skills (maharah Qira'ah) using comic media have increased.

Keywords: Learning Outcomes, Maharah al-Qira'ah, Comic Media.

INTRODUCTION

The learning interaction that takes place between teachers and students is very dependent on the effectiveness of the communication that exists (Febriyandani, 2021). This is because teachers with their functions and professions communicate learning to students according to their experience, creativity, innovation power, and self-competence. Thus, educators are often termed communicators and students as communicants. For this reason, the communication process has a big influence on improving student learning outcomes (Purwanto, 2013; Dewi, 2017).

The effectiveness of communication between teachers and students is not interpreted as a verbal concept only. Because, communication can also take place non-verbally, namely through visual images, use of props, and other types (Ningrum, *et.al.*, 2022; Nisa & Sujarwo, 2020: 229-240; Putri & Irwansyah, 2021: 54-63). An effective learning situation is also assisted by the presence of learning media, to minimize the low concentration of student learning, students' confusion in reasoning and interpreting teaching materials, as well as student needs for the availability of facilities to support student activity and enthusiasm for learning (Budiarti & Haryanto, 2016: 233-242).

The view above shows that effective communication can be created through a comfortable or conducive learning atmosphere (Widyawati & Prodjosantoso, 2015). Simple efforts commonly made by teachers are to prepare learning media and facilitate students to gain knowledge from other learning sources (books, articles, the internet, universe) as a form of learning stimulus and increase the quality of the educational experience for students (Subroto, *et.al.*, 2020: 135-141).

Teacher skills are needed to be able to sort out the right media for students in line with the teaching material to be delivered in class. According to Daryanto (2013), the teacher's ability will help students easily understand the content (message) of the material delivered. In this context, teachers must consider various aspects (components) of learning, including materials and methods of delivering teaching topics, learning techniques and approaches, and the application of technology-based learning models to be adaptive and innovative in the future. Therefore, learning must be given the right components, one of which is from the aspect of learning media.

Basic skills in the form of language skills for students are divided or classified into 4 (four parts), namely listening or listening skills, speaking skills, reading skills, and writing skills. In this context, reading skills are discussed in detail as an initial ability for each individual to understand writing and the mental condition of each writing (Sanaky, 2009; Zunidar, 2017: 2-14). This shows the importance of honing students' reading skills from the elementary age level.

The urgency of reading skills can affect student achievement and learning outcomes. Supporting these literacy efforts is not enough to facilitate students in the form of reading or books of various genres. More than that, teachers are required to create teaching materials with the help of appropriate (relevant) and effective learning media. The use of learning media is very helpful for students in understanding the flow of teaching and teaching materials. Coupled with the use of various other learning resources mediated by learning media.

The existence of media in the learning process is seen as central or vital in delivering learning messages (Sadiman, 2009). Moreover, the momentum of the Covid-19 pandemic that has hit all sectors of life requires learning to be carried out remotely or online. Of course, the role of the media in the form of internet facilities will determine the transition of the learning system. This shows that the media is not just a complement to learning facilities, but is the main option in making it easier for teachers to convey learning messages to students (Uno, 2011).

The message is the core of learning conveyed by the teacher to students (Suminar, 2019: 774-783). In this context, students display various learning styles and ways of reasoning in teaching materials, ranging from audio, visual, audio-visual, or kinesthetic learning styles. The identification of these learning styles can be done

by the teacher slowly to determine the right media or learning approach for the child's developmental stage (elementary education level students).

The use of learning media in children is very diverse, ranging from cartoons, comics, children's films, educational games, and so on (Hamalik, 2003; Fathurrohman, 2015). The use of comics as one of the learning media has a high appeal to foster students' enthusiasm for learning. It is based on the combination of unique pictures and concise interesting stories packaged in one small book. It is easier for children to understand the flow of discussion through a combination (combination) of pictures, stories, and the uniqueness of comics.

Comic media is considered to be able to increase students' reading power and interest. It is based on simple diction packaging, interesting stories, and a concise and concise comic storyline. Of course, this media can be a stimulus for students' interest and advanced reading skills. The sequence of stories presented in comics also affects students' abilities in understanding and reason each teaching material (Arsyad, 2011: 2). Thus, comics are relevant and effective as learning media for elementary education students (Komsiyah, 2012; Harjanto, 2005).

Indeed, the use of comics media in learning has been widely studied from various study points of view. The relevant research includes discussing aspects of the application of comic media in the field of study (Puspitorini, *et.al.*, 2014; Putra & Milenia, 2021: 30-43; Nugraheni, 2017; Suparmi, 2018: 62-68; Wardani, 2012; Pratama, 2018: 347-371), efforts to increase student learning motivation (Indaryati & Jailani, 2015: 84-96), efforts to improve student learning outcomes and achievement (Mediawati, 2011: 68-76; Suparman, *et.al.,* 2020; Danaswari, *et.al.,* 2013: 93-110; Enawati & Sari, 2010), student character building (Saputro & Soeharto, 2015: 61-72), the effectiveness of using comic media (Riwanto & Wulandari, 2019; Saputro, 2016: 1-19), student active learning strategies (Wahyuningsih, 2012), and development of android-based media (Anesia, *et.al.*, 2018: 149-153).

Observing the description above, it can be found that there is a study or analysis of gaps in the media on various subject topics, efforts to improve student learning outcomes, and character building in students. Surely these themes still leave " space", namely around the theme of skills or learning students through the use of comic media. On this basis, the researcher seeks to deepen the theme summarized in the title of the study, "Use of Comic Media to Improve Students of Maharah al-Qira'ah Elementary Education Level". Through this research, it is hoped that comics can be one of the sure media in helping elementary school-aged students to be skilled at reading.

METHOD

This research uses Classroom Action Research (CAR), which is a form of research that is intended to address learning problems that occur in the classroom in Arabic subjects. The design used is the design proposed by Kemmis and Taggart, which is a series of activities that includes planning, implementing actions, observing, and reflecting (Wardani, 2007; Assingkily, 2021). This research was carried out in the even semester of the 2021/2022 Academic Year, namely in May-June. CAR is carried out in 2 cycles consisting of 4 stages, namely: *planning, implementing actions, observing*, and *reflecting*. The subjects of the research were students of class VII-1 Tahfidz at the Yayasan Pendidikan Cipta Simpang Dolok which consisted of 31 students. The object of research is the students' reading ability. Data collection techniques using the results of observations and interviews. Data were analyzed descriptively and presented in tabular form.

RESULTS AND DISCUSSION

This research was carried out at Madrasah Tsanawiyah Yayasan Pendidikan Simpang Dolok. The subjects of this study were students of class VII-1 Tahfidz, totaling 31 people. The action taken by the researcher is learning Arabic using comics media to improve reading skills (maharah Qira'ah) in the Even semester of the 2021/2022 Academic Year.

The implementation of the action was divided into 2 cycles, the first cycle was held on May 23, 2022, then continued with the cognitive learning outcomes test at the level of student understanding Cycle I was held on May 25, 2022. The second cycle was on May 30, 2022, then continued with the learning outcomes test. Cognitive comprehension at the level of students' understanding in Cycle II was carried out on June 1, 2022. For observation activities, the researcher acted as a teacher assisted by one observer, namely Mrs. Nining Wahyuni S.PdI (Arabic Language Teacher Class VII-1 Tahfidz) who acted as an observer who observed the process. teacher and student learning.

In the first cycle, observations were made for each meeting, namely the first meeting of the provision of learning materials to be tested. Then students record the material that has been delivered, after that students read repeatedly the material that has been given. At the end of the cycle, a learning outcome test is given in the form of an assessment. From the results of observer analysis, research on learning activities shows that the learning carried out by researchers is not going well and it is felt that the implementation of learning is not optimal. So it is necessary to make observations in Cycle II. In the second cycle of observation, the researcher carried out the same activities as in the first cycle. This observation data was obtained through the student learning test result sheet which was carried out at the end of the cycle. This data is used to see the process of developing activities that occur during the learning process.

Table 1
Comparison of Student Learning Test Results in Cycle I and Cycle II.

Student Learning Test Results Using Comic Media to Increase Maharah Qira'ah	
Cycle I	Cycle II
75,80%	87,19%
Good	Very Good

Based on the table above, the presentation of student observations on the use of comic media to improve Maharah Qira'ah in the first cycle was still 75.80% in the good category, while in the second cycle it reached 87.19% in the very good category. From the results of observations, the use of comics media in increasing students' Qira'ah maharah increased from cycle I and cycle II by 11.39%. The increase in the acquisition of student test results can be seen from the results of student evaluations in cycles I and II as follows:

Table 2
Data on Student Evaluation Results Cycles I and II

Information	Score	
	Cycle I	Cycle II
Total	2.350	2.703
Mean	75,80	87,19
The Highest Score	100	100
Complete KKM	20	26
Incomplete KKM	13	5
Percentage KKM	64,5 %	83,8%

Based on the research that has been carried out, it is known that the results of the Student Learning Test using Comic Media in improving reading skills (maharah Qira'ah) have increased. The average value of students in the first cycle was 75.80% to 87.19% in the second cycle. From the data above, students who passed the KKM (Maximum Minimum Criteria) in the first cycle were 20 students from the total number of students with a percentage of 64.5%. In the second cycle, there was an increase of 83.8% consisting of 26 students who passed the KKM. Learning outcomes in cycle II have reached indicators of success because students experience individual learning mastery of 80.

The findings of the data above are in line with the research of Gumilang, *et.al.* (2019: 185-196) who concluded that comics media can help teachers convey messages in learning and help improve problem-solving

skills (difficulties) experienced by students. Furthermore, comics are also used by educators at MTs Yayasan Pendidikan Cipta Simpang Dolok to improve students' reading skills. Thus, comics media were chosen as a "bridge" of information or learning messages from teachers to students.

The use of Comic Media to improve students' Maharah Qira'ah in learning Arabic makes learning Arabic more meaningful, fun and raises student activity because the use of comic media involves students playing an active role in finding answers to questions that have been made independently. When viewed from the results of observations, the activities of students in learning Arabic through comic media on the ability to read (maharah Qira'ah) have increased in each cycle. In the first cycle, the average value of students was 75.80 which was included in the good category. Then in the second cycle, the average score of students was 87.19 which was included in the very good category.

Observing the findings above, Ramliyana (2016) argues that the role of the media in conveying the content (message) of learning is very significant. Rosyida (2019: 47-63) added that the use of media also makes it easier for teachers to teach students. This shows that the usefulness of the media can give birth to meaning in every learning process. The media in the context of this research is in the form of comics as an effort to improve the reading skills of elementary-age students.

Another opinion was expressed by Purnama, *et.al.* (2015), elementary-age children are still reluctant to read if they are monotonous in textual pronunciation. For this reason, the presence of images in comic media helps to grow students' interest in reading. This is because comics provide fun and interesting media for students to read. Moreover, the readings in comics are concise and easy for students to understand, and can bring curiosity to students because they are arranged in series (serial stories).

Based on the description above, it can be understood that children of elementary age with a concrete cognitive development stage need a learning stimulus that is appropriate to their developmental phase. Comic media presents the fantasy that students need, namely the pleasure of seeing interesting pictures accompanied by reading that trains students' reading skills. Thus, comics are effectively used as learning media to improve reading skills in elementary-age children.

CONCLUSION

Based on the results of the research and discussion, the researchers can conclude that the use of comics media in increasing the Qira'ah maharah in Arabic Learning in Class VII-1 Tahfidz at Madrasah Tsanawiyah Yayasan Pendidikan Cipta Simpang Dolok has increased. The average percentage obtained in the first cycle of 75.80% (good category) increased to 87.19% (very good category) in the second cycle. The use of Comic Media in increasing students' Qira'ah maharah in Cycle I there are several shortcomings so improvements need to be made in Cycle II. The improvements made are in the form of providing learning related to how to read Arabic skills so that students can read Arabic properly and correctly. After the repairs were carried out, there was an increase from cycle I to cycle II of 11.39%. Thus, comic media are effectively used to improve reading skills in elementary-age students.

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